

Guiseley Children's Day Nursery

Inspection report for early years provision

Unique reference number	EY307001
Inspection date	02/03/2009
Inspector	Dawn Bonica Brown
Setting address	Claybanks, Otley Road, Guiseley, Leeds, West Yorkshire, LS20 8BL
Telephone number	01943 871520
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Guiseley Children's Day Nursery was registered in 2005. It is privately owned and operates from three floors of a detached house in the Guiseley area of Leeds. The nursery is registered to care for children on the Early Years Register and the compulsory part of the Childcare Register. Children are accommodated in four rooms, with associated facilities, on the ground floor and first floor of the premises. All children have access to two enclosed gardens for outdoor play.

The nursery is registered to care for 41 children on the Early Years and compulsory part of the Childcare Register. There are currently 86 children on roll, all of whom are on the Early Years Register. The nursery is open between 07.30 and 18.00 all year round, except for bank holidays and one week during the Christmas period. There are currently 15 members of staff working with the children, of whom 12 hold an early years qualification and of these, one is working towards a further qualification.

Overall effectiveness of the early years provision

The setting provides good quality care for children and recognises the uniqueness of each child. Staff provide effective support for every child so that no-one is disadvantaged, and all children make good progress in almost all areas of their learning and development

Children's welfare is promoted well. Partnerships in the wider context is used effectively to promote good quality education and care. The setting employs comprehensive self evaluation procedures, so that plans for the future are well targeted to bring about further improvement to the provision and good outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the quality of the planning by using observations and assessments to plan the next steps to meet children's development and learning needs
- continue to develop children's awareness of diversity by including more resources and activities reflecting positive images of disability and gender.

The leadership and management of the early years provision

The nursery carries out good maintenance of the records, policies and procedures that are required for the safe and efficient management of the Early Years Foundation Stage. This ensures that the welfare needs of all children are met. Good recruitment and vetting procedures are in place to check the suitability of the adults looking after children and to verify their qualifications. For example, there

are currently seven members of staff with relevant and up-to-date first aid certificates and the induction and appraisal system promotes staff development.

The setting promotes children's well-being through efficient risk assessments, which are reviewed and updated systematically. The manager and staff identify clear targets for further improvement through good monitoring of the provision, regular quality checks and self assessments which lead to good outcomes for children. Their capacity to make improvements is demonstrated through effective development of the care provided for children since the last inspection.

The setting works in partnership with parents productively to meet every child's needs. For example, parents make a positive contribution to improvements to children's care and education through verbal discussions with key staff and through completed questionnaires. The management ensures that good systems are in place to enable all staff to contribute to the self evaluation process, and appropriate action is taken to address identified weaknesses.

Parents express very positive opinions of the staff and how the setting is managed. They appreciate the homely environment and the way in which staff know and care for their children well. Parents also have high praise for the settling-in procedures, which allows them good access to help their children become accustomed to the nursery routines and the staff. They understand the policies and procedures and have good access to their children's profiles whenever they want. Parents are confident that their children enjoy their time in the nursery and are making good progress.

The quality and standards of the early years provision

Staff support children's learning well and demonstrate a good knowledge of how children develop. The learning environment helps children make good progress towards the early learning goals and all areas are welcoming and inviting. There are lots of visual aids displayed at child height and toys and work areas are accessible to all children.

The setting provides planned, purposeful play and exploration, both in and out of doors, with a good balance of adult-led and child-led activities, that result in children being active learners who are creative and think critically. Staff help children to become involved in a wide range of stimulating activities that cover all areas of learning. For example, visitors to the group include the dentist, police, the fire brigade and road safety personnel. Children go on a variety of outings, such as a bakery, where they get a demonstration of bread baking by the baker. Their interest in the natural environment is fostered through exciting projects that include looking at mini-beasts in the garden. Planning for babies covers most areas of learning appropriately and includes tactile play with hand prints, outdoor experiences, such as blowing bubbles and sand and water play. All children enjoy group singing, listening to music and playing musical instruments.

Children are confident and friendly and they are encouraged to develop good relationships with each other. Babies are given good settling in experience to help

them form attachments with staff and all children are well supported to make friends. Staff encourage this by noticing and promoting their friendship groups. Children make the transition between rooms with ease because they do so when they feel ready.

Staff manage children's behaviour well. Young children understand the behaviour that is required of them and respond to adult requests. Staff work with parents to provide positive incentives that parents can continue at home and, as a consequence, children understand boundaries. For example, they sit well and listen to each other at registration times. They are confident speakers and contribute to group discussions enthusiastically.

The setting undertakes good quality planning in most aspects so that each child receives an enjoyable experience across the areas of learning. For example, the needs of boys and girls are taken into consideration when planning, and good resources to promote three-dimensional construction outdoors is provided. Staff make observations of children and identify their starting points clearly. However, planning is not aimed at children's individual interests and their significant achievements are not well identified.

There are effective systems in place to help children make the transition to school smoothly. The setting invites the children's reception class teachers into the setting during the term before they go to school. With parent's permission, they provide the child's profile to the children's school, so teachers can use them during the home visit.

There are currently no children attending with additional learning or development needs. However the nursery has a policy in place, which follows the code of practice for their identification and provision. Children learn about the wider world through stimulating activities based on festivals, such as the Chinese New Year. There is a good range of resources reflecting positive images of cultural diversity. However, there are no resources reflecting positive images of people with disabilities or positive gender roles and no activities that help children gain an awareness of, or learn to value them.

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

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.