

Nursery Rhymes Day Nursery (2)

Inspection report for early years provision

Unique reference number	206224
Inspection date	07/04/2009
Inspector	Jill Lee
Setting address	619 Sheffield Road, Sheepbridge, Chesterfield, Derbyshire, S41 9DX
Telephone number	01246 450354
Email	
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

Nursery Rhymes Day Nursery (2) opened in 1995. The nursery is owned by three partners and is managed on a day to day basis by the designated officer in charge. It operates from converted domestic premises in the Sheepbridge area of Chesterfield. The day nursery serves the local and surrounding areas. Children are cared for in five rooms, in which they are grouped according to age. There is level access to the ground floor rooms and the under twos and pre-school play rooms are accessed by stairs. Children have access to two secure enclosed outdoor play areas.

The nursery is registered to care for a maximum of 45 children aged under eight years. It opens each weekday throughout the year from 7.30 until 17.30. Children attend for a variety of sessions, and there are currently 81 children aged from six months to four years on roll. The nursery supports children with learning difficulties and disabilities. The nursery employs 12 staff to work directly with the children, of whom 11 hold an appropriate early years qualification. Three staff are studying for an early years degree and one is undertaking the Early Years Professional Status. They are members of the National Day Nurseries Association (NDNA) and achieved 'Quality Counts', the quality assurance award of the NDNA in July 2007. They receive support from an early year's teacher within the local authority.

Overall effectiveness of the early years provision

Overall the provision is good. Staff show warm sensitivity in their interactions with children and give high levels of attention as they play. Good use of observations help them plan effectively to support all areas of children's learning and development, although systems for tracking of progress are less clearly defined. Staff are constantly considering ways to augment and enrich independent play choices and challenge in the daily play environment, both indoors and out, and are reviewing the impact of daily routines and use of space on children's freely chosen play. A warm welcome is offered to all families, as staff work closely in partnership with parents to ensure every child is fully included and their individual needs met. Reflection and self evaluation are embedded in nursery practice, and ways to ensure the full engagement of both staff and parents in identifying areas for development are constantly under review.

What steps need to be taken to improve provision further?

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

- monitor the impact of routines, the accessibility of resources and the use of space on children's choices and opportunity for extended independent learning in their freely chosen play
- link information about children's starting points to the 'development matters' in the Early Years framework, and more clearly define systems to track their

- ongoing progress
- continue to enhance the ways in which both staff and parents contribute to ongoing evaluation of practice and identification of areas for improvement.

The leadership and management of the early years provision

Leadership and management in the nursery is strong and passionate about ensuring the best outcomes for children. Staff are fully committed to promote good, child-centred practice. They strive continuously to improve children's play and learning experiences. Good progress has been made regarding recommendations made at the last inspection. A major drive has also take place, using the Chomp programme, to improve the quality of children's nutrition. Staff meet together regularly to evaluate their practice. For example, they recognise the need to assess the impact of daily routines, accessibility of resources and planned use of space on children's opportunity for independent learning. Senior staff are looking at ways to further strengthen the active contribution of both staff and parents to the process of self evaluation and planning for continuous improvement.

Thorough implementation of all required policies and procedures ensures that children's safety and well being are consistently and effectively promoted. Robust recruitment and vetting procedures ensure that adults are suitable to work with children. The well planned induction and appraisal system helps staff to understand their responsibilities and further extend their skills. There is well planned access to appropriate training opportunities. Staff clearly understand their role and responsibility within safeguarding procedures. Consistent staff deployment throughout the day helps to ensure that children's welfare needs are fully met. Children's awareness of risk and safety is promoted effectively within their everyday play experiences. Staff have a consistent approach to management of children's behaviour and encourage children to develop safe levels of independence, for example, as they go safely up and down the stairs each day. Risk assessments are very well considered and clearly understood by staff, helping to keep children safe in all activities.

Close relationships with parents are founded on trust and cooperation. The strong links developed reflect staff commitment to working in partnership, so that parents feel 'confident and assured' in leaving their child. Parents meet with the key worker and share information about children's starting points, helping staff to formulate a clear care plan and reflect children's interests more fully in planning. Staff share information about planned activities in newsletters and on notice boards outside each room, to encourage home links, and parents are encouraged to share information using the 'golden box'. Staff liaise closely with parents to support additional learning needs, which helps them focus very effectively on the inclusion of all children in planning. Close working links are established with a wide range of other professionals, to ensure developmental concerns do not present barriers to children's progress and enjoyment.

The quality and standards of the early years provision

Children thrive and are very happy in the nursery. The play environment in all rooms is child-friendly and welcoming. Well planned activities engage children, so that they are interested, motivated and enthusiastic. They enjoy a wide range of play experiences in the fresh air. Staff routinely observe children's progress and use this information well to focus adult led activities. Parents share information about children's starting points, although these are not clearly linked to 'development matters'. Staff are building individual portfolios to reflect children's learning, although systems to track and monitor progress over all areas of learning are less defined. Term booklets are used well to show parents what their child is learning. Extensive use of photographs, creatively displayed in many areas of the nursery, help to share the many and varied experiences enjoyed by their child on a daily basis.

Activities are well planned and clearly focus on individual learning needs. Resources are mostly selected by staff, based on children's interests and requests, as there is limited space in play rooms to allow accessible storage. Children readily ask for additional resources from clearly labelled storage boxes. Older children access activities in all areas of learning throughout the day, by moving to different rooms at planned times, like the craft room. Staff are considering the impact, on children's independent learning, of routines which present regular interruptions to concentration and extended play. Children are very settled and secure. Staff allow babies time to explore, intervening minimally, but very responsive to their needs. Babies initiate peek-a-boo and 'round and round the garden' games. Staff respond intuitively to non-verbal communications, use photographs to talk about their families and give lots of cuddles. Toddlers become engrossed in gluing and request their favourite stories. An extensive range of heuristic play resources and varied treasure baskets stimulate sensory and tactile experiences.

Children communicate confidently, they are interested in sounds and recognise the letters in their name. They develop good listening skills and enjoy reading stories. They are encouraged to write for lots of different purposes, like describing their pictures. Children sort and order shapes, as they build with large boxes and make balancing beams. They enjoy a 'shapes walk' in their local environment and talk about house numbers. Children enjoy regular outings to the garden centre, local baker's shop, the fire station and the library, and babies are frequently taken out for 'push chair walks'. They learn about the natural world through seasonal activities. They make route maps of their journey to nursery, enjoy baking activities and make Easter baskets. They find out how people in other parts of the world enjoy celebrations, as they learn about Chinese New Year and Rosh Hashanah. They make lovely photograph books to share their experiences with others. Children enjoy lots of activities to help them think about being healthy and how to stay safe. They love active play time outdoors in the fresh air. Even the youngest children develop independence in personal care. Children manage risks with care, as they climb the steps, clamber over the 'rickety rickety' bridge and use the climbing frame. They know they must walk sensibly on the stairs and think about road safety when on outings. They make good friendships at nursery, learning to value others, share and cooperate in their play.

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

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