

Wollaton Village Day Nursery (Bramcote)

Inspection report for early years provision

Unique reference number	253122
Inspection date	25/06/2009
Inspector	Karen Ann Byfleet
Setting address	Chapel Street, Bramcote Village, Notts, NG9 3HB
Telephone number	0115 9222 454
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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

Wollaton Village Day Nursery (Bramcote) opened in 1995. It operates from a single storey building in the village of Bramcote, close to the A52 and within easy reach of both Nottingham and Derby. It is part of the Wollaton Village Nurseries Ltd, a family owned group of nurseries.

The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. They are registered to provide care for a maximum of 50 children under eight years at any one time. There are currently 58 children in the early years age range on roll. The setting currently supports children with learning difficulties and/or disabilities and those who have English as an additional language. The nursery is open Monday to Friday from 07.30 to 18.00 throughout the year, closing only for Bank holidays and they offer, full or part-time places.

Eight staff work directly with the children. The area manager holds an Early Years Professional Status qualification. Of the eight staff who work with the children, six hold relevant level 3 qualifications, one holds a level 2 and is working towards a level 3 and one holds a level 2. All staff attend regular training to maintain skills and knowledge and the setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the provision is good. Management and staff within the setting have a good knowledge and understanding of the Early Years Foundation Stage (EYFS). They take full account of children's abilities and interests as they plan an effective curriculum of worthwhile, stimulating and challenging activities for all ages. The management and staff are committed practitioners as they regularly reflect and evaluate the provision to ensure continuous improvements in the care and education they provide. Staff form positive relationships with parents, although some information they provide does not fully promote inclusion.

What steps need to be taken to improve provision further?

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

- ensure continuity and coherence by sharing relevant information with other practitioners who provide care for children
- plan and organise systems to ensure linguistic diversity of children and parents are valued, with particular regard to labelling around the setting and the policies and procedures.

The leadership and management of the early years provision

Management are pro-active in ensuring staff recruitment procedures are implemented effectively, ensuring children are cared for by suitable, qualified adults. For example, appropriate checks are carried out and references obtained. All staff regularly attend training to ensure their knowledge and skills are kept up-to-date. Staff within the setting are deployed effectively with staff and child ratios maintained, ensuring children's safety. All relevant documentation is in place, with comprehensive policies and procedures covering all aspects of the provision, to ensure the needs of children are met and that they are well protected. The policies and procedures are regularly reviewed to ensure they are practical, they are understood by all staff and shared with the parents. However, a number of parents and children have English as an additional language and although staff have taken some measures to ensure parents are informed of the policies and procedures, these are not effective to ensure inclusion for all. For example, they have used electronic interpreters with some parents, but the policies and the labelling around the setting are only in English. Staff work well as a team as they plan and provide effective opportunities for children to make good progress in their learning and development and that their welfare needs are promoted well. All the staff are included in the setting's self evaluation process. This helps to ensure effective continuous improvement through the care and education they provide.

Children's safety within the setting is promoted as a secure system is in place with regards to security. An intercom system on the main door ensures no-one can enter the building without staff knowledge and all visitors are requested to sign in and out. Within the setting, children are able to freely move around their designated room and self select from the wide range of age-appropriate toys and resources. The outdoor play areas are safely enclosed. Staff work very closely with parents of children with learning difficulties and/or disabilities and they have built good links with other childcare professionals, to ensure consistency in children's welfare. Parents are very involved in their children's learning as staff exchange regular information about their progress. Links with other providers have started to be put in place, as the setting liaises with the schools where the children will move on to. However, links with other providers where children also attend, have not yet been established in order to ensure consistent and cohesive practice. Children are safeguarded as all staff have a clear understanding of their roles with regards to the Local Safeguarding Children Boards procedures and the setting's policy and procedure in this area.

The quality and standards of the early years provision

Children are happy and settled within the setting. They seek out friends and form strong relationships with their peers, the adults caring for them and also acknowledge visitors in the setting. All staff have undertaken training in the EYFS. Staff throughout the setting plan and organise areas that ensure every child receives an enjoyable and challenging, learning and development experience, tailored to meet their individual needs. Planning is good. It ensures all the six areas of learning are effectively planned for and staff ensure they plan for

individual pathways along the way, using incidental and formal focussed observations of children. The setting's effective observation, planning and assessment systems ensure children are making good progress in their development and learning. Children in all areas readily engage in freely chosen activities in which staff support them very well. For example, in a playdough activity staff encourage counting and problem solving techniques as they ask children, how many candles they have on their cakes and how many more they need to make eight. Through consistent praise from staff for their achievements and efforts, children are developing their self esteem and confidence.

Children are provided with a variety of experiences and support which help them to develop a positive sense of themselves and of others. For example, positive images within books, small world resources, jigsaws, dressing up and various world celebrations. With space to make independent choices, sharing, taking turns and sitting together for group games and meal times, children are developing their social skills, their own interests and a positive attitude to learning. Children of all ages are competent in communicating through speaking, listening and within the baby room, through verbalising, clapping and music. Writing and mark making is available to all children through a varied range of resources and activities. Babies and young children enjoy finger painting and making marks in materials, such as, shaving foam and sand. Older children use writing for purpose as they use appointment books and diaries in a variety of role play situations. The environment is rich in resources which enhance children's knowledge and development of number, problem solving and information technology. They freely access the computer and a variety of programmable toys are provided for babies and toddlers.

Children are well-supported in developing their skills and knowledge to help them make sense of the wider world. They eagerly play in the 'Home Corner' and access a range of dressing up clothes, hair brushes, slides, shoes and handbags. They make regular visits into the local community, as they use the library and the shops and special trips, such as to a visit to the zoo. Children enjoy experimenting with a wide range of resources, textiles and materials for making collage, modelling and craft activities. Outdoors, children enjoy a good range of activities and resources which contribute to their physical development. For example, there is a range of climbing and balancing equipment for children of all ages and the staff and children are developing a garden area where they have planted a selection of herbs and flowers. There is a good supply of toys and resources which help develop children's senses. For example, within the baby room, babies have access to plastic bottles filled with various objects, such as coloured water and rice. Treasure baskets have been devised by staff and contain objects that the babies enjoy exploring. For example, wooden spoons, brushes, mirrors, paper and small boxes.

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?	3
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?	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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