

Seaward Day Nursery

Inspection report for early years provision

Unique reference number EY315405
Inspection date 16/04/2009
Inspector Anne Mitchell

Setting address 61 Seaward Avenue, Bournemouth, Dorset, BH6 3SJ

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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

Seaward Day Nursery has been registered since 2005. It operates from the ground floor of a converted house in Southbourne. Children have access to two playrooms and a conservatory, with access to a fully enclosed garden for outdoor play.

The nursery is registered on the Early Years register, as well as the compulsory and voluntary parts of the Childcare Register. A maximum of 22 children may be cared for at any one time. There are currently 37 children on roll of whom 36 are in the early years age group. Of these, 17 children are in receipt of nursery funding. The nursery is open weekdays from 08:30 to 17:30 all year round with the exception of a week over Christmas.

A total of eight members of staff work directly with the children, of whom six hold a relevant childcare qualification and two members of staff are currently working towards a qualification. The setting receives support from Bournemouth Early Years.

Overall effectiveness of the early years provision

The overall quality of the provision is good. Staff know children well and meet their needs effectively. There are secure systems in place to plan activities that are linked to children's interests and enthusiasms. Children are making good progress in their development, and are motivated in their learning.

Systems to monitor the effectiveness of the provision are generally secure, and management and staff demonstrate a commitment to ensuring continuous improvement.

What steps need to be taken to improve provision further?

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

- extend opportunities for children to use the outdoor play area providing them with the freedom to explore, use their senses, and be physically active and exuberant
- develop secure systems to monitor day to day activities to ensure resources are sufficient and that they are meeting the needs of all children.

The leadership and management of the early years provision

There is a comprehensive range of policies and procedures that supports practice within the setting. Clear records of medication, accidents and incidents and children's individual details are in place and maintained. Effective risk assessments ensure children are safe in the nursery and on outings.

There are secure systems in place to recruit and vet new staff and consequently children are cared for by suitable adults. All staff either hold, or are working towards qualifications in childcare and demonstrate a clear commitment to ongoing training, attending both in-house and external training events.

Systems to monitor and assess the provision are secure because regular staff appraisals highlight areas for training and personal development. Unannounced checks conducted by the registered person identify staff's knowledge and understanding of health and safety issues. Regular staff meetings are held to ensure provision of the Early Years Foundation Stage framework is effective. There are good systems in place to enable staff and management to evaluate planned activities to ensure all areas of learning are covered. However, systems to evaluate core activities and resources are not so effective.

There is a good partnership with parents and carers. The recently developed suggestion box has had limited uptake, and therefore management are developing a parent questionnaire to seek parents' views. Parents are welcome to come into the nursery at any time to observe practice and discuss issues. They are provided with clear information about the setting and gain additional information about events, projects or new childcare initiatives from the notice board in the lobby area.

Children are well protected from harm and neglect. Staff have attended training in this area and there are clear policies and procedures in place. Staff's individual knowledge and understanding of procedures to safeguard children is good and they are clear about how to identify signs and symptoms of possible abuse.

The quality and standards of the early years provision

Children make good progress towards the early learning goals. Planned observations are made on each child by their key person. Follow up observations ensure the next steps for children's development are successful. Spontaneous observations are completed by all staff on all children and these are used to inform weekly planning to incorporate children's individual interests. Children's developmental records are illustrated with photos and cover all areas of learning, providing a clear picture of children's progress.

Staff use open ended questions effectively to help children think and solve problems and use lots of praise and encouragement. They enjoy making tiger masks. The adult asks 'What colours do we need to make the tiger?' Staff provide appropriate support and challenge for children of varying abilities. For example, younger children use large duplo to construct models and a member of staff provides more complex construction equipment for more able children to use.

Children's independence is generally well promoted. They can access many resources independently and 'choosing books' illustrated with the full range of resources available provides children with an additional system to self select activities. Children are highly confident. They approach a visiting adult to show them their dinosaur masks, and show the pictures they have made. They enjoy

well read stories individually or in a group, and listen with interest, participating enthusiastically. Children make marks and handprints in shaving foam and staff engage them in lots of discussion about how it smells and feels. Children enjoy timetabled access to the garden where they can explore natural materials, and investigate toy spiders in soil using magnifying glasses.

Children's health and safety is effectively promoted. Children follow clear and understood boundaries and staff reinforce safety instructions and clearly explain why. They are reminded not to run indoors 'You might slip and hurt yourself, or bump into each other'. Another child starts to run to get his coat. He stops quickly saying 'Oops, sorry. I forgot not to run!' Staff complete daily spot checks to ensure all areas indoors and out are safe and secure and learn about road safety on regular outings to parks, shops and the beach.

Children enjoy healthy snacks and meals. A typical mid morning snack includes blueberries, blackberries and grapes, with milk to drink. The majority of food provided by the nursery is organic, and includes very healthy choices. Children are encouraged to wash their hands before snack and after using the toilet. Low level sinks and toilets ensure children become independent in their personal care. Children can access wet wipes to wipe themselves after snack or painting activities, and help themselves to tissues to wipe their noses. Children's emotional welfare is successfully supported. As one child is collected another becomes upset. The member of staff immediately cuddles, reassures and distracts the child effectively until they are smiling again. Children's behaviour is good because staff are good role models and children are clear about the boundaries and rules.

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

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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