

Loughborough Campus Nursery

Inspection report for early years provision

Unique reference number	223237
Inspection date	13/02/2009
Inspector	Lynn Dent
Setting address	Ashby Road, Loughborough, Leicestershire, LE11 3TE
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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

Loughborough Campus Nursery is owned by the students union. It opened in 1992 and operates from four rooms within purpose built premises on the Loughborough University Campus. The nursery is open each weekday from 08:00 to 18:00 throughout the year, closing for bank holidays, two weeks at Christmas.

The nursery is registered on the Early Years Register. A maximum of 102 children in the Early Years Foundation Stage may attend the nursery at any one time. There are currently 159 children from three months to under five years on roll, some attend part-time. The nursery is in receipt of funding for the provision of free early education to children aged three and four years.

The nursery serves students, staff and the local community. The nursery currently supports a number of children with learning difficulties, disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 33 staff. All of these hold appropriate early years qualifications and five are working towards a higher level qualification.

The nursery also makes provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery is organised effectively which enables all children to be integrated into the setting. Staff plan and provide a wide range of experiences that enable children to make good progress in their learning and development. The outdoor play area is used to extend children's learning particularly their physical development. The nursery works well with other professionals and is developing partnership working with other childcare settings to enable consistency for the children. Staff have the knowledge and skills to implement most policies and procedures well. The management has systems in place and to self-evaluate and monitor the provision.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to extend their learning in the outdoor play areas
- develop systems further to communicate with other settings that children attend to ensure continuity in their learning
- ensure that all staff are able to implement the safeguarding policy and procedures in line with the Local Safeguarding Children Board reporting procedures

- continue to develop systems to self-evaluate and monitor practice to bring about continuous improvement to ensure that the needs of all the children are met.

The leadership and management of the early years provision

Staff plan and implement the Early Years Foundation Stage well. Consequently, children receive a balance of experiences that promote the six areas of learning and development well. Adult-led and free play activities are observed by staff to ensure that the children's achievements and next steps are identified. Children who attend for short periods of time or during term time only are fully included in the nursery because the staff rotate the activities ensuring equal access for all. Children enjoy playing outside throughout the year, although there are times when staff do not fully develop children's learning in all areas. However, during outdoor play in the colder weather children's physical development and social skills continue to be enhanced.

The management has developed systems to help monitor and evaluate the provision and the implementation of the Early Years Foundation Stage. These include the staff's own early evaluations of the practice in their rooms and these are used as a starting point to identify areas for improvement. The recommendations made at the last inspection have been fully implemented and demonstrate a commitment to improving the service provided. Written policies and procedures are in place and implemented well to underpin the good practice that is in place. Children's welfare is protected because all staff can identify record and report concerns about possible child abuse and neglect in accordance with the settings internal procedures. However, a few staff do not fully understand the Local Safeguarding Children Board procedures. Robust recruitment procedures and Criminal Records Bureau checks carried out at induction, and the annual appraisal procedures ensure that all staff are continue to be suitable to work with children.

The staff are in the process of developing partnerships with other provisions that children attend and are aware that further liaison is necessary to fully promote consistency for the children concerned. The nursery works effectively to ensure that all children with particular needs receive support from other professionals such as speech and language therapists and educational psychologists. Parents receive a range of information about the settings at induction and staff collect information about their children, enabling them to identify children's stage of learning and development. Information about the children's learning and development is exchanged with parents through discussions and the sharing of records, and staff provide ideas about how to extend their children's learning at home. Consequently, parents are kept involved and informed about their child's progress.

The quality and standards of the early years provision

Children's welfare, learning and development are effectively promoted because staff spend time talking to the children and interacting well to support their

individual learning and development. More able children make very good progress because staff ensure that they receive experiences that extend their learning. Staff spend time observing children and they use the observations well to record children's achievements and to identify their next steps. As a result, each child has an individual file of assessments which enables the staff to effectively promote their learning and development in all areas.

Babies are cared for in a very calm environment and an emphasis is placed on promoting their personal, social and emotional development. As a result, they receive lots of cuddles and freely access a wide range of developmentally appropriate toys and resources such as treasure baskets, activity toys and sit and ride toys. Older babies learn to recognise themselves as they look at their reflection in low-level mirrors. Toddlers are learning about numbers as they enjoy playing games with staff. They develop cooperative play as they participate in group activities such as parachute games. Toddlers also enjoy a range of craft activities such as painting and large soft play experiences which are used to promote their understanding of shapes. Older children are very confident and happily engage staff in conversations about what they are doing. They can correctly identify and order numbers and solve problems as they use these in activities such as making charts. Children are competent in identifying sounds and letters and more able children use these to make simple words with letters in water play. Children's understanding of the wider world are effectively promoted because they engage in activities to celebrate a range of events throughout the year, for example, using red and black paint for Chinese New Year and decorating heart shapes for Saint Valentines Day. The nursery ensure that children learn about safety through everyday events and visits from the fire service and the road safety officer.

Children's welfare is protected well because staff implement sound procedures to prevent the cross contamination of germs. Children enjoy the nutritious meals provided, and meal times are used to learn important skills for later life such as handling cutlery and using good table manners. The environment is stimulating and children are surrounded by resources and displays that are meaningful to them. Children's safety is maintained because staff carry out risk assessments of the premises, resources and outings. They check the premises daily to ensure it is suitable for the children to play. Children are cared for by suitable staff because clear procedures are in place to ensure that they are never left alone with un-cleared adults. Staff are calm and consistent in their handling of inappropriate behaviour such as not sharing. As a result, children play harmoniously with their friends most of the time. They have high self-esteem because they receive praise, cuddles and stickers.

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 the last inspection.

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.