

Elms Private Day Nursery

Inspection report for early years provision

Unique reference number 309297
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Inspector Janet, Elizabeth Singleton

Setting address The Elms, Lowerfold Road, Great Harwood, Blackburn,
Lancashire, BB6 7NS

Telephone number 01254 887 353

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

The Elms Private Day Nursery is run by a private provider. It opened in 1992 and operates from three rooms in a converted dwelling. Children have access to the baby unit, conservatory and the front unit for the pre-school children. There is a sectioned area within the grounds devoted to providing an outside play area. The nursery is open from 07.00 to 18.00 and is situated in the town of Great Harwood in Hyndburn.

The nursery is registered on the Early Years Register. A maximum of 29 children may attend the nursery at any one time. There are currently 29 children on roll in this age group. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. A before and after school service is currently provided for a small number of school age children all of whom are under 8 and who are escorted on foot to one nearby primary school.

There are eight staff employed all of whom hold relevant child care qualifications. This nursery offers training to students following child care qualification from the local colleges.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The staff have a generally satisfactory understanding of the requirements of the Early Years Foundation Stage (EYFS) to promote children's welfare with success. Procedures for safeguarding children are in place and this allows for them to play and learn in a safe and secure environment. They assess children's starting points by completing documentation with parents, such as 'All About Me' books, therefore ensuring individual needs are identified. The keyworker system is effective and this enables an inclusive service to be maintained. The management and staff team are very aware of the strengths and weaknesses of the setting, being very pro-active in addressing the identified issues through their self-evaluation and action plans.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment arrangements to clearly identify children's learning priorities in order to plan effectively for children's development
- ensure that activities encourage the development of children's imagination and allow them to explore and investigate their own creativity in regard to the use of prepared worksheets
- ensure all documentation is in line with the legislative framework and relates to the welfare requirements of the EYFS in regard to the complaints procedure

- ensure parents are fully informed of their child's progress and achievements and are invited to contribute to the assessment process.

The leadership and management of the early years provision

The organisation of the playrooms allow for children to access a wide range of resources that support their learning and enjoyment and enable them to make decisions about their play. The older children can access the outdoors and this creates a free-flow environment for part of the day. The management team have developed effective systems for evaluating the service, for example, staff meetings and the monitoring of activities. This has enabled the strengths and weaknesses to be identified and an action plan to be put in place to address these and as a result, the policies and procedures for observing children are being improved. Although policies and procedures necessary for the safeguarding of children are in place and work in practice, the complaints procedure does not relate to the current legislative framework.

Parents complete all personal details and information is sought from them to assist in identifying their child's individual care needs. They are invited to settle their child with staff providing time for daily discussions, regarding what their child has done whilst at the nursery. Although communication is promoted with parents, they are not involved in the assessment of their child's learning and development needs.

The recommendations identified at the last inspection have been attended to and these related to the supporting of children at mealtimes and sharing some policies with parents. The action taken to address these issues have improved children's independence and informed parent's of the process for reporting concerns.

The quality and standards of the early years provision

The staff have a satisfactory knowledge of the learning and development requirements which enables them to plan for a balance of adult and child-led activities. These include some free-flow outdoor play. Staff generally support children and sit with them as they play. They chatter together as they organise their thoughts and plan what they are doing, for example, building a fire station. Children readily access the areas of continuous provision and enjoy themselves as they explore the sand outside and search for bugs. They paint spiders following on from their investigations to find the spiders when playing outdoors. The freedom children have to access the areas of play ensures they are active learners, confident and can make choices regarding what they want to do. They delight in reading stories about life cycles and talk about the frog, the resulting frog spawn, tadpoles and back around to the frog. They are interested and eager to talk about this life cycle asking questions relating to who, why and how. All of these activities allow children to develop problem solving and promote their thinking skills.

The staff team are committed towards the improvement of the planning and observation systems for all children. Staff are carrying out observations which are

planned and spontaneous. However, they are not clearly identifying the actual needs or next steps for children's learning and development appropriately. This is necessary to ensure children's achievements are effectively planned for in regard to the early learning goals and their overall development. There is a reliance on the use of prepared worksheets and therefore children do not have their own creativity fully promoted. Nor are they able to fully express themselves and interpret the more structured activities in their own way and this may limit their learning from these activities.

Management of behaviour is consistent and children are generally well behaved, listening to staff and each other. Praise is used in a meaningful manner and encourages children in their learning and development. This creates a safe environment for children and ensures they develop habits appropriate to their own and other children's well-being. They observe appropriate hygiene practices and learn to wash their own hands after attending to their personal needs and at mealtimes. The children are surrounded by displays of their own work and can access all resources, including those which support their understanding of diversity. This approach by the setting enables children to enjoy learning and to make satisfactory progress given their starting points towards the early learning goals.

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?	3
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?	3
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?	3
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