

Abbey Fields Day Nursery

Inspection report for early years provision

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EY258075

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Inspector

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Setting address

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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

Abbey Fields Nursery has been registered since 2003. It was set up in partnership with North Yorkshire Early Years Development and Childcare Partnership. It is situated in a two storey building on Selby Business Park close to Selby town centre and serves the local community.

The nursery has an entrance hall and a large open play room on the ground floor that is divided into separate areas. There is direct access from the play room to a fully enclosed outdoor play area. On the second floor there is a separate playroom and sleeping area for children under two years.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provides day care for a maximum of 70 children between four months and eight years. There are currently 105 children on roll, of these 87 children are in the early years age range. The nursery is open throughout the year, Monday to Friday, 07.30 to 18:00 closing for statutory bank holidays and one week at Christmas.

There are seventeen members of staff working with the children and all have appropriate childcare qualifications. The nursery supports children with special educational needs. An early years consultant supports the setting.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children enjoy their time in the setting and form strong relationships with the staff and their peers. They are involved in a wide range of well-planned activities and are making good progress in their learning and development. All staff recognise and support the uniqueness of every child as they deliver an inclusive practice. Positive, professional relationships are formed with parents and carers enabling them to meet children's individual needs. The setting are implementing a positive system, which is helping them to evaluate, monitor and improve their practice.

What steps need to be taken to improve provision further?

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

- develop routines of personal hygiene for young children during nappy changes
- ensure parents have free access to the full range of policies and procedures which support the welfare of their children.

The leadership and management of the early years provision

Comprehensive policies and procedures are in place and have been up dated to be fully in line with the requirements of the Early Years Foundation Stage. These are understood and implemented well by staff, ensuring the needs of all children are met and that they are well protected. However, not all policies are currently available to parents. There is a detailed safeguarding policy which is shared with parents and guidance documents for the Local Safeguarding Children Board are available. Staff have attended safeguarding training and are confident in being able to recognise potential signs and symptoms of abuse and know who to report their concerns to. Management have implemented a sound appraisal system for all staff which is carried out annually, with additional opportunities for discussion throughout the year. This enables them to monitor staff practice and address any identified training issues or desires.

Risk assessments for all areas have been fully implemented and are reviewed regularly, ensuring children's safety both within the setting and when on outings. Staff within the setting are motivated and work well as a team to ensure all children have the opportunities to develop and make good progress in their learning, and that their welfare is promoted. However, younger children's health is compromised, as their hands are not routinely washed after their nappies are changed. Management are proactive in ensuring the setting evaluates its practice and this enables them to recognise their strengths and areas for improvement, they have clear plans to ensure continuous improvement of the provision. Parents are also included in this process through the use of parental questionnaires.

The premises and resources are well maintained and suitable for their purpose. Staff are well deployed within the setting, ensuring ratios are maintained and that children have opportunities to freely access a wide range of age appropriate resources and activities. Good partnerships with parents are formed as staff throughout the setting exchange daily information around children's care. There are regular newsletters for parents which give information on any forthcoming events and yearly parent's evenings enable key staff to provide more detailed information about children's progress and development.

The quality and standards of the early years provision

Children and babies are happy and well settled within the provision. They form good relationships with their peers and the adults caring for them and staff positively engage with children throughout the nursery, talking to them, asking questions and giving positive praise. This helps to develop children's confidence and encourages them to think for themselves. For example, children play a letter game with the staff, they repeat the sound and then look for the letter in a book giving an example to staff such as 'M' for Matthew. Staff within the baby and toddler rooms are affectionate and engage freely in children's play, singing songs, clapping along to the music, reading books together and playing with the small balloons in the water tray. Babies giggle at themselves and their friends as they look in the mirrors and blow raspberries, smile and poke their tongues out,

developing their facial awareness. More able children are developing a good understanding of their own personal hygiene as they know and follow daily routines. For example, they know why they need to wash their hands before they eat and after using the toilet. All children's self-esteem and confidence is well promoted through staff praise and encouragement and children are able to see their art work attractively displayed which helps give them a sense of belonging.

An effective key person system is in place and staff's good knowledge of the Early Years Foundation Stage enables them to monitor children's development and plan suitable challenges, helping them to make good progress. Staff plan enjoyable activities which includes a good balance of adult-led and child-initiated activities and takes account of children's interests. Planning throughout the setting is clear and includes learning objectives which cover all the areas of learning. Sound observation and assessment systems have been developed and implemented to help staff plan the next steps in children's learning to full effect.

Children have good independent skills as they attend to their own personal needs such as toileting, hand washing, putting on their own coats and accessing their own drinks. Self selection and individual choice is promoted well as children are able to help themselves to toys and resources. They freely access information technology such as the listening centre and programmable toys. Through planned activities, dressing up and books, children are able to learn about the wider world and they actively make items linked to world celebrations, for example Chinese New year. Outdoors children have access to a safe enclosed play area where they enjoy a variety of activities and resources such as, climbing frames, sit and ride toys and space hoppers, which contribute to their physical development. A separate area of the outdoor space has been developed by staff to allow babies to access their own play area, ensuring their safety. Current and future plans for the outdoor area include wider opportunities for children to be involved in planting and growing of flowers and vegetables such as, peppers, tomatoes and French beans. Labelling around the setting, mark making, writing for a purpose and children's interests in books, some of which they have made themselves, for example, recipe books promote their awareness of the meaning of print and help develop their skills in communication, language and literacy.

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

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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