

# Great Sutton Day Nursery

Inspection report for early years provision

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**Unique reference number** EY261932  
**Inspection date** 11/05/2009  
**Inspector** Suzette Butcher

**Setting address** Alvanley Road, Great Sutton, Ellesmere Port, Merseyside,  
CH66 3JZ

**Telephone number** 0151 348 0127

**Email**

**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

Great Sutton Day Nursery is privately owned. It was registered in 2003, although the nursery was originally established in 1992. It operates from designated premises within the Great Sutton area of Ellesmere Port. The nursery is open each weekday from 07.30 to 18.00 throughout the year. Children have access to secure enclosed outdoor play areas.

The nursery is registered on the Early Years Register. There are currently 60 children in the early years age range on roll. The nursery provides funded early years education for three and four year olds. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. Children attend from the local area. The nursery currently supports a small number of children with learning difficulties and/or disabilities. There are 12 members of staff. Of these, 11 hold appropriate early years qualifications and one is working towards a qualification.

## Overall effectiveness of the early years provision

Overall, the provision is satisfactory. Children make steady progress within the Early Years Foundation Stage (EYFS) in the enabling environment where assessment procedures are developing. Inclusive practice is a key strength within the setting. Children's welfare is adequately safeguarded although procedures are not fully secure. Effective partnerships are maintained with parents and other agencies. Links with other providers within EYFS are evolving. Management are strongly committed towards continuous improvement and respond positively to change.

## What steps need to be taken to improve provision further?

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

- increase links with other providers within EYFS to promote the integration of care and education
- increase opportunities to identify next steps for individual children and use to inform future planning.

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

- obtain written permission for each and every medicine from parents before administering medication to children (Safeguarding and promoting children's welfare).

25/05/2009

## **The leadership and management of the early years provision**

Management are actively involved throughout the nursery and strive diligently to improve the overall quality of care and education. Significant improvements have been successfully implemented, with recommendations fully addressed since the last inspection. Basic monitoring and evaluation systems are completed on a regular basis and involve the whole staff team. Outcomes adequately identify the provision's strengths and weaknesses and highlight areas for improvement. Inclusion is strongly promoted throughout the setting. The qualified staff team attend regular training and are committed towards continuing their professional development. For example, one member of staff is working towards achieving Early Years Professional Status.

Staff have clear roles and responsibilities and meetings are held on a regular basis. Effective recruitment, employment and induction procedures are in place to protect children. Required policies and procedures are available and reviewed on a regular basis to ensure that they meet requirements. However, procedures for administration of medication are not consistently followed in practice, which is a breach in requirements and compromises children's well-being. Inclusion is strongly promoted throughout the setting. Positive attitudes towards diversity and difference ensure that children and families feel included, safe and valued. Staff seek ways to overcome barriers to promote an inclusive environment and develop children's enjoyment and freedom of movement within the indoor and outdoor environment. Ongoing improvements to outdoor play areas around the building enhance play and learning opportunities for children within the enabling environment.

Staff work in effective partnerships with extended services and support agencies, such as advisory teachers and speech therapists. Key staff attend multi-disciplinary meetings to plan for children's individual care and learning requirements to promote early intervention. Effective partnerships with parents and carers are maintained through friendly, honest relationships. Information is shared in regular newsletters, notices, diaries and informal chats. A digital screen provides current photographs of children's activities in the nursery. Parents comment that they are 'very happy with the standards' and consider it as 'home from home' and part of the 'extended family'. Parents' evenings are organised to review children's progress and initiate a shared understanding of children's individual needs. Teachers from receiving schools visit the nursery and information is shared during the transition period. However, systems to increase links with children's other providers within EYFS have not been fully established to promote the integration of care and education for individual children.

## **The quality and standards of the early years provision**

Key staff members respond positively to change and have a basic understanding of the underlying principles of good early years practice. Observation and assessment procedures are evolving successfully throughout the nursery, where they are regularly monitored and reviewed to continually improve practice. Key workers

identify and plan next steps for their group of children and focus activities are evaluated. However, next steps for individual children are not consistently identified through observations on children's spontaneous play and learning. This restricts opportunities to plan challenging and purposeful experiences for each child. Individual profiles highlight children's progress towards the early learning goals in a regular summary document and record aspects of their individual learning journey in photographs. This is shared with parents and carers, with opportunities to contribute in a document about their child's progress at home. Parents comment that progress records are invaluable as it 'makes me feel part of his day'.

Children develop a sense of belonging within the nursery where they develop friendships and learn to be part of a social group. The organisation of continuous provision provides a balanced range of suitable resources for children across the age ranges, within the indoor and outdoor environment. Resources are organised to promote children's confidence and independence with, for example, low-level sand and water trays and storage boxes with photograph labels. Children are offered opportunities to extend their experiences with time to explore, practise and apply their learning. Most staff know when to stand back and allow children to initiate their own games as they develop active, independent learning. They intervene sensitively and provide explanations to make children think as they work alongside and extend opportunities to help them acquire new skills and try new experiences.

Music, language and communication skills are strongly promoted as children join in lively action songs, share news or stories. Letter sounds, numbers and musical sound patterns are regularly reinforced in daily activities, with visual cues, pictures and Makaton sign language enhancing children's understanding. 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 their families feel included, safe and valued. Linguistic diversity is valued and opportunities for children to use French or Spanish phrases are provided in their play and learning.

A healthy lifestyle is promoted throughout the setting with daily outdoor activities to ensure that children benefit from regular exercise and fresh air throughout the year. Effective hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves. Nursery menus consist of well balanced, nutritious meals that are cooked on the premises each day. Meal times are relaxed, social occasions, where staff and children sit together to eat and enjoy each other's company. Safety issues are addressed with areas checked on a frequent basis to identify potential hazards. Children are encouraged to consider and recognise potential dangers as they gradually accept responsibility for their own safety. They are encouraged to develop skills for their future well-being as they learn to solve problems and work together. Children learn to share, take turns and begin to consider each other's feelings. They are involved in agreeing rules and learn to respect boundaries.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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