

Breaston Manor Day Nursery

Inspection report for early years provision

Unique reference number	EY306793
Inspection date	14/04/2009
Inspector	Karen Ann Byfleet
Setting address	90 Wilsthorpe Road, Breaston, Derby, Derbyshire, DE72 3EB
Telephone number	01332 874544
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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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

Breaston Manor Day Nursery is situated in the village of Breaston, Derbyshire. It is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The setting provides full and part day care for a maximum of 50 children under eight years. There are currently 113 children on roll and of these 95 are in the early years age range. The setting also provides after school care for children who attend the local school. The nursery is open all year round, Monday to Friday from 07.30 to 18.00, closing only for bank holidays and a week at Christmas.

There is level access to the premises and both levels are used, with the baby unit situated on the first floor. A large enclosed area is used for outdoor activities.

The nursery employs 14 staff and all hold a relevant childcare qualification to Level 2 or 3. One staff member is currently working towards an Early Years Status qualification. The setting currently support children who have English as an additional language and they receive support from the local authority.

Overall effectiveness of the early years provision

Overall the provision is good. Children enjoy their time in the setting and form strong relationships with the staff and their peers. They are involved in a wide range of well-planned activities and are making good progress in their learning and development. All staff recognise and support the uniqueness of every child as they deliver an inclusive practice. Positive, professional relationships are formed with parents and carers enabling them to meet children's individual needs. The setting have implemented a positive system helping them to evaluate and monitor their practice.

What steps need to be taken to improve provision further?

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

- ensure children's healthcare with reference to consistent hygiene procedures relating to the use and storage of toothbrushes
- ensure continuity and coherence by sharing relevant information with other providers where children attend.

The leadership and management of the early years provision

Comprehensive policies and procedures are in place. These are understood and implemented well by staff, ensuring the needs of all children are met and that they are well-protected. There is a detailed safeguarding policy which is shared with parents and guidance documents for the Local Safeguarding Children Board are available. Staff have attended safeguarding training and are confident in being

able to recognise potential signs and symptoms of abuse and know who to report their concerns to. Management have implemented a sound appraisal system for all staff which is carried out twice a year. This enables them to monitor staff practice and address any identified training issues or desires. Risk assessments for all areas have been fully implemented and are reviewed regularly, ensuring children's safety both within the setting and when on outings. Staff within the setting are motivated and work well as a team to ensure all children have the opportunities to develop and make very good progress in their learning, and that their welfare is promoted. However, children's health is compromised through the inconsistent hygiene procedures that are followed regarding the cleaning and storage of toothbrushes which the children use. Management are proactive in ensuring that all staff have opportunity to have input in recognising the setting's strengths and areas for improvement and they have clear plans for continuous improvement of the provision. Parents are also included in this process through the use of parental questionnaires.

The premises and resources are well-maintained and suitable for their purpose. Staff are well deployed within the setting, ensuring ratios are maintained and that children have opportunities to freely access a wide range of age-appropriate resources and activities through their free choice. Good partnerships with parents are formed as staff throughout the setting exchange daily information around children's care. There are regular newsletters for parents which give information on any forthcoming events and recent 'parent's evening' has been introduced, enabling key workers to provide more detailed information about children's progress and development. However, partnerships with other providers where children attend have not yet been fully implemented to ensure relevant information is shared around their learning and development.

The quality and standards of the early years provision

Children and babies are happy and settled within the provision. They form good relationships with their peers and the adults caring for them and staff positively engage with children throughout the nursery, talking to them and asking open ended questions. This helps to develop children's confidence encourages them to think critically. For example, when children in the role play area tell staff they are going on a picnic staff ask what sorts of food they are taking with them, have they got a blanket to sit on and where are they going to have their picnic. Staff within the baby and toddler rooms are affectionate and engage freely in children's play, singing songs, clapping, reading books together and bathing the dollies. Children are developing a good understanding of their personal hygiene as they know and follow daily routines. For example, they know why they need to wash their hands before they eat and after using the toilet. Their self-esteem and confidence are well-promoted through staff praise and encouragement and children are able to see their art work attractively displayed which helps give them a sense of belonging.

An effective key worker system is in place and staff's good knowledge of the Early Years Foundation Stage enables them to monitor children's development and plan suitable challenges, helping them to make good progress. Staff plan enjoyable

activities which includes a good balance of adult-led and child-initiated activities and takes account of children's interests. Planning throughout the setting is clear and includes learning objectives which cover all the areas of learning. Good observation and assessment systems have been developed and implemented to help staff plan the next steps in children's learning to full effect. Children have good independent skills as they attend to their own personal needs such as toileting, hand washing, putting on their own coats and pouring their own drinks. Self-selection and choice are promoted well as children are able to help themselves to toys and resources. They freely access information technology such as the computer and other programmable toys. Babies and toddlers also access a good variety of programmable equipment such as musical toys and posting boxes. Through planned activities, dressing-up and books, children are able to learn about the wider world and they actively make items linked to world celebrations. Outdoors children have access to three safely enclosed play areas where they enjoy a variety of activities and resources such as, climbing frames, sit and ride toys and ball games, which contribute to their physical development. A separate area of the outdoor space has been developed by staff to include a sensory garden area. Here the children are able to explore and investigate with a range of natural resources such as growing herbs, listening to the wind through the wind chimes and watching light reflect on the mirrors which are placed around the area. Labelling around the setting, mark making, writing for a purpose and children's interests in books promote their awareness of the meaning of print and help develop their skills in communication, language and literacy.

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?	3
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

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

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.