

# Basildon Day Nursery

Inspection report for early years provision

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**Unique reference number** EY286089  
**Inspection date** 02/04/2009  
**Inspector** Patricia Mary Champion

**Setting address** C/o David Lloyd Leisure Club, Festival Leisure Park, Pippas Hill Rd South, off Cranes Farm Road, Basildon, Essex, SS14 3DG  
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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

Basildon Day Nursery is one of 111 settings run by Asquith Court Nurseries Limited. It opened in 1999 and operates from a suite of six play rooms within the David Lloyd Leisure Club in Basildon, Essex. All children share access to a secure, enclosed, outdoor play area. There is also access to a dance hall, swimming pool, tennis court and soft play area. A maximum of 100 children may attend the nursery at any one time. The nursery opens five days a week for 51 weeks of the year. Operating times are from 07:45 until 18:15.

There are currently approximately 140 children aged from three months to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of crèche sessions or full day care. The nursery serves the local community and wider areas. The setting supports a small number of children who have learning difficulties and/or disabilities or who have English as an additional language. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 15 permanent staff and 11 supply staff, of whom 20 of the staff, including the manager hold appropriate early years qualifications. There are seven staff currently working towards a higher early years qualification. The setting receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are offered very enjoyable and challenging learning and development experiences that are tailored to meet their individual needs. They develop generally good practices to promote a healthy and safe lifestyle. All documentation needed to promote children's safety and welfare is in place. The manager frequently monitors the quality of the provision to improve outcomes for children. There is an impressive staff training programme resulting in high levels of enthusiasm and very strong team spirit.

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

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

- ensure that staff consistently promote the good health of the children by improving hand washing procedures prior to eating
- ensure that the arrangements for assessment clearly enable staff to track children's progress towards the early learning goals and identify any gaps in children's learning
- enhance the opportunities for children to find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.

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

The nursery management is well aware of the strengths of the setting and builds on these by promoting reflective practice. Since the last inspection, there has been a successful expansion and renovation of the premises. Plans for the future are well-targeted to bring about further improvement, including an action plan to renovate the outdoor area. Effective staffing levels ensure that children are closely supported and each child has an appointed key person to provide continuity of care. Many of the staff are long serving and all take part in either in house training or external courses to keep updated on current early years trends and developments or to refresh their knowledge. The staff are meticulous in their record keeping and all documents are purposeful and effective. Paperwork is systematically organised with a very high regard for confidentiality. Children are safeguarded because staff are fully aware of their child protection responsibilities and act upon guidance from the Local Safeguarding Children Board (LSCB). The extensive risk assessment is thorough and the staff are extremely vigilant about the security of the children.

Parents receive extensive information about the provision and their children's learning and development. They have opportunities for daily discussions with staff, open days are held and newsletters are regularly distributed. A wealth of information is displayed throughout the nursery, ensuring that parents are well aware of the nursery's policies and procedures. Parents are invited to become involved in their child's learning by joining outings or by sharing information about home events that can be incorporated into planning. Staff act swiftly on parents' comments and suggestions, for example, by adapting menus or reviewing operating times. Parents speak very positively about their experience of dealing with the staff and praise the progress their children make.

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

Children benefit from the very good interaction from staff. Many opportunities are made to develop listening, communication skills and vocabulary. Babies are cared for by staff who promote baby signing that helps the youngest children express their feelings, wishes and needs. There is a language-rich environment for the older children. Comfortable areas are provided where children can listen to stories or look at books for pleasure. Careful questioning by staff encourages thoughtful and interesting answers from children. Consequently, children are confident communicators and they are curious, fiercely independent and very keen to share their experiences with staff and visitors. Children's families are highly valued at the nursery; photographs are gathered to encourage children to recognise their family members and children animatedly discuss with staff events from home.

There is a very positive balance of adult-led and child-initiated play. Much thought has gone into making use of the available space to provide a stimulating and exciting environment that encourages children to try activities and move freely between areas. A wide range of good quality resources are stored at low level so that even the youngest children can make independent choices and follow their

own interests. Children benefit from spending much of their time in the fresh air because the outdoor area is used continually. They are confident to explore and try new things, and particularly enjoy sensory materials where there is no desired end result. Staff make a sticky, slimy 'gloop' for children to investigate. They have great fun washing dolls and experimenting filling and emptying containers with sand. Treasure baskets containing natural and man-made materials are provided for babies to explore. A wide variety of art and craft materials and role play resources are provided so that children can extend their creative ideas and use their imagination. Their pictures and photographs are displayed so that they know their efforts are appreciated and valued. Staff ensure that children develop effective problem solving and numeracy skills through routines. However, children currently have limited access to equipment that develops their awareness of everyday technology.

Staff understand that each child has a different need for support. Babies have an individualised settling in programme and they sleep, eat and are changed according to their individual needs. Throughout the nursery, key persons make detailed and informed observations that are collated weekly into activities that are relevant and challenging for each child. The staff have already identified that the current arrangements for assessment do not clearly enable them to track children's progress towards the early learning goals or allow them to consistently identify any gaps in children's learning.

Children learn to keep themselves safe when they practise fire drills and they use tools such as scissors carefully and in safety. They are mostly protected by the staff's understanding and implementation of policies and procedures designed to maintain good hygiene and promote healthy choices. However, older children are not consistently encouraged to wash their hands before they eat at snack times. Children behave well and play harmoniously and cooperatively together. They are very willing to assist each other as well as helping staff. Children are well-supported to acquire a positive attitude towards people who are different from themselves. They play with resources and look at books that reflect diversity and activities are linked to festivals and special events.

## 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>	2
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>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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