

The house that Jack built day nursery

Inspection report for early years provision

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Inspector Elizabeth Juon

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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

The House that Jack Built registered in 2008 and operates from a newly converted building set out over two floors. It is situated in Marlow Bottom, Buckinghamshire. The nursery is currently on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is one of four nurseries owned by a company of the same name. A maximum of 56 children in the early years age range may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30, 51 weeks of the year. There is an enclosed garden for outside play.

There are currently 30 children aged from three months to five years on roll. Of these, six children receive funding for nursery education. There are currently no children attending with learning difficulties and/or disabilities. The nursery supports children for whom English is an additional language. The nursery employs 11 staff and of these, four staff, including the manager, hold appropriate early years qualifications and three staff are working towards a qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The House that Jack Built Nursery provides a caring environment where children make progress in their learning and development as the nursery provides a variety of fun and stimulating play experiences for them. Each child is recognised as a unique individual, and is given warm and appropriate care to enable them to become well settled and content. Staff are friendly, positive and know the children well through effective liaison with parents. The setting has a good capacity to further improve the quality of the provision as systems are in place to review the provision and ensure the effective running of the nursery.

What steps need to be taken to improve provision further?

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

- further develop staff observational skills to ensure the assessments recorded from observations inform the planning to meet the needs of all children more closely
- ensure a variety of writing materials are within easy reach for children to use in everyday play; provide low-level visual prompts of letters and numbers to encourage children's independent writing for a purpose
- assess the risks to children in relation to open, unsecured patio doors and take action to minimise these; extend the daily safety checklist to list the necessary checks so all staff can follow the system

The leadership and management of the early years provision

The owner and manager work harmoniously together in leading and managing the provision. There are effective policies and procedures in place promoting the high quality of care and welfare of the children. Staff undergo an induction to ensure the policies and procedures are understood to safeguard children's welfare. Risk assessments are in place for indoor and outdoor areas and outings to ensure children's safety. However, the daily, safety checklist completed at the beginning of the day is not sufficiently detailed to provide an accurate record of the checks undertaken or any action taken.

There is a strong commitment to the need for professional development for the staff. The majority of staff hold paediatric first aid certificates and attend other training relevant to their roles. The manager is committed to ensuring all staff develop their knowledge and skills further by gaining qualifications and attending courses to ensure at least half of the staff team have a relevant qualification. Robust recruitment and vetting procedures are in place to ensure all practitioners working with the children are suitable to do so. Staff deployment successfully ensures children have ample support in each room.

There is an outstanding commitment to helping all children to succeed. All children are welcome to attend the nursery and staff value and respect children's families, background and diversity. This is reflected in the activities and resources on offer and the positive attitude of staff to providing a welcoming, inclusive environment. The relationship with parents and carers contributes to their children's well-being. Parents are acknowledged as the primary carer and staff liaise effectively to provide continuity of care. Parents have easy access to their child's daily diary and exchange verbal information with the key person each day. The nursery provides a range of good quality information to parents including a website and has recently introduced a parent's evening and regular newsletter. This ensures parents play an integral part in their children's developmental progress. Parents interviewed were happy with the quality of care provided.

Self-evaluation is good; the manager clearly identifies the strengths and areas for development. There are plans in place to use the full scope of the garden and provide an allotment for the children. Staff involved in commenting on the evaluation procedure highlighted the need to further improve their ability to observe and assess children's progress to confidently plan for children's next steps in learning.

The quality and standards of the early years provision

Staff are developing a sound knowledge and understanding of the Early Years Foundation Stage. Children enjoy a range of stimulating activities. They are fully engaged in the activities on offer and consequently make good progress. The environment is warm and colourful and an extensive variety of toys and resources stimulates their interest. The use of the record of children's achievements aids the assessment of children's progress towards the early learning goals. These folders

contain photos and notes of observations. Staff devise a list of the next steps in children's learning and endeavour to ensure an activity is offered during the week to help children's development in a particular area.

The older pre-school children are busily occupied and are making progress in all areas of learning. Staff respond positively to the children's interests and extend their language during circle time. Children are confident communicators and share their feelings and news with the staff and their friends. Children improve their emergent writing through an access to good quality resources, such as the white board and black boards placed inside and outside. However, the paper and pencils are not obvious to the children to help themselves and the alphabet and number line are out of eye-line, this prevents children benefiting from a visual prompt if they wish to practise their writing skills. Children are beginning to recognise their name in print at registration and setting the table with placemats.

The staff role model good behaviour and interact with children effectively. They aid the children's developing independence through their use of language and effective use of questioning. This helps promote the children's communication and language skills. Older children express their opinions and views with ease. Children under two are given eye contact and spoken to in a kindly way; staff respond to baby babble to promote early language skills. Staff are down at child level initiating play and ensuring the young children are given quality time and attention. Parents are involved in their children's learning, for example, one parent led a Swedish festival event, which enabled children to gain an awareness of the wider world in a fun way. There is a range of activities and resources that provide children with a positive outlook on the wider world. This enables children to learn about and accept differences.

Children's physical development is enhanced through a range of outdoor activities. The under two's and children over two utilise their own outdoor areas providing play in the fresh air. Children play with purpose and energy, cooperating well with each other, for example, going on a 'bus-ride' or through the 'car-wash'. The outdoor environment is a valuable asset that the children enjoy immensely and staff successfully prepare and utilise this area to its full potential and are preparing an allotment for children to plant and grow vegetables.

Staff develop the children's creative development through singing songs. Children have daily opportunities to count and do simple calculations. The inclusive approach enables all children to accept and work with each other, demonstrating their tolerance and patience towards each other. Use of a computer and digital camera enables the children to develop skills for the future. Staff are pro-active in ensuring that resources meet the children's learning needs to enhance children's enjoyment and spontaneity.

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?	1
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?	1
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?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
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 registration.

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.