

Nannas Day Nursery

Inspection report for early years provision

Unique reference number EY314142
Inspection date 17/03/2009
Inspector Justine Leong

Setting address Villa 1, Colchester General Hospital, Turner Village, Turner Road, Colchester, Essex, CO4 5JR
Telephone number 01206 843851
Email www.nannas.co.uk
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

Nanna's Day Nursery is privately owned and managed. It opened in 2005 and operates from Colchester General Hospital in Essex. Level access to the entrance means that the premises are easily accessible. A secure enclosed outdoor area is used for outdoor play activities. A maximum of 60 children aged from birth to five years may attend the setting at any one time. The group is open five days a week from 06:30 to 18:30 throughout the year.

There are currently 135 children attending who are within the Early Years Foundation Stage (EYFS) years. This provision is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

There are 19 members of staff. Of these, 16 members of staff hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children thoroughly enjoy participating in the broad range of exciting learning opportunities provided, enabling them to make excellent progress in their learning and development. Staff have developed superb relationships with parents and external agencies, promoting inclusion and ensuring individual needs are well met. Self-evaluation is used very effectively and the manager has a clear vision for development, ensuring children continue to receive the highest quality care and education.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure children are supervised at all times
- ensure the hygiene policy is consistently implemented throughout the setting.

The leadership and management of the early years provision

Exceptionally comprehensive policies and procedures have been devised and these are thoroughly understood by staff and shared with parents. Stringent recruitment and induction procedures ensure that children are expertly cared for by suitably qualified and experienced staff and ongoing training is actively encouraged. Staff are fully committed to working in partnership with parents and carers and have devised extremely effective systems to enable parents to share their views, including questionnaires and a parent's forum. Parents praise the high quality care and education their children receive at the setting.

All staff demonstrate a very good understanding of their role in protecting and promoting children's welfare. A clear safeguarding policy is in place detailing correct procedures to follow if staff have concerns about a child in their care, and several members of staff have undertaken safeguarding training. Comprehensive risk assessments are completed regularly to identify and minimise hazards, ensuring the environment remains safe for children. Staff consistently implement the equal opportunities policy and are fully committed to inclusive practice, ensuring all children have their welfare needs met and achieve as well as they can regardless of background.

Children benefit significantly as the manager and staff consistently strive for outstanding practice and frequently monitor the provision to identify areas for further development. The self-evaluation form has been completed in detail, incorporating the views and ideas of staff and parents. Staff are highly motivated and fully committed to their own personal development, further improving outcomes for children.

The quality and standards of the early years provision

Children are extremely well cared for by nurturing staff who spend valuable time gaining information from parents in order to provide an individual approach. Parents complete detailed care plans when children first start at the setting, ensuring staff are fully informed of their likes, dislikes and individual needs. Children are developing a secure understanding of the benefits of a healthy diet as they sit together to share nutritious meals, freshly prepared on site each day. All children are encouraged to feed themselves and older children have the opportunity to serve their own meals, helping to develop confidence and independence. Children have daily access to the spacious garden where they play with a very broad range of resources including ride-on toys, hoops, balls and climbing equipment. Children are constantly monitored whilst playing outside, although this is not consistent within the setting.

Younger children are cared for by experienced and attentive staff who work closely together to create a homely atmosphere, in which children feel relaxed and secure. Children rest and sleep according to their own routines and each child is provided with fresh bed linen. Children's good health is promoted as robust hygiene routines are generally followed. However, younger children are able to access the drinking beakers of other children, potentially compromising their health.

Knowledgeable staff consistently provide each child with an individual approach, expertly adapting plans and activities to meet their specific needs and abilities. Staff base many activities on children's interests helping to ensure they are motivated and interested to learn. For example, children show an interest in the development work taking place in the garden, so staff provide role play resources such as tools, hard hats, cones and high visibility vests for children to play imaginatively. Systems for assessing children's learning and development are very effective, with each child's key person closely monitoring their progress and identifying next steps in learning. Detailed 'Learning Journeys' clearly record children's excellent progress towards the early learning goals, including information

from parental observations completed at home.

Children are provided with exciting learning opportunities both inside and in the garden, helping them to make excellent progress across all areas of learning. They relish the opportunity to use their imagination whilst completing craft activities such as painting, collage and creating large-scale art in the garden with natural resources. Interesting mark-making resources are provided and children have access to an excellent range of fiction and non-fiction books. Investigation is actively encouraged and children have ample time to explore the stimulating environment at their own pace.

Children benefit from meaningful opportunities to learn about the wider world as they learn about different cultures and beliefs through stories and celebrating festivals. Staff clearly value linguistic diversity as they encourage children to use basic sign language alongside speech and create displays of words in a range of different languages, based on information from parents. Staff are fully committed to inclusion and work extremely closely with parents and other professionals to support children with learning difficulties and/or disabilities. Several members of staff have undertaken training to support individual needs and innovative systems are in place to encourage language development, including ideas for parents to continue the learning at home.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
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?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
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?	1
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?	1

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 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.