

# Wollaton Village Day Nurseries Ltd

Inspection report for early years provision

---

<b>Unique reference number</b>	253113
<b>Inspection date</b>	27/07/2009
<b>Inspector</b>	Yvonne Layton
<b>Setting address</b>	52 Church Street, Eastwood, Nottingham, Nottinghamshire, NG16 3HS
<b>Telephone number</b>	01773 711721
<b>Email</b>	WVDN282239@aol.com
<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 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**

Wollaton Village Day Nursery (Eastwood) is part of the family owned, Wollaton Village Nurseries Limited group. The nursery is situated near to the town centre of Eastwood, bordering Nottinghamshire and Derbyshire. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. A maximum of 100 children may attend at any one time. There are currently 87 children on roll, of whom 62 are within the early years age range. The nursery is in receipt of funding for the provision of early education for children aged three and four. The setting provides after school care for children up to the age of 11 years and this facility is on the first floor. All children have access to a secure outdoor area. The setting is accessible, except there are stairs to the holiday care rooms and some single or double interior steps. The nursery opens each weekday from 07:30 to 18:00, closing for bank holidays. Children attend for a variety of sessions and attend from the local and surrounding areas. The nursery currently supports children with learning disabilities and/or difficulties and who speak English as an additional language.

There is a total of 11 childcare staff, all of whom hold appropriate early years qualifications. The management team qualifications include early years professional status and foundation degrees. In addition the setting employs a cook. The nursery is linked to the local Sure-start centre.

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

Overall, the provision is good. Children within the Early Years Foundation Stage (EYFS) enjoy a happy, welcoming environment in which their welfare and learning is effectively promoted. Inclusive practice is well-promoted for all children in the setting and effective links with parents and the liaison with other providers help ensure consistency in care and education. The setting actively reflects on their practice and there are clear identification of plans for improvement of the setting which is evident through ongoing improvements.

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

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

- promote further children's self-awareness and independence by reviewing the lunch time routine, the practice of using children's initials when writing their names and enhance creativity, originality and expressiveness with particular regard to the adult-led content of some art and craft activities
- enhance active learning by including on planning the resources to be initially provided within activities that engage and involve children.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a written record of the outcome of complaints 24/08/2009

from parents is kept and provide Ofsted, on request, with a written record of the action which was taken as a result of each complaint.(Safeguarding and welfare).

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

The management of the setting are focused on helping all children to make good progress in their learning and development and ensure their welfare is strongly promoted. Children are cared for by qualified and experienced staff who are knowledgeable of the EYFS. The management fully supports staff development by continued training. Recommendations from the last inspection have been met. The quality of children's care, learning and development is increased by the ongoing reflection and self-evaluation of all aspects of the nursery by the management and staff. As a result, the setting has a strong focus in bringing about sustained improvement.

Children are protected as effective, detailed and up-to-date records, policies and procedures are in place. Parents are well-informed about the procedure in the event of a complaint and most of the procedure is followed by the setting. However, at inspection the requirement to provide a record of the outcome of complaints from parents and any action taken was not met. Efficient structures are in place to ensure staff are suitable for their role and are clear about their responsibility. Children's health and welfare is protected as there are established consistent hygiene and safety procedures. The setting has robust procedures and routines for the collection and security of the children. Resources and premises are well-maintained, clean and suitable for their use. Children are strongly safeguarded as the leadership is committed to ensuring staff's knowledge of safeguarding children procedures is up-to-date, including staff complete ongoing safeguarding children procedures questionnaires to confirm their understanding of their role and responsibility.

Inclusive practice is promoted throughout, so that all children have their welfare needs met and achieved as well as they can individually. Each child's individual needs are recognised and very well-supported. For example, sign language and children's first language is used throughout the setting through labels using text and signing pictures. Ongoing discussions with parents regarding each child specific needs support diversity and promote inclusive practice. Partnerships with parents and carers are well-established and ensure each child's needs are met. Information about each child's care and personal needs is obtained, both verbally and written, including daily diaries for younger children, together with parents throughout their time at the nursery. Parents are encouraged to provide family and progress information about their child and are kept informed with regular newsletters, informal parents evenings and questionnaires. They have detailed information regarding the EYFS and each stage of their child's life at the nursery, for example written transition information when children transfer rooms. A display of the stages in emergent writing which includes examples of children's work, enhances parents knowledge and involvement. The setting has developed

beneficial links with other providers to promote integration of care, education and extended services.

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

Children are making strong progress and show a positive attitude to learning. They are happy, confident and settled in a setting that is well-equipped, safe and secure. The setting is rich in conversation with children supported to relate experiences and express opinions. Interactions are good and all children benefit from warm and caring staff. The use of encouragement and positive reinforcement contributes effectively to the children developing good social skills and a sense of belonging to a wider family group. Self-awareness and independence are generally well promoted as children make active choices regarding activities and older children enjoy a self-selection snack. However, this is not fully extended at lunch-time as opportunity for older children to serve themselves and make supported choices are limited. The setting is rich in text and number with bright pictures, photographs and displays. However, although there are many examples of child-led creative displays and activities there is a potential influence on children's creativity, self expression and awareness as there are some instances where creative work is overly adult influenced and for children who have the same first name the initial for the surname is used.

Planning is focussed on children's interest with effective systems to ensure all of the areas of learning are visited. However, within the planning of some activities resources to initially engage and involve children are not identified. Assessments for all children are clearly linked to the Early Years Foundation Stage and contain records of planned and spontaneous observations of progress and there is clear identification of their next steps. Purposeful play and exploration ensures that all areas of learning are visited and consolidated.

The learning environment throughout the setting very effectively supports children's progress towards the early learning goals as staff promote learning and challenge for the children by a mix of child-led and planned activities, both in and outdoors. All children are involved in activities and all children have access to a good range of self-selection mark-making and creative resources. Early phonics and sounds are part of the learning through play alongside specialist games such as 'Rhyme boxes' and a 'sound table' where children bring in items to match sounds. Alongside planned activities and projects such as themes, celebrations, including imaginative play and crafts, staff respond positively to spontaneous events. A travel agent and holiday theme resulted from children talking about their holidays. An invitation to the opening of a new pet shop resulted in an extended topic including how to care for animals and projects on types and habitats of different animals. Children enjoy varied music and movement experiences including singing, dancing and action rhymes. They learn about the environment and the local community as they undertake visits within the local area including to the park, library and walks in the area including collecting leaves and using them in creative activities. Children learn about caring for others as they take part in charity events such as 'Red nose day' and 'Children in need'. Personal, national and international celebrations develop children learning about their world all of which

are enhanced by related activities, research and discussions. They explore, experiment and undertake challenges as babies and toddlers are encouraged to build with large construction toys and investigate natural resources such as flour. Older children develop their skills as they draw plans of what they wish to create with construction toys and take photographs of the end result. Outdoor play is well supported with all of the children having access to a grassed area and a hard surface area. Younger children learn balance and finer skills as they encounter and learn to control a variety of balls ranging from child-sized to small.

Children's health is solidly supported as the setting has robust hygiene and health routines. There are effective routines regarding nappy changing, children's bedding and sleep routines including the setting confirms parents wishes regarding where children sleep in writing. Children learn about good health through projects such as 'Things that keep us healthy' which considers all aspects of a healthy life style. Water is available to children with systems to ensure they can access their own drink. Children are well-supported to learn about their own safety by daily routine, discussion and activities. Staff appropriately raise children's awareness of personal safety and stranger danger using books and discussion. They practice road safety and investigate the meaning of road signs during a walk in the area.

## 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?	3
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
--	-----