

Warrington Day Nursery

Inspection report for early years provision

Unique reference number EY285467
Inspection date 06/08/2009
Inspector Rachel Ruth Britten

Setting address C/o David Lloyd Leisure Club, Sankey Way, Cromwell
Avenue South, Great Sankey, Warrington, Cheshire, WA5
1HH
Telephone number 01925 418175
Email
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Warrington Day Nursery was registered in 1998. The setting is owned by Asquith Court Nurseries Limited and operates from purpose built facilities within the David Lloyd Leisure Club in Warrington, Cheshire. Children are cared for within five rooms, all located on the ground floor. There are secure areas available for outdoor play. A maximum of 109 children aged under eight years may attend the setting at any one time. It is open five days a week from 07.30 to 18.00 all year round. Children attend from the local community and surrounding areas.

There are currently 121 children on roll aged from three months to five years. All of these are within the Early Years Foundation Stage (EYFS). The setting receives funding for nursery education. The occasional crèche care offered to children aged over five years to eight years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting supports a number of children with learning difficulties and disabilities and is able to support children who speak English as an additional language.

The setting employs 26 members of staff including the manager. There are 14 staff qualified to level three in early years and three staff are qualified to level 2. The remaining nine staff are working towards a recognised early years qualification. In addition, the setting employs a cook and an administrator. The setting receives advice from the organisation's care managers as well as the local authority early years advisory team.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Well organised and involved managers enthuse staff to work effectively as teams and most fulfil their individual roles with great commitment. Key workers ensure that each child's individual needs are known and properly met. They develop strong bonds with children and parents and child-centred working relationships with any other parties involved. Children make good progress in their learning and development, experiencing a wide range of resources and play opportunities, both indoors and outdoors. Safeguarding standards are outstanding and leaders and managers' self-evaluation and capacity to improve are exemplary.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the usefulness and clarity of developmental recording so that children's progress is clearly shown, in particular through regular periodic summaries of progress under the six areas along with next steps plans which are based on the evidence and observations made
- ensure that the systems in place to facilitate transition into nursery and moves between rooms are used in good time and to full effect to support

each child's progress and well-being at these times.

The leadership and management of the early years provision

The manager of the setting and her administrative staff succeed in maintaining a motivated, well qualified and organised staff group, many of whom participate in ongoing in-house professional training. They operate using policies and procedures evolved for all the nurseries in the organisation, but also have scope to develop their own strategies. For example, they are planning initial key worker home visits for new starters at nursery to boost partnerships from the start. Specialist care and education managers for the nursery chain support all staff in using agreed systems for planning and providing for children's learning and development. There are difficulties accessing local authority training to find out about other ways of working, but managers visit and share with other nurseries in the group and standards of safeguarding and continuous improvement in this setting are outstanding.

The nursery is exceptionally safe. Security coded doors, closed circuit cameras to the entrance and outside areas, and robust arrival and collection procedures, ensure that children are protected from contact with any unsuitable people. All staff vetting is completed before a member of staff can start work and thereafter one-to-one meetings, appraisals and ongoing suitability checks are conducted regularly to protect children. Daily safety checks and risk assessments are conducted in all rooms and managers ensure that staff training and development needs are prioritised so that they know how to teach children how to stay safe and take measured risks. Managers invite community police officers to help children aged over three to learn about keeping themselves safe. Robust daily registers and regular emergency evacuations ensure that children are safe in the event of an emergency.

Efforts to continuously improve the nursery are firmly embedded in the management structure. Detailed and regularly reviewed self-evaluation systems identify areas for improvement, including areas identified at inspections, and evaluate changes that are being tried. Action plans for the whole nursery and individual rooms show the timescales and the people responsible. As a result, the nursery is vibrant, safe, stimulating and clean. The outdoors is now accessible all the year round with new suitable waterproof protection for children and awnings to shade the area from the sun. A wealth of new resources supporting each of the six areas of learning are organised accessibly and continuously both indoors and outdoors, so that children can choose to play in their own desired way. An identified need to better support role and creative play is presently being executed in each base room, using multicultural and mini-beast interest tables and camp site and seaside role play areas. These have dressing up, investigative tools, related picture books, props, instruments and tactile media so that children can explore, discover, imagine, and use all of their senses.

Parents express high levels of confidence in the setting and many recommend the nursery to friends. A welcoming, efficient atmosphere in the entrance areas

presents general parenting advice and help, for example about the current 'flu' and minimising cross-infection. Good information is displayed in the parents' quiet room and hall detailing policies, procedures and complaint information for parents. However, a few parents are unsure about how to contact Ofsted, the complaints procedure and when the new summer menu will be implemented. Each parent receives regular newsletters and an annual parent's evening review report of their child's progress. Annual questionnaires also seek parental feedback. The nursery encourages parents to contribute resources and come in to talk about their jobs, hobbies and home cultures in order to share in children's learning. Parents are also asked to share 'jottings' of their child's weekend and holiday experiences which can be woven into conversation, activity planning and the child's progress file. The aim is to help the different parts of the child's life make sense and consolidate their new learning.

The quality and standards of the early years provision

Children make good progress in all the six areas of learning and they show positive attitudes to learning. This is because a strong sense of belonging is promoted, stimulating resources are easy to find and use in diverse ways and the simple daily routine maximises activity time. Children have their own peg, bags and cup and can recognise photos of themselves in action all around their play rooms. Resources are set out accessibly at their height enabling children to play indoors and out, with items that interest them, and in ways that they devise for themselves. This promotes their confidence, problem solving, investigative and creative skills well. Children are active learners, encouraged to do things for themselves, such as serving their own meals, as well as joining in with tidying and cleaning up, to keep themselves safe and healthy.

Babies sit together for meals and use a bowl of water and paper towels to wash and dry their hands before eating. Babies feel at home, cuddled as they have their bottles, or seeing themselves in the mirror. They confidently navigate around their room, climbing into the ball pool, crawling through the tunnel, playing peek-a-boo, or investigating the feel, taste or sound of the familiar household objects in the treasure baskets. Older ones think of others and pour drinks for them or serve the carrot sticks. They work as a team on large paintings or on the computer and they enjoy solving puzzles, hearing stories, making and using the play dough, shaving foam, water or sand. Their physical, creative, social, imaginative and problem solving skills are therefore progressing well. Key workers plan motivating activities based upon individual children's observed interests. However, sometimes staff miss opportunities to challenge, explain, discuss and teach children through the activities of the day. For example, there is little discussion during waiting time before lunch or during the meal so that children do not know what they are having or talk about healthy eating or how to use the cutlery at this time. Similarly, it is not explained and discussed with children why they are not allowed outside this afternoon.

Most parents know their key workers well and appreciate the daily verbal feedback and written feedback given for children under three years. Parent's opinions are sought about their child's routines and interests when they start at nursery and

they are welcome to spend as much time as they want helping their child to settle in. Systems are also in place to support children's sense of belonging when they move rooms and change key worker. Explanatory information, monitoring, discussion with parents and documentation are used. However, on occasions, key workers and parents spend too little time planning, reviewing and documenting the child's move to assure the smoothest transition. In addition, individual developmental file contents are not arranged in a simple date order and summaries of progress are not regularly made to clearly show a child's progress and next steps plans over periods of time. This hinders the usefulness of the record for parents and adults to easily see children's progress and the plans for their next steps. Nevertheless, children's transition to school is supported well by visits from their new reception teachers and key workers work well with other professionals to support a coordinated inter-agency approach for children with additional needs.

Children receive an enjoyable experience across the areas of learning and their ability to make a positive contribution is outstanding. Children make choices and decisions about what to do and respond well to the simple routines of the day. They ask confidently for help when they need it and staff do not take over their intentions, but skilfully assist children in solving their problems and working together. Children with additional needs are well integrated into the nursery and all children respect and consider one another's different needs and abilities well, according to their age. There are numerous positive images of people from diverse cultures and with disabilities all around the setting and children use a wide range of musical instruments, dressing up, food tasting, puzzles, play figures, stories and celebrations from around the United Kingdom and wider world. Children's behaviour is excellent and they have fun with their friends, mixing with older and younger friends in the shared outdoor areas. They are truly valued as individuals and great efforts are made to understand and link in with their family life and traditions. Children and parents are asked to bring in resources, photographs and ideas to link in with their own community.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met