

Silkwood Private Day Nursery and Creche

Inspection report for early years provision

Unique reference number	EY379798
Inspection date	11/05/2009
Inspector	Helene Anne Terry
Setting address	Total Fitness, Silkwood Park, Fryers Way, Wakefield, West Yorkshire, WF5 9AD
Telephone number	01924 416128
Email	info@silkwoodnursery.co.uk
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).

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

Silkwood Private Day Nursery and Crèche has been registered under the present company since 2008. It is owned by ZA (UK) Limited and operates from rooms within the Total Fitness Leisure Complex on the outskirts of Wakefield, West Yorkshire. The nursery serves children of parents who attend the gym and those from the local and wider surrounding towns. The children are grouped in rooms according to their ages and they have access to an outdoor play area. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

A maximum of 54 children may attend the setting within the early years age group at any one time. The setting also provides care for older children within the later years age group up to the age of eight years. It is open each weekday between 07.30 and 18.00, 51 weeks of the year. The provision supports children with learning difficulties and disabilities.

The nursery employs 15 members of staff. Of these, 12 hold appropriate early years qualifications, with two staff holding BA Hons in early years. Other staff are working towards qualifications. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery provides a stimulating environment where children's welfare is effectively supported and promoted. Thorough procedures followed consistently by staff ensure children are safeguarded effectively at all times. Children make good progress in their learning and development across all areas. A generally positive approach to inclusion ensures children's individual needs are identified and taken into account. The nursery demonstrates a strong commitment to continuous improvement through self-evaluation and effective monitoring systems.

What steps need to be taken to improve provision further?

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

- ensure that all staff use observations of the children across all six areas of learning to identify learning priorities and plan relevant and motivating learning experiences for each child
- further develop resources that positively represent diversity in society to ensure that children learn to value people's differences and similarities
- provide more challenges for the more able children to further develop their independence skills.

The leadership and management of the early years provision

A good range of policies and procedures are in place, which promote a safe and welcoming environment for children. The leadership and management structure ensures that staff are aware of their roles and responsibilities through in-house and additional training. Regular meetings and appraisals help to identify training needs and staff development is encouraged and promoted successfully. Staff are aware of how to safeguard the children they care for. They take a professional approach and are able to identify the signs and symptoms of abuse and the procedures for protecting children. Risk assessments are conducted effectively on all aspects of the environment including indoors and outdoors, this helps to minimise hazards and the risks to children.

Partnerships with parents are given a high priority to ensure that children's needs are met. Staff and parents share information about the children daily through regular chats and daily diaries. This ensures continuity of care. Parents also have access to children's development records and are involved in setting goals for the next stages in development as part of the discussions with their key person during parents' evenings. Parents receive good information about the setting and have access to the policies and procedures. Provision is made for children who need particular care, including those with learning difficulties or disabilities. Good use is made of the local authority and other professionals who aid and assist in these matters. Although the children who attend the setting come from a wide area, staff do attempt to work with local schools to aide children's transition to school.

The management team have good systems in place to monitor and evaluate the provision. They successfully identify strengths and areas for improvement through the use of self-evaluation forms, action plans and they work closely with the local authority's development workers. Staff and parents also inform self-evaluation through parent questionnaires, appraisal systems and staff meetings. As a result the setting has good ability to maintain continuous improvements.

The quality and standards of the early years provision

The staff's good knowledge and understanding of the welfare requirements as reflected in their practice, ensure children are protected from harm and their welfare is safeguarded. Staff promote children's understanding of their own self-care and the importance of good health through good hygiene routines, frequent opportunities for fresh air and well-balanced freshly prepared healthy meals. The setting has achieved a five star hygiene award from Wakefield local authority. The staff give careful consideration to children's safety at all times, and children learn how to keep themselves safe through activities, or when on outings, such as road safety. Children also take part in the regular fire drills, so that they know what to do in an emergency. Effective and consistent use of praise and encouragement by staff promotes children's self-esteem. The setting has recently introduced a 'Kindness tree', whereby children are rewarded for helping others. The setting's rules, which are written positively, are discussed with the children during circle time. These consist of statements, such as 'We share' and 'We look after our toys'.

As a result children are happy, confident and well behaved throughout the nursery.

Children make good progress across all six areas of learning within the Early Years Foundation Stage. Staff take account of children's interests and plan a varied and interesting range of focussed adult- and child-led activities. Staff have a good understanding of how children learn and develop. They challenge children to think critically and make connections during their play. For example, children painting pictures of ladybirds are asked to consider how many legs they have as they make their own representation from pictures in books. Children constructing buildings from bricks are encouraged to look at pictures of different buildings to enable them to construct with purpose in mind. Staff use good methods to engage young children in circle activities, to help build their concentration spans. For example, puppets and objects are used to enable them to focus on songs and rhymes. Staff regularly observe children to identify individual children's next steps in their learning, which they use to inform their planning. However, not all staff consistently make observations across all six areas of learning. This potentially gives rise to gaps in children's learning, and affects staff's ability to ensure that children achieve their full potential.

The environment in which each age group play is appropriately arranged to address children's needs. Good quality toys and resources are easily accessible enabling choice and independent learning. Children learn about the wider world through outings, visitors into the nursery and some resources that positively represent diversity. However, there are currently limited displays and visual images that represent diversity to ensure that all children feel included. This is an area that has been identified by the provider for improvement. Children are motivated within their own learning and curiosity and share their interests, knowledge, experiences and understanding with one another and the staff who care for them. Staff constantly interact with the children extending their language skills. Babies make sounds and noises and toddlers use words and phrases to express their wants and needs. They enjoy songs and respond to interactive rhymes, such as 'Tommy Thumb'. Children of all ages make marks with various materials, such as pens, crayons, paint brushes and with their fingers, as a result they extend their emergent literacy skills. The more able children enjoy attempting to write their own names and are beginning to recognise sounds of letters of the alphabet. Children are beginning to be independent within their environment, they choose activities, help staff tidy away and take care of their personal hygiene. Although children do have little tasks to do, such as feeding the fish, the challenges for the more able children to further develop independence is limited. For example, at lunch time children do not help staff set tables, serve themselves or others and there is limited opportunity for them to pour their own drinks, or tidy their dishes away.

Children have good opportunities to learn about information and communication technology. Toddlers delight in pressing buttons and lifting flaps to achieve an effect. Older children are learning to use the computer and operate equipment. They excitedly take photographs of their friends and the models that they make and enjoy using the tape deck and headphones to listen to stories. Children also learn to problem solve and use numbers during their play. For example, toddlers enjoy using inset boards and shape sorters and older children talk about size and

order as they make long structures to measure which is the tallest, the gate, themselves or their construction.

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?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

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