

Cawthorne Road Day Nursery

Inspection report for early years provision

Unique reference number	302829
Inspection date	09/06/2009
Inspector	Jill Lee
Setting address	Cawthorne Road, Barugh Green, Barnsley, South Yorkshire, S75 1LQ
Telephone number	01226 390070
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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).

Description of the setting

Cawthorne Road Day Nursery was registered in 1991. It is a privately owned nursery which operates from a detached, single-storey building in the Barugh Green area of Barnsley. There is a single step to access the building.

Children are cared for in two main play rooms, in which they are grouped according to age. They have access to a secure, enclosed outdoor play area. The nursery is registered to care for a maximum of 18 children at any one time. It opens each weekday throughout the year from 08.00 and 18.00. There are currently 49 children on roll. The nursery provides care for children with learning difficulties.

There are six staff employed to work directly with the children, all of whom have an appropriate early years qualification. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

Overall the provision is good. Staff show warm sensitivity in their interactions with children and give high levels of attention as they play. They observe children's interests to enrich independent play choices and challenge in the daily play environment, so that they plan effectively to support all areas of learning and development. They have identified the need to enhance planning for use of the outdoor play environment, are reviewing toddlers' opportunity for exploratory play experiences and evaluate the impact of daily routines on children's freely chosen play. Staff work in close partnership with parents and other professionals to ensure every child is fully included and their individual needs met. Reflection and self-evaluation are embedded in nursery practice, helping staff effectively identify areas for further improvement.

What steps need to be taken to improve provision further?

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

- develop further the opportunities in all areas of learning using the outdoor environment, to enhance the challenge in children's free play
- consider ways to enhance younger children's opportunity to enjoy free creative and exploratory play and increase sensory stimulus in their daily environment
- monitor the impact of routines on children's free opportunity to extend activities, to test things out, solve problems and return to explore further

The leadership and management of the early years provision

Leadership and management in the nursery is strong and staff are fully committed to promote good, child-centred practice. They strive continuously to improve children's play and learning experiences. Good progress has been made regarding recommendations made at the last inspection. Staff meet together regularly to share planning and evaluate their practice. They are working closely with the local authority to enhance the accessibility of the continuous provision and how they use the learning opportunities in daily routines. They initiate the active contribution of both parents and children to the process of self-evaluation and planning for continuous improvement.

Thorough implementation of all required policies and procedures ensures that children's safety and well-being are consistently and effectively promoted. Robust recruitment and vetting procedures ensure that adults are suitable to work with children. The well planned induction and appraisal system helps staff to understand their responsibilities and further extend their skills. There is well planned access to appropriate training opportunities. Staff clearly understand their role and responsibility within safeguarding procedures. Consistent staff deployment throughout the day helps to ensure that children's welfare needs are fully met. Children's awareness of risk and safety is promoted very effectively within their everyday play experiences. Staff have a consistent approach to management of children's behaviour and encourage children to develop safe levels of independence, for example, teaching them how to jump off logs safely, why bulbs are not safe to eat and to understand why they must not touch the lights in the 'cosy cottage'. Risk assessments are very well considered and clearly understood by all staff, helping to keep children safe in all activities.

Close relationships with parents are founded on trust and cooperation and the strong links developed reflect staff commitment to working in partnership. Parents love the 'family atmosphere' of the nursery, say that 'nursery feels like part of our extended family' and they value the 'stability due to low staff turnover'. Parents share information with the child's key person about starting points, enabling staff to formulate a clear care plan and reflect children's interests fully in planning. Planned activities are shown on the daily information board. To encourage home links, children take home their 'next steps learning pack' to enjoy with parents. They take home 'Chris the hedgehog', to record and share some of their home experiences. Parents are invited into nursery to increase children's awareness of the wider community; for example, a 'policeman dad' brought his police car and a mum bathed her new baby. Parents are encouraged to share different skills, cultures and traditions. Staff liaise very closely with parents to understand and support additional learning needs, which helps them focus very effectively on the inclusion of all children in planning. Close working links are established with a wide range of other professionals, helping to ensure developmental concerns do not present barriers to children's progress and enjoyment.

The quality and standards of the early years provision

Children thrive in the nursery, where they are very settled and secure. The play environment is busy yet relaxed, child-friendly and warmly welcoming. Children are interested, motivated and enthusiastic. They enjoy a wide range of play experiences in the fresh air, although planning for use of the outdoor environment does not consistently include all areas of learning. Staff observe children's progress and use this information well to focus adult-led activities and interactions with children. They use children's 'Watch me grow' development files to reflect children's learning and systems for tracking of overall progress are being developed to assist planning for next steps. Colourful displays and extensive use of photographs creatively displayed in all areas of the nursery, help to share the many and varied experiences enjoyed by children on a daily basis.

Activities clearly focus on individual learning needs. Staff have established 'continuous provision' indoors, enhanced by awareness of children's interests, so that children plan their own play and freely select resources to support their own ideas. Staff are monitoring the impact on older children's independent learning, of routines, like show and tell, snack time and the planned time for outdoor play, which potentially present interruptions to concentration and extending of play ideas. Babies are allowed time to explore independently. Staff intervene minimally and respond intuitively to non-verbal communications, supporting play well. They recognise when babies need sleep or cuddles. Toddlers enjoy 'family times' with the older children, when they play outdoors and have lunch. Exploratory and creative play, like painting, water and tactile play, is planned for babies and toddlers daily, but is not freely accessible for them to select independently. Staff are considering ways to extend heuristic play resources and treasure boxes for younger children, to increase the sensory stimulus at child height within the baby room.

Children share experiences and communicate confidently, they are interested in sounds and recognise the letters in their name. They develop good listening skills and enjoy reading stories and using books to find out about the wider world. They are encouraged to write for lots of different purposes, like describing their own pictures and making lists in role play. Children learn to recognise numbers on their coat pegs, sort and order shapes as they make a robot or construct a rocket and enjoy making patterns. They estimate which log is heavier and record their observations outdoors, like whose sunflower is tallest. A world map helps them talk about hot and cold countries, discover how children live in Africa and learn about the vegetables they grow. Children plant bulbs, grow herbs and care for the guinea pigs, learning about the natural world through seasonal activities. Children's creativity is nurtured well. They develop the role play area into a 'cosy cottage', using their imagination well as they read the cookery books and make play dough birthday cakes with candles. They make their outdoor den into a 'gruffalo' house, mix mud pies and paint the walls. Their creative work is valued and displayed for all to see.

Children enjoy lots of activities to help them think about being healthy and staying safe. They love active play time in the fresh air each day. They pedal to and fro,

carefully avoiding the younger children as they play. They build up balancing beams, climb confidently onto and inside the cubes and run around excitedly chasing bubbles. Even the youngest children develop independence in personal care. They learn about appropriate clothes for different weathers, as they decide between wet suits and sun hats. They think about a healthy lifestyle, as they record their daily vegetable menu and learn about good dental hygiene. Older children contribute actively to daily routines, as they serve their own meals, clear away the dirty dishes and help to tidy up the play room. They develop awareness of others, learning to share and cooperate in their play.

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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