

Blue Sky Day Nursery

Inspection report for early years provision

Unique reference number EY308984
Inspection date 29/07/2009
Inspector Jackie Phillips

Setting address Blue Sky Day Nursery, Becklands Park Industrial Estate,
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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

Blue Sky Day Nursery registered in July 2005. It is a private provision and operates from a purpose built, two storey building, situated on the outskirts of a business park close to the town of Market Weighton, in the East Riding. Children are cared for in three separate rooms, which are linked to their ages. These are all sited on the ground floor. There are four, age specific enclosed areas for outdoor play.

The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 68 children may attend the setting at any one time. The nursery is open each weekday from 07.45 until 18.15 all year round, with the exception of the week between Christmas and the New Year and all public holidays. There are currently 88 children on roll, all of which are within the early years age range. There are 43 additional older children who attend the out-of-school-club provision. There are four children who are welcomed and supported with additional learning needs, and four children who speak English as a second language.

The nursery employs 20 staff including a nursery cook and casual staff. Two staff members, referred to as apprentices, are working towards a qualification but are not included in the overall staffing ratio. Currently 14 staff members hold appropriate early years qualifications. Four adults are unqualified. The nursery receives support from the Local Authority and is a member of the National Day Nursery Association. The setting achieved the Investors in People award in 2006, and has recently been positively reassessed. The children have hamsters and fish as pets.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children make good progress in their learning and enjoy their time at the setting. The uniqueness of each child is valued, and adults strive hard to ensure that children's individual needs are well catered for. Good arrangements exist to ensure children are safe and healthy and encourage their involvement in the community. Adults work in partnership with parents and other providers to ensure children's learning and welfare needs are met. They have an accurate understanding of the strengths and weaknesses of the provision and planning for improvement of the setting and outcomes for children, is effective.

What steps need to be taken to improve provision further?

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

- develop written information in relation to the setting's commitment to equality of opportunity
- improve the setting's record of complaints in line with Early Years Foundation Stage requirements

- improve the balance of adult-led and child-initiated activities to support children's play and development and ensure, particularly in the pre school room, all areas are consistently well resourced.

The leadership and management of the early years provision

There is a common sense of purpose between all adults of the setting. Adults work effectively as a team and emergency contingency arrangements work well, when required, to ensure the needs of the children are consistently met and their health and safety remains paramount. Warm, caring and trusting relationships are evident between children and staff, and this extends to siblings and parents. Various pieces of written information are in place to show how the individual needs of children are met, but this is not coherently pulled together as a clear reflection to share with parents and visitors. The purpose built setting provides children with access to age appropriate areas where well organised routines support quality care and learning.

Since the last inspection, improvements have had a positive impact on the quality of the early years provision and the outcomes for children. Actions for future developments and improvements are well targeted and carefully planned. There are clear strengths in aspects of leadership and management, for example, driving and developing links within the surrounding community alongside other service providers. The nursery team are valued and effective processes support their continued professional development and suitability to care for children.

The indoor and outdoor areas are made safe for children. Good attention is given to procedures that will be implemented in an emergency. For example, having appropriate equipment and parents contact details to hand if the building is required to be evacuated promptly. A range of documentation and record keeping supports children's safety. The setting's record of complaints is currently not in line with requirements.

The quality and standards of the early years provision

The provision leads to children making good progress and showing positive attitudes to learning. Each room is well designed and presented to suit the age range of children it accommodates. Excellent access to the outdoor learning environment for all children supports their health and well-being extremely well. Children are able to grow vegetables in the garden, observe the fruit trees, climb, balance and use their bodies in challenging ways, outdoors. They use a varied range of natural and sensory resources, for example being able to dig in the mud without fear of making a mess.

Learning takes place through a flexible programme of activities. Planning, observation and assessment systems are secure to meet the needs of the children, support their learning and development and raise their awareness and understanding of many aspects of the world about them. Good attention is given to making use of spontaneous learning opportunities. For example, two years olds

counting the notes made by the saxophone played by a staff member. Sometimes, however, the balance of child-led and adult-initiated activities does not effectively meet the needs of the children. Most areas of the learning environment are well resourced. However, on the day of the inspection, access by children to a varied and interesting range of suitable mark-making equipment and access to a range of books within a comfortable and attractive area, was not evident.

At the setting children are introduced to effective personal hygiene procedures and develop a sense of how to maintain their safety. A healthy and nutritious seasonal menu is provided and children clearly enjoy the food and drink presented to them. Trips and outings that are well organised and invitations made to visitors to share their knowledge and expertise, means that children are helped to understand the positive effects of the community and impact of other adults. When children succeed their achievements are recognised with praise and reward, helping to develop confidence and self-esteem. Special events are similarly acknowledged. For example, celebrating different traditions and festivals, including the nursery's birthday and when children leave to make the transition into full time education. The special occasion is marked by a graduation ceremony, open to parents and extended family members.

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

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