

Sale Private Day Nursery Limited

Inspection report for early years provision

Unique reference number

EY290492

Inspection date

12/03/2009

Inspector

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Setting address

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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

Sale Private Day Nursery Limited was registered in 2004. It operates from a detached four storey converted house, situated in Sale, Trafford, Greater Manchester. Access is gained via staircases, except for the annex building in the garden. The nursery mainly serves families from the local community and is within walking distance of shops, library and parks. It is open from 07.45 to 18.00, Monday to Friday, all year around, except for all bank holidays and a week during the Christmas period. The setting is also registered on the voluntary and compulsory parts of the Childcare Register.

Children are cared for in three units, comprising 10 rooms. The baby unit is on the lower ground floor and babies have access to three play rooms and a sleep room. There is a milk kitchen available for making babies bottles. Children aged one to two years are cared for on the ground floor in three playrooms and have access to a bathroom and changing area. Children over two are accommodated on the first floor and they have access to four playrooms and appropriate bathroom facilities. An annex building provides care for two year olds. A covered outdoor play area and an enclosed rear garden are available to all the children.

The nursery is registered to care for 105 children and there are currently 146 children on roll, this includes 45 children who receive funding for early education. Children are all within the Early Years Foundation Stage age range and attend for a variety of sessions each week. The nursery currently supports children who speak English as an additional language.

There are 34 members of staff working directly with the children, of whom 17, one director and the deputy manager, hold a recognised qualification in early years. Five members of staff are working towards an early years qualification.

The setting receives support from the Early Years Development and Childcare Partnership and an Early Years Foundation Stage consultant from the Local Education Authority. They are supported by an early years teacher and are Children's Centre Providers.

Overall effectiveness of the early years provision

Overall, the effectiveness of the provision is good and working in partnership with parents is a sound area of the provision. Management identify clear goals, which are understood by staff and demonstrate a strong commitment towards achieving continual improvement. Children are making good progress within the Early Years Foundation Stage and observation and assessment systems are developing well. Children's physical development is good and they are provided with a wide variety of ways to enjoy exercise and a healthy lifestyle. However, ensuring older children are sufficiently challenged in the outdoor area and providing good opportunities for them to learn that everyday print has meaning, are areas for development.

What steps need to be taken to improve provision further?

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

- ensure outside play equipment provides sufficient challenges for older children
- provide opportunities for children to learn that everyday print has meaning.

The leadership and management of the early years provision

The nursery provides a stimulating and well organised environment, giving children choices and good opportunities to become independent. They are making good progress in all areas of learning and development. The daily routine promotes children's welfare and meets their individual needs very effectively. All documentation is in place and there are written policies and procedures that positively promote children's health, safety, achievement, enjoyment and ability to make a positive contribution. Staff have good understanding of the Safeguarding Children procedures and children are learning good strategies to remain safe, such as a child helping a member of staff to check the outside play area picked up a screw, which had fallen off a tree cutting tool used in a neighbouring garden, the child said it was sharp and must be put away.

The manager and staff are committed and enthusiastic and strive to improve the service they provide. They ensure children enjoy an inclusive environment that makes everyone feel welcome. Parents' views, both positive and negative, are acted upon. This helps staff to successfully monitor the service they provide. Records for the safe and efficient management of the Early Years Foundation Stage are maintained well and children's individual needs are fully met. Staff meetings always have concerns and strengths and weaknesses of setting on the agenda, all staff contribute to the self evaluation process and it is used as a tool for future improvement. Staff are allocated tasks from topics discussed, the most recent being 'How do we support inclusion?' All recommendations from the previous inspection have been met, to improve children's self help skills, opportunities to freely explore and enhance their tactile experiences, write for a purpose and remain safe. All children are making good progress from their starting points, including those with English as an additional language and their individual needs are met very well.

The nursery has developed good written policies and procedures, which are discussed with parents. This helps to develop good working relationships and a shared understanding from an early stage. Parents are provided with a wealth of information about their children's care, learning and development and are fully consulted about children's interests and asked what they are doing at home. They are able to contribute at every stage of planning, assessment and reviewing of activities. The setting works well in partnership with parents and others. They are children's centre providers, which ensures they have regular meetings with local

schools and day care provision, to enable them form links with other providers of the Early Years Foundation Stage. Staff are able to attend school meetings and visits, if parents wish them to do so.

The quality and standards of the early years provision

The owners, manager and staff have good knowledge and understanding of the underlying principles of effective early years practice. Effective assessment procedures are clearly established and monitored to record children's progress and individual learning. Children's starting points are discussed on admission to the nursery. Regular observations and photographs are used to inform planning sheets and focussed activities are evaluated and enhanced to continually improve practice.

Children develop a strong sense of belonging within the nursery and access toys and join in conversation confidently. Early mark making opportunities are good and toddlers have sound experiences as they enjoy making patterns and marks in spilled water at lunchtime. Staff are not too quick to clean the table, ensuring that they can experiment as opportunities naturally occurred. A balanced range of resources are available for children across the age ranges and are organised to promote children's active, independent learning, such as a ball pool on the floor to climb into and scarves tied to gates and rails, feely boxes and collage, which enhance tactile experiences for babies and toddlers.

Babies squeal with delight as they chase and catch bubbles blown by staff. Children have access to a range of mark making materials, however, there are limited opportunities for children to see examples of everyday print in areas such as the home corner. They enjoy daily outdoor play and are able to take advantage of naturally occurring events when, for example, they recently put on warm clothes and played in the snow. There were opportunities later in the day when it was dark, to watch the snow through the windows as it fell past the street lamps outside. Photographs, creative activities and books are used to enhance and re visit the experience.

Babies and toddlers benefit from fresh air and exercise each day in the outdoor area. Older children and staff enthusiastically join in 'Wake up, shake up,' an indoor and outdoor music, actions and movement session. They move quickly and are adept at completing all the actions and the frequent changes to, 'Big fish, little fish, cardboard box.' They use the available space well.

Children share warm, happy relationships with staff, with babies and toddlers enjoying lots of hugs and cuddles from their carers. Parents highly praise the commitment and loving support offered by the caring staff and children benefit from the good relationships built with parents. Children are achieving well in the Every Child Matters outcomes and those who have English as an additional language learn well due to the strong partnerships with parents, sound assessment of their starting points and the good understanding of meeting all children's individual needs. Home visits are arranged, if desired.

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.	2

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?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

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?	2
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

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