

# Maltings Day Nursery, The

Inspection report for early years provision

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<b>Unique reference number</b>	EY389853
<b>Inspection date</b>	14/05/2009
<b>Inspector</b>	Deborah Kerry
<b>Setting address</b>	Ship Lane, Ely, Cambs, CB7 4BB
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<b>Type of setting</b>	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

The Maltings Day Nursery was previously known as Little Rascals and is located in the centre of Ely, Cambridgeshire. It was taken over by Wigwam Nurseries in January 2009. All children have access to a secure, enclosed outdoor play area. The setting is accessible via a step.

A maximum of 48 children aged under eight years may attend at any one time. There are currently 78 children on roll within the early years age group. Of these 28 are in receipt for funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and a number of children who speak English as an additional language. Opening times are Monday to Friday 07.30 to 18.00 each day, all year round, with the exception of bank holidays. The setting is registered on both the Early Years Register and the compulsory part of the Childcare Register.

The setting employs 15 staff. Of these, 13 hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare, learning and development in the Early Years Foundation Stage (EYFS) are effectively supported by the experienced and well qualified staff. Children's individual needs are fully understood by staff and through regular observations their interests and the next step in their learning are clearly identified and included in the planning. The setting has good relationships with parents and seeks support and advice from other professionals to ensure that each child's needs are fully understood and supported. The setting has established effective procedures for evaluating and monitoring their good practice and have identified areas for improvement to ensure outcomes for children remain positive.

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

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

- develop further the exchange of information with other providers delivering the EYFS to maintain children's progression and continuity of care
- review the organisation of the day to provide pre-school children with opportunities to independently initiate access to outside play.

## The leadership and management of the early years provision

The setting has in place a comprehensive range of policies and procedures to support their good practice which are regularly reviewed and updated in line with changes in legislation. Written risks assessments have been undertaken for all

areas, equipment and activities both inside and outside the setting to ensure that children are effectively protected from any potential dangers. There are clear, effective procedures for the emergency evacuation in place, which is regularly practised, ensuring children's safety is effectively maintained. All fire equipment is tested and inspected annually and staff complete a daily checklist before children arrive to ensure that there are no hazards accessible inside or outside. Children's welfare is fully supported as all staff have a good understanding of their responsibilities for safeguarding children and there are clear procedures to follow if they have any concerns about a child's welfare.

Parents are kept fully informed of their child's progress, as their records are sent home for parents to read and add comments to support their child's learning and development. The new owner is implementing a parents evening so that they can talk to their child's key person and discuss how their child is progressing. Parents receive daily feedback from staff when their children are collected, along with regular newsletters and the information on the notice boards, keep them informed of events and activities within the nursery. The nursery is developing systems to work in partnerships with other providers delivering the EYFS children attend to ensure their needs are met and for the continuity of care.

Since the new management have taken over, there has been many positive changes to both staff practice and the physical environment of the nursery. Staff are fully supported in their training and development. As a result all staff have appropriate early years qualifications or are undertaking training. All staff members have been included in reviewing and evaluating their practice and areas for development have been identified to benefit children and to further improve their good practice. The nursery is in the process of preparing documentation for an assessment for the Quality Framework, showing their commitment to their continued development.

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

Children are provided with a variety of foods for snacks and meals, which promotes their good health and also helps to develop their understanding of how to keep themselves healthy. Children are developing a good understanding of personal hygiene as they are encouraged to wash their hands before eating and after using the toilet. Children's health is further promoted as each child who has a sleep has their own named bags containing their bedding which ensures that there is no risk of cross infection. Younger children have free access to the outside play area and all children are taken on regular walks to promote their physical development. However, due to the layout of the nursery, preschool children have limited opportunities to independently access the outside play area. The outside play area is part of the development plan of improvements the new owner is undertaking to benefit children's well-being.

All staff have a good knowledge of the EYFS and work together to plan a range of activities around children's interests to support their progress. Staff adapt activities to ensure that all children are able to participate regardless of their individual abilities. Individual plans are developed with support from parents and other

professionals to ensure that children with learning difficulties and/or disabilities are fully supported in their learning and development. There is a range of posters, pictures and information in other languages to support children where English is a second language. Children have access to a range of resources and different world festivals are celebrated throughout the year, which helps children to develop an understanding on the wider world.

Staff undertake observations on children when they start, which enables them to find their starting point and helps them to effectively plan for the next step in their learning. Each child is assigned a key person to help them settle and support their progress. Children enjoy listening to stories and older children are beginning to recognise the letters in their names. All children have opportunities to take part in a range of creative activities and their work is displayed in each room, promoting children's self-esteem. Children are provided with a range of tools and resources for mark-making and to develop their early writing skills. For example, they use brushes for painting with pencils and crayons for drawing and colouring. Through going on regular walks, children are developing a good understanding on their environment, as they take magnifying glasses to look for butterflies and walk down to the river and look at the different birds by the water. Children are confident communicators and eagerly share what they are doing with staff and other children. There is lots of interaction between the staff and children; they encourage babies first words through responding to their babbling in a conversational manner.

## 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?	1
The capacity of the provision to maintain continuous improvement.	1

### 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?	1
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