

The Doremi Nursery

Inspection report for early years provision

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EY373015

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Inspector

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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

DoReMi nursery was first registered in 2004 and the current owner took over the running of the nursery in 2008. The nursery is part of the Westcliff Children's Centre. It is privately owned and operates from purpose built ground floor premises. Children are cared for in one large room, which is separated into three main play areas to accommodate differing ages of children. There is a secure outside area which the setting uses for outdoor play. The premises are accessible through two doors and parking facilities are available at the front of the setting. The setting opens weekdays from 07:30 to 18:00, all year round, with the exception of Christmas Day, Boxing Day and New Years Day.

The setting is registered to care for a maximum of 54 children, aged under eight years at any one time. There are currently 73 children on roll within the Early Years Foundation Stage (EYFS), of these 25 children receive funding for early education. The setting can also provide care for older children and is registered by Ofsted on the compulsory and voluntary Childcare Register. The setting employs nine permanent members of staff, eight of whom hold appropriate early years qualifications. One member of staff has completed the Foundation Stage Degree in early years, four staff are working towards this qualification and one member of staff is currently working towards a BA (Honours) Degree in Early Years.

Overall effectiveness of the early years provision

Children's individual needs are effectively met through the setting working in close partnership with parents, carers and other professional agencies. Their welfare is generally well promoted through the settings clear practices, policies and procedures. Children mainly make good progress in their learning and development because the environment is organised to provide most children with free access to a good range of toys and resources and activities are planned around children's interests. All children are valued, included and supported, which ensures children feel welcome in the setting. The setting is beginning to self-evaluate their practices and procedures to ensure they continually identify areas for future development.

What steps need to be taken to improve provision further?

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

- develop further the arrangements for assessing children's achievements to ensure they are making clear progress within all aspects of learning
- consider further the organisation of space and resources used by children aged under two years.

The leadership and management of the early years provision

Children are cared for in a mainly well organised setting, where toys and resources are stored to provide them with easy access. Babies are cared for in a separate area to ensure their welfare and safety needs are met. However, provision for older babies is not always fully considered within this area. This results in the older babies regularly accessing more interesting resources in the two year old room, as these are not always provided for them in their separate play space. Deployment of staff is good, which helps to keep children safe from harm. Effective links have been established with parents, carers and other providers to help promote the integration of care and learning. Clear information is regularly obtained and exchanged with parents to ensure children's individuality is respected and their needs continually met.

All necessary records, policies and procedures are in place, completed with clear information and used to safeguard and promote children's well-being. Clear recruitment, induction and appraisal systems are used to ensure the suitability of staff and to help promote continuity of care. The majority of staff hold appropriate early years qualifications and a high percentage of staff are in the process of completing a degree in childcare. The setting works well with outside agencies who provide support and guidance to enable the setting to strive to make continuous improvements. A system of self-evaluation is beginning to be implemented so that the setting can fully reflect on all of their practices, to help them identify targets for future development for the benefit of children.

The quality and standards of the early years provision

Children are making good progress in their learning and development. They enjoy playing with a good range of toys and resources covering the six areas of learning. Children's development is promoted as they engage in a good range of activities, which are planned with regard to their interests. For example, while playing outside children observe some ice, from this staff plan an activity to make ice cubes and put them into the water tray to allow children to observe what happens. During another observation, staff see children making marks in the sand when they are clearing it away. From this observation, staff provide children with access to sand and encourage them to make marks in it using paint brushes. Both activities provide children with good hands on learning experiences to promote their development.

Planning systems are in place to ensure children benefit from a range of adult-led and child-initiated activities both inside and out. Older children have free access to the outside area and younger children are provided with regular opportunities to play outside. Staff organise the outside area well, creating an interesting, stimulating environment where children's all round development is promoted. Babies are provided with good levels of emotional support, enabling them to feel settled and secure. Staff continually chat to the younger children, read stories to them and encourage them to recall simple action rhymes, which helps to promote their early language skills. Children are confident and often request their favourite

activities, like rolling ball, where they wait patiently for their turn during the game. Staff make observations of children and link these to the areas of learning. These observations are noted in children's individual files and they are shared with parents at regular intervals. However, assessment systems are not yet fully in place to clearly show children's achievements over time to effectively ensure they are making progress within all aspects of learning.

Children's welfare is promoted through the settings good practices and procedures. For example, children learn good hygiene practices as part of the daily routine and they benefit from the provision of nutritious meals and snacks. Children's independence is promoted as they freely access drinks when they become thirsty and during meal times they are encouraged to choose and serve their own food. They learn about exercise and how it affects their bodies through regular fun physical activities completed with 'Flo' the clown. Effective policies and procedures relating to child protection, risk assessments, exclusion of sick children and outings, are understood and implemented well by the staff to ensure children are fully safeguarded. Children are encouraged to develop the habits and behaviour appropriate to be good learners through staff promoting their positive behaviour. They are also encouraged to be independent, value and play co-operatively with their peers, wait patiently for their turn and listen to the staff, which lays a good foundation for their future learning and development.

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

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:

Met

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

Met

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.