

Early Days Nursery and Out of School Club

Inspection report for early years provision

Unique reference number	EY310866
Inspection date	26/05/2009
Inspector	Valerie Thomas
Setting address	Park Hall CP School, Carberry Way, Stoke-on-Trent, Staffordshire, ST3 5QU
Telephone number	01782 331821
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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 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

Early Days Nursery and Out of School Club registered in 2005. It operates from a separate mobile unit situated in the grounds of Park Hall Primary School, Stoke-on-Trent and there is ramped access to the building. They also have use of the playground and playing fields to the school. There are arrangements in place with Park Hall Primary School and other local schools in the area that children attend.

The setting is registered to care for 56 children under eight years. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 130 children on roll, 65 of whom are within the Early Years Foundation Stage. The setting is in receipt of funding for free early education for children aged three and four. The setting operates each weekday from 07.15 to 18.00 for 51 weeks of the year. There are 15 staff who work with the children. Of these, 13 have appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The welcoming and well-organised environment ensures that the welfare, learning and development of all children are actively promoted in most areas. Staff work closely with parents and others to ensure children's individual needs are met and have successful ways of involving parents in their child's learning and development. All children are valued as individuals with much emphasis placed on child choice and free expression through play. Management is very aware of the strengths of the setting and areas that can be improved on through effective evaluation and a strong commitment to improvement is shown.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment covers anything with which a child may come into contact; this refers to the safety of the exit door in the pre-school room when indoor/outdoor play is in operation
- extend the educational programmes provided through increasing the opportunities for children in the baby room to be outdoors
- enhance the opportunities for children to develop and use their own language in their play and learning.

The leadership and management of the early years provision

Documentation is well-maintained. Detailed policies are in place and these are fully shared with parents at initial visits and a policy folder is available in the main entrance. In addition, there are notice boards for parents with menus, planning

and many useful information leaflets available to support parents. The staff work hard to build positive relationships with parents and detailed information is gathered to ensure individual needs are met. For example, routines and children's likes and dislikes are recorded and staff find out each child's development stage through discussion, with photographs of family members requested to help children feel secure and valued. Staff encourage parents to take reading books home to share with their children and close working takes place on stages of development such as potty training. This enhances children's learning and progress. There are clear links with Park Hall Primary School and other local schools to ensure that there is a smooth transition between the settings and information is transferred about each child's needs.

Following the last inspection action has been taken to ensure that staff fully understand safeguarding procedures. Training for safeguarding is attended by the majority of staff and there are clear policies and guidance documents available. This ensures that all staff have a good understanding of their responsibilities which helps to ensure children are protected. The recruitment and vetting process is robust and makes sure staff are suitable to work with children, with procedures implemented to ensure ongoing suitability. Risk assessments are in place for the premises and outings undertaken with daily checks made in each room. However, consideration is not given to safety measures to be taken during windy weather when the door to the outdoor area in the pre-school room is left open during operation of the indoor/outdoor play sessions. The nursery and out of school club is bright and welcoming with lots of children's own work displayed which helps them to feel valued as individuals. There is a good range of resources which are easily accessible to all children to enable free choice and develop independence.

The process for evaluating what the setting offers is good and there are clear targets for improvement such as developing the outdoor area. All staff are involved in completing the Ofsted self-evaluation form and there is a clear system in place for monitoring and appraising staff practices. The provider is committed to enhancing and improving staff's skills and knowledge. There is a high level of qualified staff and regular training is attended to update their knowledge. For instance, courses attended include 'Baby Massage', 'Behaviour Management' and 'Stoke Speaks Out'.

The quality and standards of the early years provision

Children's understanding of being safe is actively promoted by staff. Regular fire drills are held and children are taught about road safety when walking in the local area. For instance, they wear fluorescent jackets and badges and there is a clear guidance for staff when taking children out on outings. Good supervision by staff ensures that children play safely together. For example, they are reminded that they need to pick up the pencils off the floor so that they do not trip and not to jump off the top of the slide or they may hurt themselves. Generally, children's health is promoted very well. There are healthy and nutritional meals and snacks provided and children have their named drinks of water on the side so that they can help themselves. Staff are proactive in helping children to learn about healthy eating such as through puzzles and encouraging healthy appetites by explaining

that food gives energy so that they can play outside. Good hygiene routines ensure that children fully understand the reasons for hand washing and nappy changing procedures are effective in reducing the risk of cross-infection. The implementation of free access to the outdoor area for pre-school and the out of school club children and regular outdoor play sessions for children in the Rugrat room, mean that they have very good opportunities to be outside in the fresh air. They have lots of fun as they play tennis with their friends and ride around on the bikes. They thoroughly enjoy running around and developing throwing and catching skills with the balls. However, children in the baby room do not have frequent opportunities to be outside in the fresh air.

Successful methods are used to manage behaviour, with clear boundaries set. Older children have toy picture cards to encourage responsibility for tidying away and good looking and listening cards at circle time. Staff encourage sharing and taking turns, for instance, when painting their pictures and playing with the bikes outside, which helps them to develop skills for future learning. Consequently, children have good relationships with each other. Praise is used well and helps all children to develop high levels of self-esteem. Since the last inspection resources are increased to help children develop their knowledge and understanding of the world well. A varied range of festivals are celebrated and resources such as posters, dressing-up clothes, books, puppets and 'small-world' equipment help children to value and respect differences in others and make a positive contribution to society. Staff are beginning to incorporate children's home language in their play and learning through books and music brought in from the child's home. However, this is not extended further, for example, in labelling items around the room or learning key words that can be used during play and routines.

Staff plan a wide range of learning experiences and regular observations are made of every child in the nursery as they play and these are assessed against the expectations of the early learning goals. All children are happy and thoroughly enjoy their time in the setting. Staff interact positively and develop successful relationships with every child through the key person system, providing comfort and individual attention to help settle new children. Babies are inquisitive and confident to explore the stimulating environment with staff encouraging their language as they explore the sand and look at family photographs. Staff challenge children's thinking through encouraging them to think of how they can make a menu for the café and practise writing skills as they write the food items on their list. Literacy skills are further developed through listening to the sound of letters for their name and finding the name tag on their drinks cup. An extensive range of sensory activities is provided which helps to develop each child's creativity. For instance, they explore different textures such as porridge, rice and foam. Numeracy and problem solving skills are developed through number rhymes, using measuring jugs in the sand and water and counting how many children are lining up to go to the bathroom.

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

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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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