

Denehurst Day Nursery

Inspection report for early years provision

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Inspector Elaine Murray

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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

Denehurst Day Nursery Ltd is a privately owned day nursery run by a partnership. It opened in 2006 and operates from a converted detached property with playrooms rooms over two floors. It is situated in the West Derby area of Liverpool. A maximum of 46 children may attend the nursery at any one time. The nursery is open Monday to Friday from 07.30 until 18.00 all year round. All children share access to a secure enclosed outdoor play area.

The provision is registered by Ofsted on the compulsory and voluntary childcare registers. There are currently 86 children attending who are within the Early Years Foundation Stage (EYFS). Children come from a wide catchment area. The nursery provides funded early education for three and four year olds.

The nursery employs 14 staff. All staff, including the manager hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff provide a stimulating environment in which most aspects of children's learning and welfare are effectively promoted. Children enjoy their time at nursery and are happy and settled. Staff value and include children, and work well with parents to meet children's individual needs. Managers have a good awareness most of the strengths and weaknesses of the provision and take positive steps to ensure improvement. Most records are effectively maintained.

What steps need to be taken to improve provision further?

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

- develop records of risk assessment to identify action taken to minimise identified risks
- ensure that a record is kept of all evacuation drills including details of any problems encountered and how they were resolved
- further develop systems for observing children's learning to ensure that a balanced range of observations are made in the six areas of learning.

The leadership and management of the early years provision

Space and resources are effectively organised to create a stimulating and welcoming environment in which children can feel secure. An effective key worker system ensures that staff know children well and are able to meet their individual needs. Staffing arrangements ensure that staff are effectively deployed in meeting children's needs and developing their learning. Managers have introduced some effective systems to monitor and evaluate practice and identify areas for

development. They have recently made good improvements to the level of resources and equipment, which has a positive effect on the quality of the learning environment. Managers have worked effectively to meet the areas for improvement identified at the last inspection and at compliance investigations. As a result there have been significant improvements in staff expertise, the quality of children's learning, and the level of information provided to parents. Managers give high priority to ensuring that staff have a good understanding of the EYFS framework, and staff attend a variety of courses relating to, for example, inclusive practice, health and safety, and the development of children's learning. This has positive effect on the quality of provision and children's welfare and learning. The promotion of inclusive practice is given a high priority by managers and staff. Staff establish positive relationships with parents and provide them with information about their child's care and activities through use of a diary and feedback at the end of the day.

Staff have a good awareness of safety issues. They carry out a daily safety check of all areas, which is recorded, and produce a written risk assessment of outings. However, the risk assessment of premises does not clearly identify actions to be taken to minimise identified risks. Children are protected as staff have a good knowledge and understanding of the signs and symptoms of abuse and are familiar with the procedures to be followed. Several staff have attended recent training in this area to update their knowledge and understanding. Clear policies and procedures are in place which work effectively to ensure that children's welfare is promoted

The quality and standards of the early years provision

Staff have a positive, caring and enthusiastic approach to promoting children's welfare and learning. As a result, children are happy and settled and make good progress. Children behave well as staff have positive and consistent attitudes. They are familiar with the routines of the group and respond to staff's praise and encouragement. Children are cared for in a colourful and welcoming environment. The playrooms are bright, with a broad range of accessible resources. Children show interest and involvement in activities as they express their own ideas in creative work, and enjoy building towers of construction blocks. Staff establish warm relationships with the children in their care and skilfully build their independence, confidence and self-esteem. Babies are talked to, cuddled and held. Children are encouraged to make choices about activities and resources, and their views are positively acknowledged and respected. Staff question children effectively to extend their learning. For example, children are encouraged to think how many children will be in the line when two more arrive. Staff have a good knowledge of the EYFS learning requirements and guidance. They plan a wide range of activities for children which develop learning effectively. Staff know the children in their care very well, and make regular observations of children's learning. These observations are effectively used to plan children's next steps. For example, observations of babies physical development are used to inform plans to encourage crawling and walking skills. However, staff do not always ensure that a balanced range of observations of children's learning are made in the six areas. Boys and girls interests are followed and used in planning, for example, staff plan

problem solving and counting activities relating to dinosaurs for children with a particular interest in this area. Staff make good use of the outdoor environment to develop children's physical skills, enjoyment of exercise, and other aspects of learning. Children enthusiastically use the broad range of outdoor equipment. They balance on the play bridge, show skills using a rope swing, and enjoy using a variety of wheeled toys. Children also benefit from regular sessions with a visiting physical exercise teacher to develop their skills. Children explore sand and enjoy looking at books in the comfortable area which staff have created outdoors. Staff take care to ensure that all children are included in the activities provided. They adapt their practice to ensure that different needs are met, for example, ensuring that reluctant or shy children are encouraged and included. Children learn to value differences as they discuss families and homes, and take part in activities relating to a range of festivals such as Chinese New Year.

Children's good health is promoted as children are provided with a varied diet, which includes plenty of fresh fruit and vegetables. Children learn about healthy eating through discussion with staff. They demonstrate a good awareness of how to protect their own health as they know to wash their hands at appropriate times, and that they need to wear a sun hat and sun cream in hot weather. Children learn to keep themselves safe. They demonstrate a good awareness of how to use outdoor equipment safely. They are familiar with safe procedures for using the staircase from the first floor.

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