

The Limes Nursery School Day Care Setting

Inspection report for early years provision

Unique reference number	EY365850
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Inspector	Valerie Anne Curotto
Setting address	The Limes Nursery School, Johnsons Road, BRISTOL, BS5 9AT
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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

The Limes Nursery School Day Care Setting registered in 2008 and is designated as a Children's Centre. It is based on the site of the Limes nursery school and is managed by the governing body of the nursery, which includes parent representatives. The setting provides care for up to 12 children aged two to three years and 'wrap-around' care for up to 24 children under eight years of age. This includes a breakfast club, after school care and holiday club. A third of places for two-year-olds are allocated to the local authority's supported day care scheme. The setting operates all year round, Monday to Friday, from 08.00 to 18.00 hours and children may attend a combination of sessions within these hours. The site includes three buildings; the main house, the annexe and the 'green house'. Two-year-olds are cared for in a self contained area of the green house which includes a separate, enclosed garden. This building also includes the main site reception, office space and meeting rooms. Wrap-around care is provided across all three buildings and additional outdoor areas. A team of five staff work with two-year-olds, four of whom are qualified. Another qualified staff team of five provide the wrap-around care. The day-to-day manager is responsible for both nursery and day care settings. The setting is registered to care for up to 96 children aged two to under eight years. It is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. There are currently 33 children aged two on roll.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Sensitive settling in procedures foster children's sense of belonging and well organised systems are in place to promote their welfare. Young children develop independence and are motivated to learn as they initiate their own activities in the attractive, child centred environment. Regular observation and discussion with children ensure skilled staff understand their needs and support their individual learning effectively. The setting demonstrates a strong commitment to parental involvement, staff development and systematic reviews of its practice to benefit children. It is able to set clear priorities for the future and has begun to put measures in place to achieve these.

What steps need to be taken to improve provision further?

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

- continue to develop the operational plan to ensure procedures fully reflect the requirements of the Early Years Foundation Stage (EYFS) and the needs of younger children
- continue to monitor assessment arrangements to ensure consistency in the frequency and content of observations, to more effectively track all aspects of children's development

The leadership and management of the early years provision

The senior management team has a strong sense of purpose and positive links with families and other agencies in the wider community. Since registration last year, the setting has used these links to identify areas for development and sources of support to benefit children. There is a strong commitment to staff development and input from children, their families and other centre users is valued. The setting's operational plan is being adapted from an existing format for the nursery school to provide a co-ordinated approach across the two provisions. While this is generally effective, some procedures, such as the register, are not yet in line with the requirements of the EYFS and the setting recognises that some policies do not fully reflect the needs of younger children. However, in day to day practice, the needs of younger children are met effectively as the small staff team communicate well and information is shared well within the unit.

Suitable recruitment procedures are in place to safeguard children and induction and ongoing appraisals ensure staff continue to promote children's welfare and access appropriate training. The setting makes good use of additional skills staff have to extend its support for children and their families. These include sleep counselling, additional languages and play therapy. Other agencies are invited to provide advice to families on a range of issues such as financial matters and training opportunities. A programme of social events, such as barbeques and sing-a-longs promote a sense of community and children's families are encouraged to express their views and share their skills to increase their involvement in the setting.

Children's induction and transitions within the setting are managed well to promote their welfare. Children's starting points are clearly established by a combination of home visits and initial discussion with parents. This enables staff to understand children's individual needs and interests before they begin at the setting. Skilled staff and positive links with other agencies ensure children receive good additional support when necessary and this promotes their inclusion within the setting. Planning actively includes children's interests alongside staff understanding of their individual learning goals. As a result, children make good progress as they are engaged in activities they enjoy as staff introduce challenge and spontaneously extend their learning.

Assessment systems combine children's comments and ideas well with observations from staff on children's learning across the six areas of the EYFS. Monitoring systems are not yet fully developed to ensure the frequency and content of assessments is consistent for all children and systematically track their progress across all six areas of learning. However, informal discussion and regular meetings provide staff with good opportunities to reflect on children's progress and plan a challenging and stimulating environment for all children.

Parents express high levels of satisfaction with the approachability of staff and how quickly their children become settled in their surroundings. They appreciate the

range of support given, not only to their children but the extended family through a variety of opportunities, such as workshops on behaviour management.

The quality and standards of the early years provision

Previous contact with staff eases young children's transition into the setting and adds to their security. Book bags and coat pegs prepared in advance, display children's photographs and promote their sense of belonging on arrival. Children are secure and spontaneously approach staff for cuddles and break into song. The team leader provides a positive role model in her interactions with children. All staff are skilled at providing spontaneous support dependent on the level children require. For example, a two year old recognising they 'need something green' is guided to a range of materials in the craft area to independently choose items and complete their task. Children develop an interest in technology as they learn to use a camera and investigate how a remote controlled toy moves backwards and forwards for themselves. They appreciate books and 'read' each other stories during role play. Children recognise colour and number in everyday activities as they park sit and ride toys and build with a range of construction materials. They become more confident in their independent choice of activities and staff support well to encourage a sense of achievement and purpose.

Children have regular access to the outdoor area and covered areas provide respite from the sun and cover from rain to promote its use. Children are encouraged to be creative as painting materials are taken outside to use on a larger scale. Inside, children play in attractive surroundings where a good variety of resources are arranged in low level, accessible containers. Staff continually monitor their use by children to promote effective organisation of equipment which reflects children's interests and keeps them safe. Children are encouraged to identify risks in their environment by sensitive individual discussion and general reinforcement within the group at circle time. They learn to put 'bottoms on chairs' while drinking or eating and to put on their 'walking feet' around the setting to keep each other safe.

Children are actively involved in planning as they discuss individually with staff what they want to do. They show interest in written comments and photographs of their activities in their learning diaries which they share with their parents. They contribute to planning for the setting as they share their views on the development of the garden area. This increases their sense of belonging and achievement as ideas are put into action.

Children's personal, social and emotional development is fostered well. Children's behaviour is managed sensitively as staff have a good understanding of individual children and effective strategies. Children are familiar with the daily routine and receive regular praise which increases their self esteem. Children are thanked for being helpful and reminded of the fun in 'working together'. They learn to develop useful strategies for avoiding conflict and expressing their feelings appropriately. They gain independence in self care as they wash their hands before meals and pour drinks when they are thirsty. Children's health is promoted as balanced, nutritious meals are provided by an outside caterer and children's place mats

provide reminders of any allergies they may have. They have access to a quiet, comfortable area to rest after lunch.

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

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