

The Gables Day Nursery

Inspection report for early years provision

Unique reference number	EY365123
Inspection date	16/04/2009
Inspector	Shirley Amanda Wilkes
Setting address	New Street, Rushall, Walsall, West Midlands, WS4 1NW
Telephone number	01922 637 777
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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).

Description of the setting

The Gables Day Nursery was established in 1998 and was re-registered under the current owners in 2008. It operates from a single storey premises in Rushall. A ramp to the main entrance means that the premises are easily accessible. All children share access to a secure enclosed outdoor play area.

The nursery is open each week day from 08.00 to 18.00 all year round. A maximum of 50 children may attend the nursery at any one time. There are currently 71 children on roll. Children attend from a wide catchment area.

The nursery employs 14 members of staff, all of whom work with the children.

Overall effectiveness of the early years provision

The overall provision is good. Children are cared for in a safe, secure and stimulating environment where they are able to explore, investigate and become independent. There is a good working partnership with parents which ensures they are kept informed of their child's care and learning. Children make good progress as staff undertake observations to record their individual achievements. However, these are not used to identify children's next steps in learning and inform future planning. Self-evaluation has begun to ensure, that staff reflect on their practice and identify strengths and weaknesses and plan for future development.

What steps need to be taken to improve provision further?

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

- develop further the system of recording observations of children to clearly demonstrate progress and planning the next steps in their individual learning
- develop further the quality and improvement processes to monitor and evaluate the strengths and weaknesses of the provision.

The leadership and management of the early years provision

The setting has appropriate procedures to ensure children's safety and welfare, for example, effective recruitment and vetting procedures are in place. Effective systems to promote safety within the setting are in place such as a qualified first aider on the premises at all times. Risk assessments of the premises have been completed and are reviewed regularly. Staff have a good understanding of safeguarding children and of their role and responsibilities in reporting concerns. All required documentation is kept on the premises and details the required information regarding children's individual needs. The setting follows all required policies and procedures. As a result children's welfare is fully protected.

The setting works effectively in partnership with parents because staff ensure that

parents provide detailed written information about their children's individual needs including any disabilities, learning difficulties, medical or cultural and linguistic requirements. The setting is proactive in identifying any additional help required for the children and seeks appropriate support from other agencies to ensure that each child benefits from a positive experience. Effective settling procedures ensure that children settle quickly, because they feel reassured by the staff who create an environment which is warm and accepting of everyone. Parents are pleased that their children are happy and making progress; they receive regular feedback on their children's development for example, a report is prepared twice a year. Parents evening to enable parents to meet with their child's key person are also held twice a year.

The management has a firm commitment to the development of the nursery and the self-evaluation has been started with key areas for improvement, for example the outdoor play area and the way forward to developing links with other providers to ensure that the children's needs are generally planned for across the differing provisions that they may attend.

All areas from the previous inspection have been attended to, and a good start has been made at a formal process of evaluating what works and what needs improving in the setting.

The quality and standards of the early years provision

All children are fully included within the setting. Staff ensure child are able to access a range of activities and achieve this through equipment being accessible for children. Children cooperate well with each other, sharing resources as they hunt for the mini beasts and take care of their beans at watering time. They are able to freely access a variety of writing materials and resources, which enables them to practise their mark-making skills. Children develop interests in books from a very early age, staff read books talk about the pictures to the youngest children whilst the older children sit and listen intently at story time. They also enjoy joining in with action songs and rhymes at group time choosing favourite songs and also learning new ones.

Children are encouraged at all times to use their numeracy skills, for example, counting how many children at snack time and how many line up for outdoor play. Print and numbers are displayed in areas for older children, with all equipment labelled. Children's work is displayed in all areas of the nursery. Their technology skills are generally promoted, as they enjoy using the computer with suitable programmes. The group celebrate various festivals, look at other cultures and taste different foods from around the world and have equipment which reflects the diversity of society. The children also learn about wider community when taking in fund raising events. Adults skilfully and naturally engage with the babies, talking to them as they have their lunch, playing with them by rolling a ball, and giving them the independence to explore their space while under an ever watchful eye. Staff undertake observations to record children's progress. However, these are not used to identify children's next steps in learning and inform future planning.

Space within the setting is well-organised, with children grouped according to age. Children are able to move freely between activities. There is a good standard of hygiene practices. Staff wear aprons and gloves for nappy changing. Staff are vigilant about hand washing and ensure children wash hands after toileting and before meals. Children enjoy healthy meals and snacks and these are sociable times with staff sitting with the children and chatting to them. Younger children receive assistance and care at meal times, for example, encouraging one child to feed themselves and holding another while they have their bottle. Children, enjoy their time outdoors they race around the site in the cars or on their tricycles or play with each other on the grass area making use of the climbing frame and using the variety of resources strung to make music. Behaviour within the nursery is very good children understand and know what is expected. They treat one another and staff with respect. Staff manage behaviour in a calm quiet manner and provide positive role models. The skills they develop through their time in the setting ensures they are prepared and will contribute to their future economic well-being.

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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