

Pines Private Day Nursery (The)

Inspection report for early years provision

Unique reference number 206296
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Inspector Georgina Walker

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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 Pines Private Day Nursery opened in 1996. The facility operates from a converted three-storey Victorian property and a self-contained baby annexe situated in Ilkeston, Derbyshire. Only the ground and first floor of the main house are used for the children, the second floor is used for storage and the staff room. The office and toddler rooms are currently on the first floor. There are steps to both buildings. There is a secure outdoor play area. The nursery serves families from the local and wider county areas. The setting is registered on the Early Years Register and compulsory part of the Childcare Register to care for 84 children from birth to eight years and there are currently 117 children, including 102 in the early years age range, on roll. This includes children who receive funding for early education. The setting does share and/or seek information in partnership with other Early Years Foundation Stage (EYFS) settings the children attend. The setting currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery opens five days a week all year round, except Bank Holidays and a week at Christmas, and sessions are from 07:30 to 18:00. The setting employs 13 full-time staff and five part-time members of staff who work with the children. Most of the staff hold appropriate early years qualifications, including one to Level four and another undertaking a degree. One member of staff is undergoing assessment to Level two. The nursery is owned by an early years qualified person who works in the setting on a daily basis. The setting receives support from a member of staff from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children engage in a stimulating range of experiences although outdoor play is limited for under two's and has no focus for older children. A welcoming environment is created to ensure all children are happy and enjoy themselves as they play and learn. However, the comprehensive risk assessments are not consistently followed and there are none for school runs to ensure children's safety, and some documentation requires more detail to assist in safeguarding children. There are worthwhile relationships between staff, parents and carers. Adaptations to room use ensures the inclusion of all children is promoted and partnerships with other services and settings the children attend are instigated. An ongoing evaluation of the service and action plans ensure the welfare and learning requirements are constantly monitored and practices improved for the benefit of the children.

What steps need to be taken to improve provision further?

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

- develop the staff's awareness of the importance of robustly identifying potential hazards to children

- develop opportunities for purposeful outdoor play and all children's access to fresh air
- ensure all relevant documentation is appropriately maintained to assist in safeguarding and meeting children's needs.

To fully meet the specific requirements of the EYFS, the registered person must:

- complete a risk assessment for all school runs (Safeguarding and welfare) (also applies to the compulsory part of the Childcare Register).

06/04/2009

The leadership and management of the early years provision

Formal self-evaluation has been an aspect of the setting to identify tasks for continuous improvement following the previous inspection, and the promotion of a member of staff to oversee the EYFS through weekly discussions with key-workers has resulted in children's attainments being closely monitored. Staff attendance at training and meetings has led to the development of a committed staff team whose focus is to increase knowledge and support the children. Staff are effectively and efficiently deployed and supernumerary or part-time staff are available to cover absences, to ensure ratios are maintained by persons the children know. A comprehensive staff induction regarding policies and practices contributes to safeguarding children. However, potential hazards, in the form of potentially combustible items being placed on radiators had not been immediately noted by staff, and whilst there are detailed risk assessments for outings the regular nursery and school runs have not been assessed. The risk of cross-infection is minimal as all linen is used once before washing and most staff hold food hygiene certificates.

All staff are familiar with the child protection procedures, however the systems for the administration of non-prescribed medication is not robust, and details in some accident records are incomplete to assist in safeguarding children. The environment is decorated with a wide variety of children's craft work to ensure the premises are bright and cheerful. Resources in low-level storage units ensure children can freely access them which leads to greater independence and making choices. Inclusion of all children has been appropriately considered, including the rearrangement of accommodation for non-mobile children by moving the toddler group downstairs if necessary. Copies of the policies and procedures are available to parents and through consistent discussions, sharing of written information in daily diaries and verbal information for older children an effective partnership is formed. Parents and carers are encouraged to share what they know about their child, although some 'all about me' sheets are not completed on admittance or when children move to the next age group. Formal sharing of the developmental progress records with parents takes place at open evenings. The setting has made considerable attempts to liaise with the local nursery and schools children in the EYFS age range attend.

The quality and standards of the early years provision

A key person for each child develops sound knowledge of their care and learning needs. Observation and assessments are effective to ensure that children achieve in relation to the initial information provided by parents and ongoing progression and capabilities. Outdoor play is accessed by the older children in all types of weather to create a healthy lifestyle and develop a wide range of skills. They particularly enjoyed the opportunity to play in the snow recently. Babies do not have access to fresh air each day. There is planned, purposeful play and exploration indoors, with a balance of adult-led and child-led activities. A range of themes and celebrations of festivals, French lessons and resources with positive images of diversity provide a successful link to the areas of learning and enhance children's awareness of the wider world.

Children develop a positive awareness of themselves and their needs through the good role models of the staff who consistently use praise and encouragement. The children are well behaved and respond positively to staff who teach children safety on the stairs or when going on outings to the town or next door to the cemetery to see flowers growing, before making collage pictures of flowers. Children make decisions regarding their thirst needs and are developing a knowledge of healthy eating. Babies are encouraged to make sounds and talk as staff constantly sit at their level and develop play. Older children are eager to mark-make and use the range of stationery tools at the writing table. Staff ask open-ended questions and older children are confident and share their knowledge or ask questions to extend it. They recall words such as 'stethoscope' and what it is for as staff include doctors in the 'people who help us' theme. All children choose books from the extensive range in each room and request favourite books for group story time, such as 'Mr. Men'. Children are supported to develop problem solving and other numeracy skills especially during weekly baking activities. They use tools and building materials with dexterity as they create buildings with plastic bricks or use a brush to paint their feet to print on large paper during a group activity. They develop a sense of caring for others when the various age groups and abilities are mixed during outdoor play. Children are eager to share information about their life outside of the setting. They use a range of battery operated toys or competently use the computer to enhance their learning experiences for the future. Children are encouraged to be active; older children eagerly join in the weekly Yoga class. They pedal wheeled toys skilfully, including two wheeled bikes with stabilisers, which are particular favourites of the older children. A range of various sized climbing and sliding equipment ensures each child can develop age-appropriate skills and the soft-play in the baby annexe contributes considerably to their progress. Children use a wide variety of textures to create pictures during an exciting range of craft activities. They happily engage in role play, pretend to use old mobile phones and dress up to act out their games.

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?	3

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?	3
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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for).

06/04/2009

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 or 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.