

Skylark Day Nursery

Inspection report for early years provision

Unique reference number

EY316828

Inspection date

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Inspector

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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

Skylark Day Nursery has been registered since December 2005. It is privately owned and managed by a partnership. The group operates in a converted chapel within walking distance of the town centre, local amenities and primary school. The premises consist of a large playroom, separated for the different groups of children and specific activities. There is a separate sleep room for the babies. Opening times are from Monday to Friday, 08.00 until 18.00 throughout the year, except for bank holidays and the Christmas period.

The nursery is registered for a total of 44 children on the Early Years Register. They are also registered on both the compulsory and voluntary Childcare Register. However, there are no children in this age group attending. There are currently 82 children on roll.

The two owners have recognised childcare and education qualifications. They currently employ 12 full time staff who have appropriate qualifications; four have Qualified Teacher Status, two are Early Years Graduates and most of the others have a Level 3 Childcare qualification. Additional staff are used for cooking, cleaning and to cover staff absences.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's care and learning is given high priority because all staff have a good knowledge and understanding of how to meet individual needs. This results in children making good progress. Excellent attention is paid to maintaining children's health. All children are effectively included in all aspects of the provision because the staff recognise their uniqueness. Outstanding partnerships with parents are in place. Links with other care settings ensure that care is consistent. The owners demonstrate a capacity to improve outcomes for children through completing the recommendations made at the last inspection.

What steps need to be taken to improve provision further?

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

- develop the systems for self-evaluation and reflective practice
- further develop the planning systems, ensuring they link to individual children's progress and interests.

The leadership and management of the early years provision

The nursery is effectively managed to ensure that outcomes for children are promoted well. There are clear policies and procedures, which are understood and implemented by the staff to ensure the safety and well-being of the children.

There are comprehensive risk assessments relating to all aspects of the provision, which have been reviewed to ensure they continue to be relevant to the setting. The management team are keen to employ highly qualified staff to work with the children and promote good outcomes in their learning. The recruitment and induction processes mean that the adults who come into contact with the children are very suitable.

The environment is effectively organised to give all of the children access to a good range of activities and play experiences. The staff are deployed around the nursery to ensure that ratios are maintained throughout the day. The owners and the staff team have reflected on the care and education provided for children. They have not yet formalised their self-evaluation systems to record their development plans for the future. However, there are ongoing improvements in place to develop the outdoor play area.

There is a clear system to ensure that information is gathered from the parents in relation to the children's home language and culture. The staff use simple sign language to aid communication with the youngest children and there is a staff member available to support families who speak English as an additional language. Information is exchanged with local nurseries and schools with regard to the progress children are making in their learning and to ensure that children are safeguarded. The excellent relationships with parents and carers promote the consistency of care for the children.

The quality and standards of the early years provision

The children are happy and well settled in the friendly and well-organised nursery environment. The staff use their clear knowledge of child development and the Early Years Foundation Stage (EYFS) to ensure they provide interesting and fun activities for the children to engage in each day. The nursery operates using plans to provide a routine for the children's play and this includes encouraging the children to plan what they do in each session. The group time provides the children with an opportunity to share their experiences each day with staff and the diary sheets help them share their learning with their parents.

Planning is linked to the areas of learning in the EYFS, however this is not that effective in linking with the observations staff make of the children at play. Assessments are completed based on activities; frequent 'snap-shot' observations are also recorded to give a more detailed assessment of what the children know and understand, the possible next steps in learning are noted.

The children are very independent as they move around their designated area, the older children confidently mark make. The toddlers find exploring the animals exciting and some children are confident to name them and make the sounds. Babies explore the resources, which include treasure baskets and board books. Children's language and communication skills are developing well throughout the setting, the toddlers can sign 'please' and 'thank you' to staff and often accompany their verbal exchanges with gestures. The older children confidently use both verbal and non-verbal communications in their play, interactions with staff and

while negotiating with their peers.

Mealtimes are social occasions where children sit together to eat freshly prepared meals. The food is nutritious and well balanced, with a high proportion of organic produce used. Outdoor play is successfully used to provide children with the opportunity to explore different environments and benefit from fresh air and exercise.

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