

Ace Nursery

Inspection report for early years provision

Unique reference number 206189
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Inspector Justine Ellaway

Setting address Grange Avenue, Derby, Derbyshire, DE23 8DH

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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

Ace Nursery is owned by Austin Community Enterprise. It opened in 1999 and operates from a single storey building on the Austin estate, Derby. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 74 children may attend the nursery at any one time. There are currently 109 children on roll, 72 of whom are within the early years age range. The nursery currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are 15 members of staff, 12 of whom hold appropriate early years qualifications to at least NVQ Level 2. The setting provides funded early education for three and four year olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's welfare and learning and development are generally well promoted. Sufficient attention is given to meet the needs of each child who attends to secure their inclusion. Satisfactory links are developed with parents and have been developed with some of the other settings that children attend to promote consistency of care. Systems to monitor and evaluate practice and identify areas for improvements are realistic and are having a positive influence on outcomes for children.

What steps need to be taken to improve provision further?

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

- review systems so that interaction systematically helps children to learn so that they make connections in their learning, are actively led forward and can reflect on their learning
- review the menu so that children are consistently provided with healthy meals
- communicate information with all settings that children attend to secure continuity of experience for the child.

The leadership and management of the early years provision

The staff team have worked well since the last inspection to address the identified areas for improvement. Systems to self evaluate and reflect on practice are honest and realistic. The management team identify relevant areas for improvement that will have the most impact on outcomes for children. Staff also contributed to the

process which ensures ownership by all.

Policies and procedures are clear and contain relevant information. All of the required information is gathered to ensure that children's needs are met. The setting works hard to engage with parents and carers and offer appropriate support for children with additional needs to ensure they are included.

Records are suitably maintained for accidents and the administering of medication. Children have daily opportunities to play outdoors, with pre-school children enjoying a free flow to their outdoor space. This positively contributes to children's good health and well-being. Drinking water is available at all times and children often help themselves when they are thirsty. Snack always features fruit or vegetables to promote healthy eating. However, the main meal provided is sometimes overly reliant on processed foods and does not always include an appropriate amount of fresh foods or vegetables.

Rooms are suitably organised so that children have sufficient space to move around freely and children make effective use of the space. Resources are displayed or stored at a low level so that all children have access and can help themselves, which they do regularly during free play. The environment and resources are regularly checked and cleaned to minimise the risk of cross infection. Children's safety is effectively promoted as the setting has reviewed and extended the written risk assessment. Daily checklists are completed by staff to ensure the indoor and outdoor areas are safe for children to use. Thorough recruitment procedures ensure adults are suitable to work with children. Staff have a secure understanding of child protection procedures to ensure that children are safeguarded. They undergo appropriate training.

Useful information is provided for parents within the registration pack they receive at the time of placement and also through displays. A suggestion box is available for parents to comment at any time. In addition, a questionnaire recently sent out to capture parent's views contains useful questions to prompt feedback about the nursery. Parents receive a twice yearly progress report on their child's development. An effective relationship has been established with the local school to support children's transition. However, partnerships with other settings that children attend have not been fully developed.

The quality and standards of the early years provision

Children are secure in the welcoming environment and comfortable in their interaction with all staff. Staff in the pre-school are very committed and passionate and generate an exciting environment for children to play and learn. A suitable range of toys and resources are available for all children to play with, including those that promote an awareness of the wider world. Children learn about being healthy and staying safe through discussions based around routines, such as handwashing.

Planning systems are well delivered in the pre-school room, as staff have a secure knowledge of what the children can do, how to support their learning and what

they want them to learn. Some additional learning aids are prepared to support children with additional needs. Planning systems are not as effectively delivered in the younger age groups as interaction is not consistent and therefore not fully supporting children's progress. Staff usually spend time with the children and this is sometimes purposeful in supporting their engagement and learning. All children have opportunities to engage in free play as well as adult-led activities. Children are encouraged but not forced to participate in adult-led activities. Relevant observations are made on all children and recorded in their development files which provide a snapshot of where children are at.

Children develop their independence as they go to the toilet by themselves, but with sufficient supervision from staff. Older children serve their own snack and are adept at finding something they want to play with. Children show patience as they wait whilst snack is set up and sit and chat to their friends, developing their social skills. They behave well and show care and concern for others. Their understanding is suitably supported through effective behaviour management methods. Staff are calm and consistent when dealing with inappropriate behaviour and supporting children to learn about right and wrong.

They develop their physical skills as they swing and climb on the outdoor play equipment and engage in activities that develop their small muscle skills such as cutting. Children have suitable opportunities to develop their communication skills as they answer questions and join in discussions. Younger children attempt to repeat words and sounds adults make. Children have some opportunities to develop pre-writing skills through mark making activities. Missed opportunities to ensure children have resources in different play activities mean that children in the younger age group are not as well supported. Children learn number recognition and counting through activities. More able children can count beyond ten. They begin to use mathematical language, such as describing that a smaller tower is at the side of a bigger one.

Children use their imagination well in the role play areas as a small group of children pretend they are at the doctors, taking it in turns to be treated. Children in pre-school have access to a varied range of creative materials to develop their imagination and creativity. Opportunities are presented for creative activities in the other rooms within the nursery through adult-led activities. Pre-school children engage in exciting activities based around science to develop their knowledge and understanding of the world. They experiment with balloons making them move fast or explode, carefully monitored by staff to ensure that risks are minimised. Children in the toddler room play with a digital camera, learning how to take a picture to support their learning about technology.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	3

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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

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