

Chickywicks Day Nursery

Inspection report for early years provision

Unique reference number	EY381842
Inspection date	14/04/2009
Inspector	Maura Pigram
Setting address	St. Johns United Reformed Church, Hallowell Road, NORTHWOOD, Middlesex, HA6 1DN
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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

Chickywicks Day Nursery is privately owned. It opened in 2008 and operates from Tara Hall next to St. John's United Reform Church in Northwood. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 07.30 to 18.30, for 51 weeks of the year.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 31 children may attend the nursery at any one time. The nursery supports children with learning difficulties and/or disabilities.

The nursery employs six members of staff including a chef, of these five members of staff including the manager hold appropriate early years qualifications. The nursery works in partnership with parents and other professionals and receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Well-developed knowledge of each child's individual needs ensures that staff promote most aspects of children's welfare and learning with success. The staff create a child-friendly environment and are skilled in ensuring all children benefit from the wide range of resources and activities on offer. Children with learning difficulties and/or disabilities are particularly well supported, good knowledge by the Special Needs co-ordinator, links with other professionals and children's parents ensure they receive any additional support they need. This means all children are fully included and make good progress. The provider and her co-manager are very aware of the strengths and areas for development within the nursery, and working with the staff, are striving to continually reflect on their practice so that outcomes for children are well promoted.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The leadership and management of the early years provision

The provider, her co-manager and the team have worked hard to create a stimulating and welcoming environment to ensure all children and their families feel secure and fully involved. For example, adaptations to the layout of the environment enables children with disabilities easily access resources so that their

learning and enjoyment are valued. In addition, good systems are in place to support children and their families who have English as an additional language. The parent notice board, for example, contains a range of information in a variety of languages. Staff use a broad range of strategies to ensure children can communicate their needs, these include posters, dual language books and the use of compact discs so that the staff can learn the correct pronunciation of children's first language. These alongside good staff interaction and the use of purposeful sign means that all children are effectively listened to and are able to develop a warm relationship with the responsive staff. The provider is very experienced in caring for children with learning difficulties and/or disabilities and there are valuable links with other professionals. This means that children's specific needs are identified early and steps are actively taken to ensure additional support is provided.

The provider and the team are keen to develop their knowledge base, many are researching further development courses so that children continue to be motivated and excited to learn. The staff work well with parents and carers, daily discussions, regular meetings and a suggestion box means that contributions as partners in their children's learning is valued. Effective safeguarding policies ensure that children are very well protected. For example, there are rigorous recruitment procedures and robust vetting systems in place. Refresher safeguarding courses have been successfully completed by senior members of staff and there are plans in place for all staff to attend relevant training. The environment in which children are cared for is safe and supportive, risk assessments are generally well maintained including those for outings.

Mostly detailed records, policies and procedures are well maintained. For example, a registration document contains all care details and some information about children's backgrounds so that the settling-in period is successful. Plans are in place to further develop this document so that information gained can be fully used to ensure the children's starting points and interests are fully incorporated into the planning of activities. Staff regularly monitor their provision, in the short time they have operating they have already identified clear targets to benefit children in their care. For example, they are considering carrying out home visits so that children can be met in a familiar environment. In addition, an improved communication booklet for parents has been implemented related to the care and learning of their children. Thus, there is a good two-way flow information between the provision and the children's parents.

The quality and standards of the early years provision

Children are provided with good opportunities to help them make good progress across all areas of learning and development. Planning is currently based on topics, it is flexible to allow for a good balance of child-led and adult-led activities, it is responsive to the children's interests and needs. Observations are routinely carried out and used to monitor children's progress. Thus, children are confident and active learners, they enjoy a wide range of enjoyable and challenging experiences. The environment is child-friendly, all resources are easily available, pre-school children have free access to the indoor and outdoor environment. This provides

them with the freedom to explore, use their senses and be physically active. Younger children have regular opportunities to enjoy the outdoor environment through daily visits as and when needs arise. In addition, music and movement sessions are held in the nearby church hall and outings within the community regularly take place. Recently the children enjoyed visiting a local garden centre to choose fish for their aquarium. Thus, children have purposeful outings to learn about the world around them. Younger children are regularly taken to the pre-school room, they delight in discussions about the new fish and the guinea pig offers further opportunities for children to develop knowledge and understanding about the natural world.

Staff ensure all areas of learning are offered both indoors and outdoors. For example, resources to support literacy and numeracy development are easily available in both areas, easels, water and sand play and tools for writing support this. Children delight in reading familiar stories, they confidently share books with their peers and are helped to distinguish between sounds and letters. Spontaneous stories are read and nursery rhymes are regularly sung to younger children who delight in games of peek-a-boo. Thus, language development is very well supported. High quality resources and purposeful activities such as mask making and sensory play including exploring cornflour effectively to discussions, problem solving and children becoming active learners. In addition, children have access to wide range of programmable toys and a computer. Younger children enjoy exploring interactive toys, musical instruments and a treasure basket containing a range of resources to stimulate their senses. Thus, children of all ages and abilities are provided with purposeful opportunities to explore textures, shapes and sizes.

Staff promote children's welfare well through mostly effective procedures and practices within the setting. All care needs are very well known from discussions with parents, a key worker system ensures all children are cared for by consistent staff. Children are able to sleep and rest according to their individual needs, regular checks ensure they are comfortable and safe. The provider has recently employed a chef to supply fresh and nutritious food to the children, all dietary needs are thoroughly discussed and recorded so that children's health is promoted. Children behave well as there is positive adult interaction. Any issues are discussed with parents and resolved using appropriate strategies such as praising for good behaviour, distractions and explanations.

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?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
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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