

Laroche Daycare Nursery

Inspection report for early years provision

Unique reference number

EY312798

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Inspector

Carole, Jean Craven

Setting address

Oldham Road, Rochdale, Lancashire, OL11 2HB

Telephone number

01706 352861

Email

laroche.rochdale@tiscali.co.uk

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 nursery was re-registered in 2006 to include the first floor of the building. It operates from a converted vicarage serving the local community in the Balderstones area of Rochdale. Children are accommodated in five play rooms with access to an enclosed outdoor area. The building has disabled access.

The nursery is registered to care for 63 children in the early years age group. The group offers care for children in the later years age group providing out of school care; this provision is registered on the compulsory and voluntary part of the childcare register. There are currently 120 children on roll who attend for a variety of part time sessions. The nursery provides support for children with learning difficulties and disabilities. The nursery is open 07:30 to 18:00, Monday to Friday all year round.

There are 23 members of staff that work with the children. Of these, 19 hold an appropriate childcare qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's welfare is protected and they are making progress towards the early learning goals. Staff know the children well. They understand their different personalities, needs and cultures and give them individual support. Observations are not yet used consistently to inform planning and identify children's next steps in learning. Staff have identified areas for improvement and regularly access training for their continuous professional development. They work hard to maintain good relationships with parents and other local providers.

What steps need to be taken to improve provision further?

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

- ensure that children have more opportunities to count, construct, and use mathematical language in play
- ensure that planning shows how each area of the curriculum is covered for individual children
- ensure that observations of children's learning and development are evaluative, identify areas of learning and next steps and are dated to show progress
- ensure that good hygiene routines are adhered to in all areas of the nursery.

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

- Ensure that risk assessments identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom they have been checked.

12/06/2009

The leadership and management of the early years provision

The staff group has a positive attitude to their professional development through ongoing training and are committed to attend at least five training sessions each year. Self evaluation is addressed at annual appraisals and induction procedures are in place for new staff. Plans and strategies are in place for future improvement. These include peer on peer observations, regular music and drama sessions for the children and parental questionnaires. All policies and procedures required for the safe and appropriate management of young children are in place and contain all the required information. These are currently being reviewed to provide simplified information, photographs and pictures to assist parents with English as a second language as the nursery has children from a wide range of different countries and cultures.

Staff work hard to build good relationships with parents and other providers. There are regular newsletters, parents evenings, ideas for parents to extend children's learning at home and daily diaries for younger children. Parents and children are asked to complete weekend diaries and staff use this information to inform planning. The setting has good links with schools in the area and regular liaison ensures continuity of care when children start school. The staff welcome input from other professionals, such as health visitors, educational psychologists and social services staff. Staff know the children well and are experienced in caring for children with special needs and parents give very good feedback on the support they have received from the staff. The premises meets the needs of people with disabilities and there is disabled access.

Staff have a clear understanding of their responsibilities under the Children Act to safeguard children and of their roles and accountability in reporting concerns. They are experienced in safeguarding procedures and their systems have been tested and proved to be robust. Children's welfare is protected by relevant risk assessments for all areas of the building, outdoors and resources. However, records of when and by whom these are reviewed are not in place and this is a specific legal requirement. Children are further protected by a range of everyday safety measures, such as external doors being kept locked, visitors signed in and out and the use of passwords when collecting children. The organisation of the premises, availability of resources and deployment of staff, supports children's learning and development whilst promoting their welfare and well-being.

The quality and standards of the early years provision

Children are making satisfactory progress towards the early learning goals and their welfare is promoted. They are happy and settled in the nursery. They are given individual support by the staff in an environment that supports their learning and development. They have lots of room to move around freely, both indoors and outside, and make choices about their play and initiate their own learning. Each of the playrooms are well set out in clearly defined areas. Children can rest or be

active as they need. They are allowed to experiment. They are fascinated as they pour coloured water down tubes and observe that when two colours mix together at the base of the tubes, they combine to make a third colour. Their creativity is well supplied with a variety of collage resources and thick paint. They are allowed freedom to express themselves with no expectation of an end product. Staff take opportunities to extend children's learning and thinking by asking open questions, for instance, 'can you remember what colour this is?' and use books and stories to encourage conversation skills. Children are confident in conversation and relate a running commentary when looking out of the playroom window to see if there are any squirrels in the grounds. They learn about problem solving, reasoning and numeracy in their day-to-day practice. This is promoted through a selection of mathematical puzzles including threading and matching and computer games. However, children have few opportunities to count, construct or use mathematical language in play. The children are learning about the world around them, in their own community and the wider world. They go for walks to see nearby horses and chickens in the fields and have visited the local Church where they held their own wedding followed by a reception tea party. Their learning was extended by parents from Turkey bringing in photographs of a Turkish wedding and Asian parents telling them about Muslim weddings.

Children are cared for in a safe, generally clean environment where they learn to take care of themselves. They are learning about personal hygiene and self-help skills such as finding and putting on their own coats for outdoor play. They are encouraged to wash their hands after visiting the toilet and clean their teeth after meals. Two cooks are employed who provide extremely healthy, well balanced nutritional meals and snacks. All meals and snacks are cooked daily from fresh ingredients and fruit and vegetables are plentiful. The cooks maintain high standards of safety and hygiene in both kitchens. However, staff do not always adhere to the same standards and were observed to put fresh fruit directly onto tables that had not been cleaned between courses.

Interaction between the staff and the children is good. They know the children well and understand their individual needs. Information is recorded at intake on children's likes and dislikes and information on their home language and basic words they may use. Planning is in place based on the children's interests and personalities, however, it does not show how each area of the curriculum is covered for individuals. Children's records of achievement are inconsistent. Observations are not always evaluative or dated and areas of learning and next steps are not identified to show progress. Children are well behaved and learn about what is acceptable through positive strategies appropriate to their age. They are observed to care for each other and remind each other about keeping safe, for example, not running on the way to the bathroom.

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.	3

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?	3
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?	2
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