

Eversleigh Day Nursery

Inspection report for early years provision

Unique reference number	EY386813
Inspection date	27/05/2009
Inspector	Paula Fretwell

Setting address	Park Road, Earlsheaton, DEWSBURY, West Yorkshire, WF12 8BE
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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 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

Eversleigh Day Nursery was registered in 2008. It is one of two provisions managed by an individual owner. It operates from rooms below a local conservative club in the Dewsbury area. Children are cared for within two rooms located on one level. There is ramped access to the premises. All children share access to a secure enclosed outdoor play area. Children attend from the local community and surrounding areas.

The setting is open five days a week from 07.30 to 18.00 all year round. A maximum of 32 children aged from birth to eight years may attend the setting at any one time. There are 32 children on roll who are in the Early Years Foundation Stage. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary childcare registers. The setting supports children with learning difficulties, disabilities and children who speak English as an additional language. There are six staff who have or are working towards relevant childcare qualifications and the setting employs a cook.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children's welfare, learning and development needs are adequately met within the Early Years Foundation Stage, although planning and evaluation systems are not robust enough to ensure all outcomes for children are promoted. The premises indoors and outdoors are safe but in need of refurbishment and so not all areas are currently welcoming or attractive to children. The provider informally assesses the quality of the provision and has instigated some improvements since taking over the setting. Partnership with parents and carers is satisfactory and there is a friendly rapport between parents and staff, although information shared is limited.

What steps need to be taken to improve provision further?

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

- develop the system to evaluate and monitor the provision to identify areas for improvement leading to clear identification of targets for further improvement. Also, ensure systems monitor the effectiveness of the learning environment and children's learning outcomes.
- ensure the environment indoors and outdoors is welcoming and attractive to children
- develop staff's knowledge and understanding of the early years foundation stage to enhance the quality of children's learning and development across all areas
- further develop observation, planning and assessment arrangements to identify learning priorities for each child and then plan relevant and motivating learning experiences.
- improve the quality of information given to parents about the early years

foundation stage and their children's welfare, learning and development

The leadership and management of the early years provision

All required documentation is in place with policies and procedures being updated to reflect the ethos of the new ownership of the setting. Staff are aware of their roles and responsibilities and they support each other in their work with the children. Staff understand that children learn through play and they have a developing knowledge of the Early Years Foundation Stage Framework. Systems for observation, planning and assessment are in place but these do not clearly identify learning priorities for each child or enable staff to provide relevant and motivating learning experiences. The provider is aware of the strengths of the provision and the areas to improve although there are no formal systems in place for evaluating and monitoring the quality of children's welfare, learning and development.

Staff confidently discuss how children are safeguarded and they are aware of the procedures to follow in the event of a concern or allegation. All contact details for safeguarding children are easily accessible. Children's security is given high priority, staff control access to the setting and clear procedures are understood so that no unauthorised persons may collect children.

Relationships with parents and carers are positive and they are happy with the service they receive overall. Staff are approachable with parents and they take some measures to pass on daily information about the children, although not all information is routinely shared, such as menus. Babies have a daily sheet of key information which goes home each day and parents of children over two years discuss their child verbally with staff each day. Little information is made available to parents about the Early Years Foundation Stage, although parents are sometimes asked to contribute to topics their children are learning about.

The quality and standards of the early years provision

Children are happy and settled in the nursery and they separate from parents with confidence. Relationships with staff are caring and friendly and staff interact with children in their play. Babies enjoy exploring their environment under careful supervision and they explore a range of man-made and natural materials. Babies' care needs are met according to their individual preferences and their personal routines are respected with regard to feeding, sleeping and nappy changing. Staff understand the developing needs of the youngest children and they ensure the environment is suitable and safe.

Children over two years enjoy free play, engaging in activities of their choice within the areas of continuous provision and they are making satisfactory progress within all areas of learning. A basic range of resources is easily accessible to children and they know where to find what they need to support their play. Staff are aware of children's personal preferences and they know their individual personalities. Children involve staff in their play although there are weaknesses in the quality of

teaching because staff's knowledge of how to challenge and extend children's learning is insecure. Some skilled questioning supports children's thinking although this is not consistently in place to provide sufficient challenge to all children. Outdoor opportunities are made available depending upon weather conditions, although children do not have spontaneous access to the garden area. Children visit the local park with parental consent to develop their knowledge of their wider environment. Children are curious about living things and they explore the lifecycle of a butterfly, with real butterflies on display as part of their topic on mini-beasts. Children enjoy dressing up as their favourite characters and they involve staff in imaginative role play, such as going on a boat and finding sharks in the water. Children's understanding of problem solving, reasoning and numeracy is sufficiently promoted through everyday opportunities, such as deciding how many plates are needed at lunchtime and staff encourage simple addition and subtraction. Children's independence is encouraged and they are given appropriate support and encouragement in aspects of their play and self care.

Children are mostly helped to understand how to keep themselves safe through some simple reminders and explanations within the everyday routine. For example, they know that the floor is slippery when it gets wet and they remind each other to be careful. Children explain that they can not wear their dressing up belt around their neck 'because it would strangle me' and wear it around their middle instead. Risk assessments identify most hazards and these are being updated in line with the new owner's policies. Fire safety is understood by staff, although emergency evacuation has not been practised under the new ownership. Good attention is given to children's personal hygiene and they understand why they need to wash their hands. Nappies are changed hygienically and staff consistently use anti-bacterial solution on all surfaces.

Mealtimes are social occasions and all children join together to eat their food and chat with staff. Conversations are encouraged at this time and children discuss their food preferences as they chat with one another. Staff are aware of the children's dietary needs and food is served in good quantities. Children enjoy fresh fruit and vegetables and they talk about 'being fast runners' if they eat these all up. Staff ensure the environment is safe and all toys are maintained in suitable conditions. Opportunities are sometimes used in children's play to reinforce safety messages, such as wearing seatbelts. Children's behaviour is managed through effective strategies that are appropriate for their level of understanding. Manners are encouraged and staff give children praise and encouragement for what they do well.

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.	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?	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

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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