

Chipmunks Day Nursery

Inspection report for early years provision

Unique reference number 101575
Inspection date 24/03/2009
Inspector Ruth Tharme

Setting address The Old Primary School, Churchfield Road, Upton St
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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 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

Chipmunks Day Nursery has been operating since 1997. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. This privately owned nursery operates from the old village primary school in the village of Upton St Leonards, on the outskirts of Gloucester. Children are cared for in age-related groups, each with their own base play room. All children share use of the sensory room, craft area, sleep room, and toilets, and eat meals together in part of the main hall. There are enclosed outdoor areas with grass and hard standing surfaces and a nature area for outdoor activities. The nursery provides meals and snacks prepared on the premises and offers weekly stretch and grow classes provided by external instructors. There is a small step at the entrance and wide doorways throughout the nursery. Children attend from the village and neighbouring areas.

A maximum of 50 children under eight years may attend the nursery on a sessional and full-time basis at any one time. There are currently 101 children on roll, all of whom are in the early years age group. Of these, 55 children receive funding for nursery education. There are currently no children attending within the later years age group. The nursery is open each weekday from 08.00 to 17.45 all year round with the exception of Bank Holidays and one week at Christmas. Sessional times operate from 08.00 to 12.45 and from 13.00 to 17.45. The nursery supports children with English as an additional language and children with learning difficulties and/or disabilities.

The nursery employs 17 childcare staff as well as a cook and office manager. The owner is a qualified early years teacher. Nine staff, including the manager, hold relevant level 3 qualifications. Two staff are currently working towards the National Vocational Qualification in Childcare and Education at Level 3. A high percentage of staff are also trained in first aid, child protection and food hygiene.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children make sound progress in their learning and development as they feel secure and settled at the nursery and enjoy a suitable range of activities and experiences. Their welfare is generally well promoted through a range of suitably implemented policies and procedures and the effective implementation of a key-person system. Partnership working is well established and plays an important role in effectively meeting needs, particularly for children with learning difficulties and/or disabilities. Staff demonstrate a clear commitment to the nursery and ongoing improvement through effective self-evaluation and a pro-active approach.

What steps need to be taken to improve provision further?

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

- review arrangements to provide toddlers space to sleep undisturbed
- take steps to ensure that all risks, particularly with regard to security, are sufficiently addressed
- develop systems to ensure that short-term plans show how you will support each child's learning and development on a daily basis
- create records that are clear and accessible to everyone who needs to see them to ensure that all staff are aware of children's individual learning journeys and are able to support their learning effectively
- further develop systems to ensure that risk assessments for outings provide sufficient information for staff to identify and address risks on each separate occasion
- review the policy for dealing with lost children to ensure it includes procedures to be followed should a child become lost on an outing

The leadership and management of the early years provision

The staff team are keen and enthusiastic. They embrace training opportunities and their improved knowledge and skills have a positive impact on outcomes for children. Positive steps taken to address issues raised at the last inspection have improved the overall quality of the provision substantially. Action plans have been successfully implemented and effective arrangements for self-evaluation, which include seeking the views of parents and other professionals, mean that areas for further improvement are clearly identified and acted upon, driving continuous improvement.

The organisation of space is generally well considered. Children have room to move around freely and can usually access their resources readily, however, arrangements for toddlers to sleep are not as well planned which means that it is difficult for some children to rest undisturbed at times.

The risk assessment programme is reasonably sound. Generally, risks within the setting are suitably identified and addressed but the addition of a new gate in the garden has not yet been sufficiently assessed to ensure that security is always maintained. Assessments for outings are general, rather than specific to each visit which means that potential dangers are not always sufficiently reviewed.

Policies and procedures are in place which promote the efficient running of the setting on a daily basis. However, procedures for dealing with lost children are basic and therefore lack sufficient detail to ensure that staff have clear guidance if a child is lost whilst on an outing.

Strong partnerships with parents and other settings enhance children's learning and development. Information on children's progress is shared with other settings and regular meetings with parents, key workers, health professionals and the special educational needs coordinator ensure that children with learning difficulties and/or disabilities are well supported.

The quality and standards of the early years provision

Knowledge and understanding of the practice guidance for the early years foundation stage is sound. This means that practitioners plan and provide a suitable range of activities and experiences for children which cover all areas of their learning, and satisfactorily promote their development. However, short-term plans currently lack sufficient detail to ensure that there is a clear picture of how individual children's learning and development will be supported on a daily basis. Not all adults are sufficiently aware of plans or how to access them to ensure that they are familiar with individual children's learning journeys and are always able to offer effective support when key workers are not present. Arrangements for assessment are generally good, as key workers use their own observations and information from parents and other settings to gather a clear picture of children's progress.

The key person system works well to ensure that children develop close bonds with staff and feel settled and secure in the nursery. Staff are warm and affectionate so children actively seek them out for reassurance and comfort. The recent introduction of home visits means that children begin to develop links to their key person before they start at the nursery.

Children are inquisitive and keen to explore. For example, young babies enthusiastically use smell, touch and observation to investigate treasure boxes. All children make good use of the well planned garden area which offers a good range of media and equipment to support their play and learning. Plans show that all children take part in a variety of activities over time, both in and out of doors, which generally promote their all-round development.

Children's good health is suitably promoted as they enjoy significant amounts of time out of doors in the fresh air and have daily opportunities for physical activity. Daily routines such as hand-washing before meals teach children healthy practices, although occasionally procedures are not sufficiently well implemented to remove all risk of infection. Dietary needs are well met as home-cooked meals are prepared with an imaginative use of fresh produce designed to appeal to children. For example, home-made banana smoothies provide a healthy and nutritious afternoon snack. Safety arrangements such as the provision of suitable equipment and the implementation of appropriate policies mean that children are generally safeguarded. Sleep safety arrangements are well implemented and fire safety procedures mean that children and adults have a sound understanding of what to do in an emergency situation.

Overall, children's behaviour is good. Adults set a good example and are clear about their expectations. Making choices is actively encouraged for all children. They select activities and resources for themselves to develop and support their play in a positive way.

Parents speak highly of the provision. They note recent improvements in the setting overall and are pleased with the positive response to inspection. They are well informed about the setting and about their child's progress as information is

routinely shared through key workers and via newsletters, notice boards and open evenings. They are involved in their child's learning through schemes, such as the book-share scheme where children are encouraged to borrow books to read 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?	3
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?	3
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?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
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?	3

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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