

# The Old Fire Station Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY370162
<b>Inspection date</b>	09/02/2009
<b>Inspector</b>	Shirley Leigh Monks-Meagher
<b>Setting address</b>	Manchester Road, Mossley, Ashton-U-Lyne, OL5 9BB
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<b>Type of setting</b>	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**

The Old Fire Station Day Nursery is owned and operated by Kids Zone Mossley Ltd. It operates from several large play areas on the first and second level of a refurbished fire station which is located close to the town centre of Mossley. There is a secure outdoor play area. Staff facilities only are located in the basement areas. There is disabled access and facilities.

The setting opens 07.30 to 18.00, Monday to Friday for 51 weeks of the year with the exception of bank holidays. The provision is registered on the Early Years Register and both parts of the Childcare Register. They can provide care for a maximum 150 children under eight years with no more than 70 to be under two years at any one time. There are currently 48 children on roll who are all in the early years age range and attend for a variety of sessions. This includes five children who are in receipt of the educational grant. The setting supports children with learning difficulties, disabilities and English as an additional language.

The manager has a team of 14 staff, 12 of whom work directly with the children. The majority of staff hold relevant childcare qualifications. The setting is supported by the local authority development workers.

## **Overall effectiveness of the early years provision**

Children are settled and happy in the nursery where their care needs are well met and they make good progress towards the early learning goals. A well maintained and organised indoor and outdoor environment enables them to safely participate in a wide variety of activities and experiences. However, the playrooms fail to create a homely feel to promote children's sense of belonging or boost their self-esteem through the visual celebration of their efforts and achievements. Positive partnerships are fostered with parents and other agencies to ensure children receive any additional support they need. The nursery's commitment to inclusion significantly benefits children. Their individual needs are well met and they are actively and positively becoming aware of diversity. Ongoing, collaborative self-evaluation ensures planned improvements are appropriately targeted to recognise and respond to the needs of the children and their parents.

## **What steps need to be taken to improve provision further?**

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

- review the playroom environments to create a sense of belonging for children and promote their confidence and self-esteem
- further develop the observation and assessment systems to identify next steps and inform the planning for personal learning
- review the systems relating to prior consents for non-prescription medication.

## **The leadership and management of the early years provision**

Effective and robust systems underpin the good quality of the provision, promote children's welfare and ensures positive outcomes for them. Well organised documentation is used effectively to promote children's health and safety. For example, rigorous recruitment and vetting systems and clearly understood safeguarding procedures are vigilantly followed to ensure high levels of safety for children. However, the procedures for obtaining prior parental consent for non-prescribed medication pose a potential risk to children. State of the art security systems, vigilant staff and stringent risk assessment procedures ensure children remain safe and secure.

A well qualified and experienced staff team are highly motivated to continually improve the quality of the provision. Management and staff work together with parents and children to continually improve outcomes for children. Effective self-evaluation identifies strengths and highlights development areas which are effectively targeted and frequently monitored to test out the impact on the quality of children's care, learning and development. For example, gathering information from parents about their children's learning at home to help key workers build a fuller picture of children's knowledge, skills and abilities, interests and preferred learning styles and help children maximise their opportunities.

The organisation of the premises, availability of resources and deployment of staff effectively support children's learning and development whilst promoting their welfare and well-being. There is a good two way flow of information between parents, carers and the nursery to ensure appropriate support is in place for children to take a full and active part in the nursery life.

## **The quality and standards of the early years provision**

Children demonstrate positive attitudes to learning and are making good progress in relation to their starting points and capabilities. Staff and parents work together to establish children's starting points and ongoing observation securely documents children's individual knowledge, understanding and skills across all areas of learning. However, this information is not always used effectively to identify children's next steps or inform the planning for their personal learning.

A well balanced day enables all children to engage in adult led and child initiated activities supporting their enjoyment and achievements effectively. Interesting and stimulating opportunities, such as watching the snow melt away in the warmth of the playroom, listening to the crunch and crackle of the cornflakes as they crumble under pressure and designing and building models from recycled materials are encouraging children to be active learners and creative, critical thinkers. Staff get down to children's level, play and talk with them, skilfully encouraging children through open ended questions to think about what they are doing and enabling them to discover things for themselves.

Positive relationships between staff and the children significantly enhances

children's social skills and emotional well-being. Children are learning about healthy lifestyles through regular physical exercise, opportunities to rest or sleep when tired and healthy nourishing foods and snacks. Older children are developing good personal hygiene habits and are beginning to understand about germs and tooth decay. Children know about road safety. They play at being the lollipop person and stopping their play cars at the zebra and pelican crossings so other children can cross using realistic props. Visits from the fire fighters and the local police raise their safety awareness and frequent evacuation drills ensure they can leave the building quickly and safely in an emergency. Staff teach children to use appropriate tools for the task from an early age resulting in children safely and appropriately using cutlery and scissors.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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**

Since registration there have been no complaints made to Ofsted.

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.