

Aristo-Tots Nursery

Inspection report for early years provision

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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

Aristo-Tots Nursery registered in 2001. It operates from a Victorian three storey building situated close to the town centre, on the edge of the Goldington area of Bedford. It serves Bedford and the wider neighbouring areas. A ramp to the entrance, wide doorways and suitable bathroom facilities on the ground floor mean that the premises are accessible. Children have access to a fully enclosed outside play area.

The nursery is open each weekday for 52 weeks of the year from 07:30 to 19:30. There are 76 places for children in the Early Years Foundation Stage and there are currently 93 children attending. The nursery supports children who speak English as an additional language.

There are 16 full-time staff and two part-time staff who work with the children. The majority of staff, including the manager and deputy hold appropriate early years qualification and other staff are receiving training. The setting works in partnership with parents, carers and other professionals.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Aristo-Tots Nursery provides a safe and welcoming environment that supports children very well in the Early Years Foundation Stage (EYFS). Planning is detailed and provides for challenge and differentiation and is sufficiently broad to offer a full range of activities and opportunities for the children. Staff create a very welcoming environment and are skilled at ensuring that children benefit from the provision. Specific training in a range of communication and language difficulties show the high attention staff give to children's individual needs. The manager lead a culture of reflective practice and works alongside staff to review the strengths and weaknesses of the setting and continuously improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that the staff:child ratios for children under two years are maintained at all times
- take steps to ensure that the security of the premises is monitored at all times. This refers to the front entrance
- ensure that children's records identify their next steps of learning and activity planning includes how this can be extended to provide challenge for the less and more-abled child
- ensure that hazards to children, both indoors and outside, are kept to a minimum; this refers to children having access to the baby kitchen which contains medicines in the refrigerator, clothes stand and hazardous fluids in the under sink cupboard and the older children's resources cupboard which

contains electrical items such as a fan and heater.

The leadership and management of the early years provision

Comprehensive policies and procedures, shared with parents, ensure that all children's needs are met. Staff show a genuine desire to promote the best care and opportunities for children, they continuously review and update training and knowledge such as the Early Years Foundation Stage framework. A whole staff commitment to implementing 'Happy Handz', a non-verbal communication method, ensures that staff pay attention to observing and listening to all children. The comprehensive evaluation procedures, which involve all staff and managers, mean that staff have an excellent understanding of their strengths and weaknesses and implement changes to improve the outcomes for children.

Robust safeguarding procedures are consistently implemented, ensuring that children are protected and their welfare is promoted. For example, incidents and concerns are clearly recorded and staff follow secure guidance. However, security at the front entrance is compromised at times by visitors freely entering the nursery. A bell rings in the office to alert staff to visitors but at busy times the office is sometimes unmanned and staff are deployed elsewhere in the nursery, jeopardising the security of the children and staff. Correct ratios in the baby room (Caterpillars) are also undermined because staff leave the room to supervise visitors at the front entrance.

Staff and managers demonstrate dedication and commitment to maintaining excellent partnerships with parents. Methods to support this include daily verbal and written information, regular meetings, newsletters and questionnaires. Parents comment on the communication links and through this innovative suggestions, such as using the email and telephone text system to keep in touch, have been implemented. The setting works closely with other professionals and persons within the community and have excellent relationships with development workers and educational officers.

The quality and standards of the early years provision

Children are consistently offered a stimulating and interesting range of activities and resources which enable them to make good progress in all areas of learning and development. Nursery themes enable planning to develop children understanding on subjects such as 'Spring', pets and mini-beasts. Weekly planning is evaluated and modified to reflect each child's achievement and learning. Generally, clear observations and assessment by key persons are also used to influence the planning but some do not always identify the next area of learning for each child which could impact on their development. Staff respond positively to children's interests. For example, treasure baskets and enthusiasm for dinosaurs are used productively. Younger children develop knowledge of their senses when they touch and investigate metal, material, and wood objects as well as squeezing tinned tomatoes seeing when the juice travels. The older children when discussing pre-historic creatures develop a dinosaur snap game, read stories and identify the

properties of these animals. Children also have opportunities to develop their knowledge of nature and the world around them on visits to the local fort, train station, butterfly farm, caring for the nursery rabbit and by watching the local road being mended. The topic linked to pets is developed further by a naturalist visit who brought snakes, stick insects and spiders for the children to hold and feel. The children self-select their play from a plentiful supply of resources and staff compliment this learning with focus activities to develop their knowledge further. However, this activity planning does not identify how the children's learning can be extended for the more and less-able children, which could impact on their development.

Staff support the children well and encourage them to play imaginatively and be creative. For example, children join in with favourite stories and rhymes, laughing as they identify the different patterns in the 'Pants' story. They make hand prints which develop into shapes such as stars, they bake cakes and weigh ingredients as well as identifying that six fish is one more than five in the fish story. Children have good opportunities to be active because physical play is routinely included in the planning. For example, children love to stretch, to use the cause and effect machines, dance to the staff's saxophone, make still musical statues and take turns with hopscotch as well as climb and balance on the garden apparatus.

Children are cared for in a generally safe, secure and welcoming environment. They gain an appreciation of their personal safety as they practise fire evacuations, discuss stranger danger and practise road safety on their walks in the community. Children begin to broaden their understanding of personal care as they take part in colourful projects relating to healthy eating, wash hands routinely and clean their teeth after lunch time. Staff consistently implement the various safety and health procedures, which ensure that risks to children are minimised. However, these do not always include the hazardous items in the kitchen or resource cupboard. Staff have a clear understanding of safeguarding children and would know what action to take should they have a concern.

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

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

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.