

Staffordshire University Day Nursery

Inspection report for early years provision

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Inspector Valerie Thomas

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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

Staffordshire University Day Nursery opened in 1992. It operates from four rooms in a single storey building at Winton Square in Stoke-on-Trent and there is ramped access into the building. The nursery serves the students of the Stoke-on-Trent site of Staffordshire University, staff and the local community. The nursery opens five days a week all year round and is open from 08.00 until 18.00.

The setting is registered to care for 58 children under eight years. It is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 49 children on roll, all of whom are within the Early Years Foundation Stage (EYFS). The setting is in receipt of funding for free early education for children aged three and four and supports children with English as an additional language (EAL). There are 13 staff who work with the children. Of these, all have appropriate early years qualifications and two are working towards Early Years Professional Status. There are arrangements in place with the local schools that children in the EYFS attend. The nursery has healthy eating accreditation, an Investors in People award and a quality assurance award with the National Day Nurseries Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. All children are happy and secure in their relationships with staff and they enjoy the wide range of activities available which help them to make good progress in their learning and development. The partnerships with parents and others are effective in helping to ensure that the individual needs of each child are met and much emphasis is placed on building on children's individual interests. The leadership and management have very positive attitudes to continuous improvement with recommendations from the last inspection fully met and the process for self-evaluation is effective. The majority of welfare requirements are met and outcomes for all children are good.

What steps need to be taken to improve provision further?

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

- review the environment for the one to two-year-old children to improve accessibility to resources and ensure the book area in the pre-school room is more interesting and attractive to encourage greater use
- strengthen the observation and assessment process by ensuring it is systematic to take account of each child's achievements, interests and learning styles in all areas; this refers to problem solving, reasoning and numeracy and involving parents more in the process.

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

- obtain information about who has legal contact and 29/06/2009

parental responsibility for each child (Safeguarding and promoting children's welfare).

The leadership and management of the early years provision

Safeguarding procedures within the setting are good and staff have a thorough knowledge of the correct procedures for reporting any concerns. Recruitment procedures are robust and follow the University's recruitment and selection process, with all suitability checks implemented for all staff. Risk assessments are detailed and cover all areas including the risks associated with outings and staff supervision of children as they play is good. This makes sure that children are kept safe at all times. On the whole, documentation is organised well. There are very detailed policies and procedures and accidents and medication administered are accurately recorded to promote children's health and safety. Children's registration forms are revised and now include a section for obtaining information from parents on who has legal contact and parental responsibility for their child, although this is not in place for quite a few of the children. This has the potential to compromise their welfare.

Management and staff are fully involved in the self-evaluation process. Action plans are devised each term to look at how practices can be improved and there is a comprehensive appraisal system and induction procedure to ensure staff are fully aware of their roles and responsibilities. There is a high level of qualified staff with further training encouraged to continue to extend their knowledge. Many improvements to the setting since the last inspection have improved outcomes for children. For instance, there is more ventilation for younger children with additional windows and blinds fitted and fans in every room, improved hygiene procedures for babies and increased opportunities to play outside. The nursery is welcoming to all children and parents, with rooms brightly decorated and children's art work displayed. Much attention has gone into developing the outdoor area and children are now able to access all six areas of learning outside.

Partnerships with parents and others are good. There is a detailed exchange of information about a child's individual needs and starting points. Each child has a care plan and parents are asked to complete a booklet called 'This book is about me' for their child. Parents are involved in their child's learning through letters sent out about topics and library books which they can take home. Parents are encouraged to bring in information about their child's achievements at home so that they can be celebrated, however, they are not actively involved in reviewing their child's progress at the nursery. For children currently attending with EAL, staff obtain key words in their home language and use these in play and routines to help them settle and feel secure. There are clear links developed with the schools that children move on to when they leave the nursery. The key person contacts the school and goes with the child to visit if parents are happy with this, which helps to develop children's confidence and ease the transition.

The quality and standards of the early years provision

The setting has achieved a healthy eating award and provides very healthy and nutritional meals and snacks for all children. Mealtimes are a social occasion with staff and children eating meals together and older children help to serve their own food. Hygiene routines are good, with children washing their hands at appropriate times and clear procedures for nappy changes help to prevent the spread of infection. Children have many opportunities for physical activities which help them to develop a healthy lifestyle. Babies enjoy pushing the walkers along to develop their mobility skills and others happily engage in action songs, pretending to be bunnies. Outside, children have lots of fun as they explore the toys and equipment, moving the sticks along the wooden chime bars and listening to the sounds of the small balls as they move the tray around. Clear boundaries and routines are set to help all children to learn how to stay safe. Staff talk to children about not standing on the chair when they are trying to look out of the window for the blackbird and are alert to the hazards of the wet floor when babies are playing in the water.

There is a wide range of resources available with good accessibility in most rooms. However, in the room for one to two-year-olds, there is only a small amount which the children can access easily and they depend on the staff to set out a varied selection. Consequently, children are not always able to make decisions about their play. There is a good range of books available, although in the pre-school room the book area is not inviting as the books are stacked in a pile which means that the area does not look interesting and as a result is not often used. Generally, there is an effective system for observing and assessing children's progress and the next steps for their learning are clearly identified. However, in the room for children aged two to three-years-old, there are few observations of how children are progressing towards the early learning goals for problem solving, reasoning and numeracy. Potentially, this means that each child's learning may not be effectively planned for in this area.

Staff are very positive in their interactions with all children, engaging in their play to extend their learning effectively and provide comfort and close physical contact to help them feel secure. Babies enjoy 'peek-a-boo' games as they play with soft shapes and staff sit with new children to help them settle for a sleep. Staff manage behaviour effectively and set clear boundaries. Consequently, children respond positively and have good relationships with each other. They line up well to go outside and wait patiently for their turn to play on the computer, showing good skill as they use the mouse, developing their understanding of technology. Many children are confident in their number skills as they count up to 13 dinosaurs when they get them out of the tray and some children can recognise numbers up to 16. This helps to promote good skills for their future learning and economic well-being.

Language skills are promoted well for all children. Babies enjoy making animal sounds as they play with the jigsaws and older children listen to the story well as they hold the rocket and look at the pictures. In the pre-school room, children hold the 'talking cat' at circle time to talk about their home experiences and good open-ended questions by staff during play helps children to explain their thoughts. There

are good opportunities for children to develop creative skills with a varied range of textures for them to explore. They thoroughly enjoy feeling the pasta and making patterns with it and concentrate well as they paint their picture with free expression given high priority by staff. Children develop their knowledge and understanding of the world through varied activities. Children celebrate a range of festivals and play with a varied range of resources that promote positive images of diversity to help them understand differences in others.

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