

The Willows Private Day Nursery

Inspection report for early years provision

Unique reference number EY308399
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Inspector Susan Elaine Heap

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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).

Description of the setting

The Willows Private Day Nursery is one of two settings owned by Willows (Rochdale) Ltd and was registered in 2005. It operates from a new purpose built building in a quiet location close to Rochdale Town Centre. Children are accommodated within three base rooms depending on age. All children share access to a secure enclosed outdoor play area. The building is fully accessible. The nursery is open each weekday from 07.30 to 18.00, all year round with the exception of Christmas week.

The nursery is registered on the Early Years Register. A maximum of 36 children may attend the nursery at any one time. There are currently 63 children aged from birth to under five years on roll and provides funded early education for three and four-year-olds. The nursery currently supports children with learning difficulties and English as an additional language.

There are 15 members of staff, 13 of whom hold appropriate early years qualifications to at least NVQ level 2 or above. The two managers both have BA Honours degrees in Early Years or Primary Education. There are four support staff.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children make excellent progress in relation to their starting points and capabilities because the whole staff team provide exemplary care and skilfully plan activities to meet their individual needs and interests. A highly effective key worker system, high staff ratio and managers' commitment to ongoing staff training are key strengths of the setting. These combine to provide each child with an inclusive service where they are respected, valued and their well-being is paramount. As a result, children thrive in the warm, caring, vibrant child-centred environment. Most aspects of partnership working are very good which ensures consistency in the care provided. Systems for the management and staff team to effectively evaluate their practice successfully identify any areas for further improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop partnership working with parents and with carers of other settings that children attend, with particular reference to identifying children starting points and interests

The leadership and management of the early years provision

This setting is effectively led and managed by an enthusiastic, conscientious staff team who through reflective practice continually self-evaluate and develop the service offered to ensure that each child enjoys and achieves. Plans for the future are well targeted to bring about further improvement to the provision and outcomes for children. All recommendations made at the last inspection have been successfully completed and have had a positive impact on the outcomes for the children, such as improving children's safety, developing their independence, improving staff child ratios and planning for their future learning needs. The management team show exceptional commitment to staff training and development through attendance on training courses and through each member of staff having a designated area of responsibility. As a result, staff take exceptional pride in their daily practice and enthusiastically interact with each child in their care, thoroughly supporting their welfare and learning and development needs. Experiences provided are securely based upon children's interests and abilities, which means that each child is fully included. For example, they successfully link children's interest in a passer-by walking his dog or in the building work taking place to planned activities, such as setting up the role play area with dogs, leads, collars and feeding bowls or providing tools and large building blocks so that they can act out or recreate what they have seen.

Very good systems are in place to inform parents about their child's developmental progress and achievements. For example, ongoing daily discussions, the use of a daily diary and meetings three times a year to discuss their child's progress. The managers actively invite the views of parents through an annual questionnaire and seek feedback about the service offered through the use of a comments book. Recent comments demonstrate that parents have formed extremely positive views of the setting and any concerns raised are dealt with immediately, such as safety regarding the front door. Systems for finding out children starting points, involving parents in children's learning and working in partnership with carers at other settings which children attend are in the early stages of development.

Children are fully safeguarded and protected from harm through the settings robust procedures and practices. Comprehensively detailed risk assessments of the premises, and also for outings, ensure that safety is continually monitored and reviewed. All the staff team have attended safeguarding and first aid training which ensure that they have an excellent understanding of their responsibilities regarding children's welfare and the Local Safeguarding Children Board procedures.

The quality and standards of the early years provision

Children have excellent opportunities to enjoy a wide range of activities which help to promote their health and well-being and develop their understanding of the importance of a healthy lifestyle. They enthusiastically join in planned activities, such as music, dance or sport. All children benefit from access to the outdoor environment and enjoy fresh air on a daily basis. Pre-school children happily and

enthusiastically make their own pizzas for their afternoon tea, choosing their toppings from a healthy selection of ingredients and proudly show them to the staff. Staff skilfully use children's experiences to develop their understanding of good self-help skills and personal hygiene. For example, following children's interest in a recent visit to the dentist, the role play area is set up with resources and children happily act out their experiences as they brush or floss their teeth. The youngest children particularly benefit from their personal needs being met effectively by their key worker who is responsible for changing them and settling them down to sleep. This effectively offers children continuity of care, and develops their sense of security and emotional attachment. Children benefit from being provided with an appetising variety of healthy and nutritious snacks and meals which include a wide range of fresh fruits and vegetables.

The premises are safe and secure in a setting where staff place great emphasis on children's safety. Each member of the staff team has a designated area of responsibility for one or more of the six areas of learning. As a result, the staff effectively monitor and check the toys, resources and equipment to ensure they remain safe and suitable for children's use. This also means that individual staff members are responsible for ensuring that resources are plentiful, available and enrich children's play and learning experiences. Children are actively involved in learning how to help keep themselves safe in various situations. For example, while playing in the outdoor area children decide they want to make an obstacle course and practise crossing the road. Visits from the police and fire service further extend children's learning opportunities.

Children thoroughly enjoy their time at the setting and significantly benefit from the enthusiasm of the staff and their interactions. The learning environment provides a rich learning experience for the children through an exceptional range of toys and equipment which effectively meet children's ages and stages of development. The key worker system and the staff's professional knowledge of child development means that each child's unique needs are successfully recognised and ensures they feel valued and secure. Comprehensive photographic and observational records demonstrate that children are making excellent progress in all areas of their development, and that the next steps in their learning are carefully considered and planned for. The youngest children have lots of opportunities to explore and investigate through sensory play, such as exploring jelly and whipped cream or mirrors in the discovery cube. Children demonstrate high levels of involvement in all areas of learning and successfully develop skills that contribute to their future economic well-being. For example, children competently use a mouse, follow a simple computer paint shop programme, label their work using the keyboard to identify the letters of their name, save their work to the hard drive, and then print it out.

Children become confident and self-assured as they persevere at acquiring everyday skills, such as helping to prepare the table at mealtimes. They delight in expressing themselves creatively through their role play and art activities. For example, using different collage materials or mixing red and blue paint to make the colour purple. Older children confidently count and competently use numbers as they recognise the numbers of the pages in a book while the younger children sort and match shapes, counting one, two, three with a member of staff.

Children's behaviour is excellent and they are very well mannered through the use of phrases, such as 'please may I have' or putting their hand up at group time to answer a question. They are regularly praised and encouraged, and are reminded of simple expectations and boundaries, such as listening while someone is speaking. They are encouraged to share their own ideas and feelings through discussions, activities and looking at storybooks. The use of stickers and certificates for being the 'Star of the week' are used effectively to develop children's self-esteem and confidence. The systems are effectively monitored to ensure that each child is recognised, valued and included. Visits to the local library and walks in the local community, such as the local park and taking part in fundraising activities help children to learn about the wider world. This is extended through accessing resources that promote positive images of all people in society and learning about other countries, cultural festivals and the way people live.

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?	1
How well does the provision promote inclusive practice?	1
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?	1
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?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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?	1

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 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

There have been no complaints made to Ofsted since the last inspection.

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.