

Esholt Day Nursery

Inspection report for early years provision

Unique reference number	306384
Inspection date	15/04/2009
Inspector	Suzette Butcher

Setting address	3 Gayton Lane, Gayton, Wirral, Merseyside, CH60 3SH
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Type of setting	Childcare on non-domestic premises
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Esholt Day Nursery is privately owned and opened in 1991. It is located within three designated playrooms and other facilities on the ground floor of a large detached house in Gayton, Wirral. Children have access to a fully secure outdoor play area for outside play.

Children attend from the local area and the nursery is open 08.30 to 17.30, 48 weeks of the year. It is closed for two weeks at Christmas and two weeks at the end of August. The nursery is registered on the Early Years Register, with a maximum of 18 children attending at any one time. There are currently 40 children aged from one to five years on roll. The nursery provides funded education for children within the Early Years Foundation Stage (EYFS). There are four members of staff who all hold appropriate early years qualifications. The nursery receives support from the local authority advisory teacher.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress towards the early learning goals as they develop independent and active learning in the homely environment. Children's welfare needs are rigorously safeguarded and inclusive practice is strongly promoted, although links with the wider environment are not fully established. Continual improvement is given a high priority and the well organised self-evaluation systems identifies clear goals for improvement. Partnership with parents, carers, other agencies and providers are established to support children's welfare. Basic aspects of learning and development are shared and parents value the friendly atmosphere and supportive ethos.

What steps need to be taken to improve provision further?

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

- increase opportunities to develop the two-way flow of information to involve parents and other providers within EYFS in children's individual learning journeys
- further develop opportunities for links between the indoor and outdoor environment and use knowledge of the local area more effectively to plan children's learning and experience of the local and wider community.

The leadership and management of the early years provision

Management's aim to provide a cosy, warm and caring environment for children and their families is very successfully achieved. A strong inclusive ethos is promoted within the setting to ensure that every child is valued and respected as an individual. Parents comment that they 'cannot think of anywhere nicer for a child to begin their path of learning' and describe the nursery as 'an extension to

our home environment with the benefit of professionals in charge'. Staff have worked together in the nursery for a number of years and good, friendly relationships are firmly established throughout the setting. This provides consistency and continuity for the large number of families in the area who return to the provision with their young children. Staff communicate effectively with each other and meet regularly on a formal or informal basis to reflect on their practice and monitor the quality of outcomes for children. Everyone is actively involved in the provision's self-evaluation process and clear targets for the future are prioritised through discussion. Outcomes are regularly monitored and reviewed to continually improve practice. For example, plans are in place to improve access to the outdoor environment. Staff are qualified, experienced and highly committed towards continuing their own professional development, such as working towards Early Years Professional Status. Robust recruitment, employment and induction systems maintain staff suitability and safeguard children. Comprehensive policies, procedures and records are maintained and reviewed on a regular basis to comply with requirements and fully safeguard children.

Effective partnerships with parents and carers are established during the supportive settling-in period. Parents' opinions are highly valued and they are regularly consulted in questionnaires. Communication systems, such as daily diaries and newsletters extend informal information sharing and strengthen partnerships. Basic systems, such as key worker meetings with parents to review children's progress, are in place to actively involve parents and carers in their child's learning. Parents comment that staff are 'very approachable and genuine when offering advice'. Staff have recently introduced 'Share Care Diaries' to share information with children's other providers. Nevertheless, opportunities for a two-way flow of information sharing with parents and other providers within EYFS have not been fully explored to promote overall progression and continuity within children's individual learning journeys.

The quality and standards of the early years provision

Children eagerly join their friends and excitedly chatter about what they have been doing and decide what to do next. Staff's secure knowledge and understanding of the underlying principles of early years practice underpins the effective organisation and provides a firm basis for children's learning and development. Clear starting points are identified for individual children during discussion with parents and shared documents. Key workers develop this information through incidental observations as children settle in. Effective observation, assessment and planning procedures support children's ongoing development and learning. Next steps for individual children are clearly identified and successfully used to inform future planning for each child. Activities are adapted and planning is differentiated to include every child. This helps children to become confident, active learners as they explore planned, purposeful play and exploration. Children's individual learning journey towards the early learning goals is monitored and recorded in their profile.

A good balance of adult-led and child-led activities are provided and staff know when to stand back and allow children to initiate their own games. Informal

learning opportunities are skilfully and creatively maximised by staff throughout the day, with a strong emphasis on all aspects of literacy and numeracy. Consequently, children develop firm concepts and confidently make connections with other areas of learning. For example, they spontaneously remark that the centipede has 'gone into a curly C' and recollect whose name begins with C. They happily calculate if there are more or less Mark making and creative opportunities are introduced to babies and toddlers and become an integral part of everyday activities as children progress. Toddlers develop a strong sense of identity and belonging as they begin to make their own decisions and develop independent, active learning. They are given time to explore, practise and apply their learning as they investigate natural materials with discreet support from staff. Language and communication skills are strongly promoted through sound patterns, gestures, facial expressions, pictures and symbols. Children learn about the different countries and cultures in topics or during play activities when they look for a continent on a globe. Positive attitudes are promoted towards diversity to help children to value aspects of their own and other people's lives. This ensures that children and families feel included, safe and valued. Children enjoy being outdoors when, for example, they take torches and magnifying glasses into the garden to find a centipede and examine its special features. However, free flow between the indoor and outdoor areas has not been fully established to extend good practice to the outdoor environment. Staff provide some opportunities to bring aspects of the local environment and community into the nursery but their knowledge of the local area is not used effectively in planning to enrich children's learning and experience of the local and wider community.

Good hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves. Meals are cooked on the premises and consist of well balanced, nutritious items. Children learn about the benefits of healthy options when they cultivate vegetables in the garden. They help to prepare them and enjoy eating them for lunch. Independence skills are actively promoted when, for example, toddlers sit comfortably around low tables and learn to use spoons to feed themselves. Children's safety is given a high priority with areas checked on a daily basis to identify potential hazards and risks. They are encouraged to consider and recognise potential risks and dangers through role play, topics and stories. Children are polite, well behaved and learn to consider the needs of other people. They confidently solve problems together and develop appropriate skills for their future well-being as they learn to share and take turns with their friends. Access to technology, such as using digital cameras, tape recorders or programmable toys which extends their experiences.

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 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.