

Ledsham Park Day Nursery

Inspection report for early years provision

Unique reference number	EY315680
Inspection date	25/02/2009
Inspector	Suzette Butcher
Setting address	Ledsham Road, Little Sutton, Cheshire, CH66 4QN
Telephone number	0151 339 3076
Email	
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

Ledsham Park Day Nursery is one of seven day nurseries in the area owned by Busy Nought to Fives Limited. It was registered in 1997 and transferred to new ownership in 2005. It operates on two floors within a large detached house in Little Sutton, Cheshire. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to secure outdoor play areas.

The nursery is registered on the Early Years Register. A maximum of 102 children may attend at any one time and there are currently 109 children within the Early Years Foundation Stage (EYFS) on roll. The setting provides funded early education for three and four year olds. The nursery employs 23 staff, of whom, 21 hold appropriate early years qualifications and one is working towards a qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children and families are warmly welcomed into the inclusive, enabling environment where continuous improvement is given a high priority. Staff work well together but the self-evaluation process lacks cohesion. Children develop independence and self-motivation as they make good progress in their learning and development. Their welfare is safeguarded and actively promoted. Partnerships with parents and other agencies are effective although links with other providers within EYFS are in the early stages.

What steps need to be taken to improve provision further?

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

- employ a whole setting approach in self-evaluation processes as a basis of ongoing review against robust and challenging quality criteria
- improve the two-way flow of information with parents and other providers within EYFS to increase shared understanding of children's individual needs and involve parents in supporting their child's learning and development
- build on good practice to clearly identify next steps for each child and differentiate planning to meet children's individual needs.

The leadership and management of the early years provision

Management work well together and are strongly committed towards providing good quality care and education. They are actively involved throughout the nursery and closely monitor the quality of outcomes for children and their families. Parents opinions in questionnaires are highly valued. Staff are consulted within the appraisal process and systems to monitor and evaluate the setting's strengths and weaknesses are completed by senior staff. However, self-evaluation systems run alongside each other which does not create an effective whole setting approach.

There have been a number of significant changes and radical improvements since the setting transferred to new ownership in 2005. Identified priorities already achieved include; providing a more inclusive environment, increasing opportunities to promote a healthy lifestyle and encouraging children's independence skills and active learning. For example, a canopy over an outdoor area extends activities throughout the year and a new stimulating play area increases exploratory opportunities for babies and toddlers in safety. This creates an attractive, enabling environment where appropriate resources are accessible and every child is included.

Staff are well qualified, experienced and continue to attending relevant training on a regular basis. For example, key staff have achieved or are working towards a Level 4 National Vocational Qualification in Childcare. Parents comment that the ongoing stability within the staff team creates reassurance and consistency for the large number of families who return to the setting over the years. Children's key workers are clearly identified in photographs and a familiar, family atmosphere pervades. Staff meetings are held on a regular basis and staff understand their roles and responsibilities. This creates an effective staff team. Robust recruitment, employment and induction procedures and thorough risk assessments are in place to protect children. Required policies and procedures are available and reviewed on a regular basis to ensure that they meet requirements and are inclusive for children and their families.

Effective partnerships with local authority teachers and appropriate support agencies are maintained. This ensures that the individual needs of children with learning difficulties and disabilities are met through early intervention and partnership with their families. Parents comment that they are very happy with the setting. Information is shared in regular newsletters, notices, meetings about EYFS and numerous informal chats. Parents evenings are organised to share children's profiles and review their progress. Basic systems, such as, offering parents information sheets on toilet training or booklets about science activities, are in place to involve parents and carers in their child's learning. However, current procedures for a shared understanding of children's individual needs do not fully involve parents in supporting their child's learning and development. Systems to increase links with other providers within EYFS have been identified but they have not been established to promote the integration of care and education for individual children.

The quality and standards of the early years provision

Senior staff have a secure knowledge and understanding of the underlying principles of effective early years practice. They have embraced changes to EYFS and have successfully implemented key aspects to enhance children's learning. Good assessment procedures are clearly established and monitored on a regular basis. Key workers establish what each child knows and can do when they frequently complete and record observations on children's play and learning. This is used to inform future planning. Planning systems have recently been reviewed and adapted and staff training within EYFS is still in progress. Consequently, staff are not fully secure with some aspects, such as recording and using next steps in

learning to differentiate activities for individual children. Children's individual learning journeys are recorded in their profile through observations and photographs. Children's individual progress towards the early learning goals is reviewed in summative assessments and shared with parents. Starting points are established with parents during the supportive settling in periods. A transition diary supports children during the gentle process of moving on to an older group.

Children are confident communicators and highly motivated to learn as they acquire new skills and try new experiences. A good balance of adult led and child initiated activities are provided to promote children's active learning. Children eagerly choose their own resources and learn to make their own decisions within the well organised continuous provision opportunities. They initiate their own games and are offered time to practise and consolidate their learning. For example, children confidently complete programmes on computers and have fun activating programmable toys. Staff plan challenging focus activities to stimulate children's interests and extend their experiences and learning. These are reviewed and evaluated to continually improve practice. Science experiments or baking sessions provide stimulating opportunities for children to investigate and explore. They help to grow vegetables and make soup together. Babies and toddlers have fun experimenting with different textures and consistencies, such as shiny, crinkly silver paper or dry pasta. They learn to make connections with everyday activities and begin to use different tools when they investigate a collection of brushes in treasure baskets. Activities flow between the indoor and outdoor environment. Children excitedly use mark making materials to create their own treasure maps and enthusiastically solve problems together as they build a pirate ship from recycled materials outside. They learn to follow instructions when they look for the hidden treasure and happily reflect on their experiences later. Children's enjoyment of sounds and music is given a strong emphasis throughout the setting, with children proudly initiating their own action songs and spontaneous rhythm sessions with musical instruments.

Staff share warm relationships with children, with babies and toddlers enjoying lots of hugs and cuddles from their carers. Children happily share, take turns and play together cooperatively. Children are helped to consider and value diversity and have access to a good range of resources, play opportunities and activities which reflect cultural differences. This helps them to value different aspects of their own and other people's lives. Children's safety is given a high priority with areas checked on a daily basis to identify potential hazards and risks. Children are encouraged to consider and recognise potential risks and dangers as they accept responsibility for their own safety. The promotion of a healthy lifestyle is given a high priority. Children enjoy energetic play in the challenging outdoor environment on a daily basis. Good hygiene practices are actively promoted to encourage children to care for themselves. Babies and children's personal care needs and routines are recognised and followed, providing an environment consistent with home. Meals are well balanced and nutritious, with individual dietary needs met and preferences acknowledged. Independence skills are promoted when children help themselves from the serving dishes and toddlers learn to use spoons to feed themselves.

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?	3
How well does the setting work in partnership with parents and others?	3
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 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 registration.

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.