

ABC Day Nursery Ltd, Hollinswood

Inspection report for early years provision

Unique reference number EY388082
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Inspector Janette Elizabeth Owen

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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

ABC Day Nursery Ltd and Out of School Club is one of three nurseries run by ABC Nursery Limited. The nursery opened in 2004 and operates from dedicated rooms within Hollinswood Infant and Nursery school. The nursery is accessed on ground level and has access to outside play. The nursery serves the local and wider community.

A maximum of 42 children in the nursery and a maximum of 32 children in the out of school rooms may attend the setting at any one time. The nursery is open from 07:45 to 18:00 for 51 weeks of the year and the out of school club operates after school. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The nursery supports children with learning difficulties and/or disabilities.

There are 10 members of staff all of whom are qualified to National Vocational Qualification Level 2 and 3. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. Children make very good progress in their learning and development because the nursery is highly effective in delivering the educational programme. Robust policies and procedures are effectively implemented by staff, ensuring children's welfare is fully protected. Exceptionally good partnerships with parents and other agencies ensure that all children's learning and welfare needs are effectively met. The practice within the nursery is fully inclusive; the individual needs of all children are very well respected taking into account variations in their home culture. The self-evaluation process is rigorous and results in an exceptionally well managed provision with clear targets for improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further monitoring systems to ensure that regular cycles of planning and review, informed by accurate record keeping, including information on children's learning progress are maintained.

The leadership and management of the early years provision

The leadership and management of the nursery is highly professional and exceedingly committed to the continuous improvement of the provision. A culture of reflective practice, self-evaluation and informed discussion with parents, staff

and other agencies involved in the setting are used effectively to identify the nurseries strengths and priorities for development. The management is proactive in addressing any issues identified through their self-evaluation process and also through the inspection process. The high aspirations of the owner motivate the managers and staff to achieve outstanding outcomes for children.

There is a strong commitment to training and improvement; the professional development of all staff is encouraged and valued. The management is very supportive of the staff and monitor the provision regularly to help address any issues raised through the day to day organisation of the nursery. The staff work well as a team with designated roles and responsibilities. They have an excellent understanding of the children they care for and their families. The key worker system works effectively in ensuring a consistency of care and in helping children form secure and positive relationships with their carers.

The exemplary partnership with parents' ensure children's individual needs are fully understood. Parents' share information between home and nursery with their child's keyworker. They talk to staff on a daily basis about their child's daily routine and activities the child has participated in. Parents view children's Learning Journeys and discuss their child's progress with staff. They are provided with details of the educational programme through discussion, written plans and lovely examples of children's work displayed around the nursery. They are encouraged to support their child's learning at home and are provided with information on how to do this such as ideas to improve children's communication and language skills. This enables them to play a part in their child's learning. The nursery works closely with the school which is located on the same site, this partnership ensures a consistency in children's care and education is maintained and helps children make the transition into school.

The management and staff have an exceptional good understanding of the needs for children and families who use the nursery. The care, consideration and respect given to the cultural identity of all users of the nursery are rooted in a very good understanding of diversity. The positive attitudes of staff enable children to learn from the earliest age to value diversity and celebrate the similarities and differences within the society they live and the wider world. Support for children with learning difficulties and/or disabilities is well managed. The management and staff have the skills and expertise to ensure children are fully integrated and able to make as much progress as they can. They know where to get any additional support to overcome barriers which could prevent this.

Detailed policies and procedures which are rooted in good practice support and guide staff in their work and provide detailed information for parents. All staff are involved in planning the educational programme and key workers individualise plans to meet the interests and learning and developmental needs of the children they care for. Safeguarding procedures are robust. There are clearly defined procedures for managing child protection concerns which are implemented by staff who have designated roles and responsibilities for recording and reporting any concerns. All staff attend regular child protection training to keep up-to-date with current guidelines. Good recruitment and vetting procedures including induction for new staff ensure that all staff working with children are suitable to do so.

Children's safety within the nursery is managed effectively. The premises are safe and secure, children are well supervised by staff who are vigilant about children's safety and follow good procedures in relation to health and hygiene.

The quality and standards of the early years provision

Children's welfare, learning and development are exceedingly well supported by staff who have an excellent understanding of the Early Years Foundation Stage (EYFS). Children's welfare is promoted effectively because staff are committed to ensuring children are safe and secure and have their health needs met. Children's physical and psychological well-being is protected because staff take positive steps to help children learn to behave in ways that are safe for themselves and others and develop an understanding of dangers and how to stay safe. For example, children learn about people who are there to help and protect them during visits from the fire officer and police. Excellent strategies are used to promote good behaviour and promote children's feeling of self-worth and achievement. This results in children who understand that there are rules and boundaries and how to work together in a group. Older children help with nursery routines such as setting up for snack and meal times and helping with tidying and clearing up once activities have finished. They are independent, helpful and polite.

Children thrive because their physical health needs are understood. They are provided with healthy and nutritious cooked meals and snacks which meet their specific health needs. They use their physical skills when participating in physical activity both indoors and outside. The routines of babies and younger children are respected. They have times to be active and times to rest or sleep according to their individual needs. Staff in the baby room ensure the very young children are able to settle well and form secure and trusting bonds with their carers. They make sure that parents' wishes are respected and use effective methods such as using items of parents' clothing to help babies settle and feed contentedly because they associate the familiar smell of the clothes with their parental bond.

Learning opportunities are planned around children's interests and stage of development. Child-initiated activities allow children to develop ideas for themselves, to undertake practical 'experiments' and use a varied range of resources and materials. For example sand and water play provides opportunities for children to investigate what happens when sand and water is mixed, to use shovels and containers to transfer materials from one area to another. Staff are on hand to monitor the activity and to offer suggestions or ask open questions to help children make sense of what they are doing. Adult-led focus activities enable staff to set achievable targets for individual children while including all children in the learning experience.

Staff in all rooms carry out sensitive observations and record the progress children are making through adult-led and child-focused activities. This information is used by staff to develop a range of planned activities which will enable children to make the next steps in their learning. Planning is used in conjunction with information provided by parents on children's interests and abilities. Consequently children enjoy a range of interesting and challenging experiences across all areas of

learning. However some children's records are not accurately maintained.

Children enjoy participating in the activities offered and interact well with staff. They are encouraged to use their communication skills and develop their confidence in speaking and listening. Visual aids such as sign language, photographs and puppets are used effectively to support children's developing understanding of language. This is particularly beneficial for those children for whom English is their second language. Children learn that writing has a purpose as they practise mark-making in a variety of situations. For example children in the toddler room experiment with making marks in textured media such as baked beans and paintings. Older children develop their skills further through craft work and drawing this enables them to be able to form recognisable letters and to write their names as they label their own work. All children enjoy stories, songs and rhymes. Circle time and story session provide good opportunities for children to ask questions and respond to questions posed by staff about children's own experiences or about the story they are enjoying. Action rhymes are used in the baby room, to engage the younger children and help them develop their coordination and dexterity as they follow the actions. Opportunities for children to talk about shape and quantities mean that they are developing their understanding and use of vocabulary and developing ideas and ability to solve problems. For example finding out how to use the correct shaped to build models using construction materials or to find out how many play people can fit in the toys cars and buses.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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