

Nature's Nursery

Inspection report for early years provision

Unique reference number	EY315650
Inspection date	16/03/2009
Inspector	Susan Margaret Lyon

Setting address	St Phillips House, St Phillips Drive, Royton, Oldham, OL2 6AE
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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

Nature's Nursery in Royton was registered in 2005 to provide full day care for 69 children. The nursery operates from a single storey building and consists of three main play areas where children are grouped according to their ages and stage of development. The opening days are Monday to Friday from 07.30 to 18.00 hours. There are 13 members of staff, the majority of whom are qualified. The manager has an appropriate qualification. The nursery supports children who have English as an additional language and children with learning difficulties. The provision is also registered on the compulsory and voluntary parts of the Childcare register. There are currently 78 children on roll. The nursery receives support from Oldham Early Years.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children have fun and enjoy their time at the setting. They generally make progress through a satisfactory range of play activities. However, some staff have limited knowledge of the areas of learning. All children are included and their individual needs are met, although the observation and assessment arrangements are not fully developed. Most documentation is in place. Children are cared for in a mainly safe and secure environment. The setting shows capacity to continually improve the service provided through completing recommendations from the last inspection, and identifying areas for improvement.

What steps need to be taken to improve provision further?

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

- make play resources accessible to all children so they can freely choose what they want to play with
- increase staff's knowledge and understanding of the Early Years Foundation Stage framework and areas of learning in order to help children progress towards the early learning goals
- use information from observations to plan the next steps in children's learning and progress.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written parental consent for emergency medical treatment (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 30/03/2009
- carry out risk assessments to the premises and outings at least once a year (Suitable premises, environment & equipment) (also applies to the compulsory and voluntary parts of the Childcare Register). 30/03/2009

The leadership and management of the early years provision

Reasonable steps have been taken to complete recommendations from the last inspection. For example, water is now easily accessible, and play resources cover all the areas of learning improving outcomes for children with regard to their health and enjoyment. Through regular communication between staff and management, areas for improvement are identified, such as providing soft seating to create a quiet area for books and stories. Ongoing training for staff to update their knowledge and skills is well supported, further demonstrating the setting's ability to continually improve the service provided.

Parents are given appropriate information, such as policies, menus and routines. They are kept informed of their child's learning through daily chats regarding children's achievements, and sharing of observation files. Parents are welcomed into the setting and are at ease talking to staff. Some links are established with local schools delivering the Early Years Foundation Stage framework, in order to arrange visits and to share information to ensure continuity of care and learning for children.

Children are protected through staff having a satisfactory understanding of their roles in a child protection situation, and the vetting of all staff. Play areas are organised to allow children to move around freely. They are cared for in a mainly safe and secure environment due to some precautions being in place, such as safety gates, socket covers and window locks. However, the lack of written risk assessments puts children at risk. This is a requirement of registration.

All children are included in the setting through staff changing or adapting the way play is provided to suit all children. Children benefit from staff working closely with outside agencies and parents to support the inclusion of all children. Children's individual needs are recognised through the completion of contact forms including health and dietary needs. Although, parental consent for emergency medical treatment is not obtained. This is a requirement of registration. Interest in diversity is promoted through the recognition of festivals from other countries and providing play resources reflecting the wider world, such as books, dolls and jigsaws.

The quality and standards of the early years provision

Children mainly engage well in a satisfactory range of activities, such as baking cakes, dressing up, pouring sand and water and building bricks. However, some staff have insufficient knowledge and understanding of the areas of learning, hindering children's progress towards the early learning goals. Play resources are generally accessible, although the younger children find it difficult, at times, to freely choose what they want to play with. Staff help children learn through talking to them and asking them questions, such as 'what colour is it?' Observation and assessment arrangements are in place, although the information from observations is not always used to plan the next steps in children's learning.

Children respond to simple instructions, such as 'hang your coat up.' Babies use single-word utterances as they shake their head and say 'no' Children interact with each other constantly and form friendships. They show interest in information communication technology as they click the mouse and press the buttons to operate programmable toys. Children use number names as they count up to five when building with bricks. They engage in imaginative and role play as they push the dolls in the buggies. Children eagerly run outdoors to play as they move in a range of ways, such as pedalling the bikes, pushing the prams and kicking the balls.

Staff treat children with kindness and consideration, and as a result children are happy, settled and confident. Children learn to keep themselves safe through appropriate discussions with staff. They understand appropriate hygiene routines, such as washing hands after toileting and before food. Children have fun and enjoy their time at the setting. They frequently chat, smile and laugh together. Children become aware of the needs of others through discussions with staff about sharing and taking turns. Their behaviour is managed positively through giving praise, explanations and making boundaries clear, contributing to their confidence and self-esteem. Children are active learners as they enthusiastically join in free play and adult-led activities, such as stories and jigsaws. Overall, children learn skills which are the building blocks towards their future economic well-being.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR2) 30/03/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR2) 30/03/2009

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 that required the provider or Ofsted to take any action.

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.