

Gaskell's Private Day nursery Limited

Inspection report for early years provision

Unique reference number	EY390813
Inspection date	19/08/2009
Inspector	Alison Tranby Sturges
Setting address	7 Gaskell Street, Bolton, BL1 2QU
Telephone number	01204399818
Email	
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

Gaskell's Private Day Nursery Ltd has been registered since February 2009. The setting is a privately owned company and operates from a purpose built building and is located in the Halliwell area of Bolton. Children are cared for within five rooms, all located on the ground floor. There are secure areas available for outdoor play. A maximum of 89 children may attend, of these no more than 66 children may be under the age of two years at any one time. The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The nursery is open 51 weeks of the year, excluding Bank Holidays. Children may attend full time and part time places Monday to Friday 7.30am to 6pm. There are currently 64 children on roll aged from three months to five years. All of these are within the Early Years Foundation Stage (EYFS). The setting receives funding for nursery education. Children attend from the local community and surrounding areas.

There are staff facilities and a kitchen area. A total of 18 staff members are employed including a cook and a cleaner. The registered provider works in the setting and there is also a manager and deputy manager. The majority of staff are qualified. One member of staff has a level 4 qualification, six members of staff have a level 3 qualification and six members of staff have a level 2 qualification. In addition, one member of staff is working towards the Pathways for the Early Years degree. The manager has Early Years Status and the Early Years Childcare degree and the deputy manager is currently on the pathway for Early Years professional status.

The setting supports a number of children with learning difficulties and disabilities and is able to support children who speak English as an additional language. The setting receives advice from the local authority early years advisory team.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are making good progress in their learning, experiencing a wide range of resources and play opportunities, both indoors and outdoors. Parents and carers are actively encouraged by staff to be involved in their children's care and education. The setting is well organised as staff are supported by room supervisors and a good skilful management team who are involved in the day to day organisation of the setting. Staff work effectively as teams and show great commitment in their roles. Key workers ensure that each child's individual needs are known and appropriately met. They develop strong bonds with children and parents and child-centred working relationships with any other parties involved. Safeguarding standards are good and generally risk assessments are in place to eliminate risks. A fully committed management team ensure effective self-evaluation systems and the capacity to improve is excellent.

What steps need to be taken to improve provision further?

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

- review the risk assessment policy to ensure that it includes anything with which a child may come into contact, for example, the doors and access to the main road.

The leadership and management of the early years provision

The registered provider and the management team are successful in maintaining a motivated, well qualified and organised staff group, many of whom participate in ongoing in-house professional training. Effective policies and procedures ensure the safe and well-organised management of the Early Years Foundation Stage (EYFS) and ensure that all children's needs are met. However, risk assessments should include all aspects of the premises, for example, the car parking area, and the conservatory doors. Partnership with parents is given high priority, for example, parents are encouraged to stay with their child for the first visit to assist with the settling in process. An area identified to enhance partnership with parents is the implementation of home visits for new starters at the nursery, also an action plan is being devised to encourage fathers to become more actively involved with the nursery.

Specialist advice and support from outside agencies, such as speech and play therapists, are well utilised by the provision to enhance the care of children with special educational needs. Teaching is rooted in secure knowledge of the staff who all apply comprehensive systems for planning and providing for children's learning and development. The registered provider invests in training programmes for the staff team and accesses local authority training to ensure staff have up to date knowledge and understanding of the EYFS. Standards of safeguarding are thorough. All members of staff are appropriately vetted and effective recruitment procedures ensure adults are suitable to work with children and demonstrate a high level of commitment to promoting their safety.

Robust arrival and collection procedures and security coded doors ensure that children are protected from contact with any unsuitable people. Daily safety checks and risk assessments are conducted in all rooms and managers ensure that staff training and development needs are prioritised so that they know how to teach children how to stay safe and take measured risks. Children's health and well-being is given high regard and children are encouraged to participate in physical activities, such as music and movement and continuous outdoor play provision. In addition, groups of older children participate in swimming lessons at the local swimming baths. Stringent daily registers and regular emergency evacuations ensure that children are safe in the event of an emergency.

The registered provider is committed in her efforts to continuously improve the nursery and has embedded this commitment firmly in the management structure. Detailed and regularly reviewed self-evaluation systems identify areas for improvement. Changes that have been implemented are reviewed and also are then evaluated. The nursery environment is inclusive and child centred placing the

emphasis on children as learners. As a result, the nursery is inviting, welcoming and attractive. A wealth of resources supporting each of the six areas of learning are organised accessibly and continuously both indoors and outdoors, so that children can choose to initiate and lead their own play. Staff interaction is purposeful enabling children's interests and learning opportunities to be enhanced. Children are confident and self-assured through praise and encouragement from the staff members. Children have opportunities to role play being a hairdresser, or explore natural materials in the discovery room.

Parents' comments about the setting are positive and they speak highly of the staff team and the satisfaction they have in the care and education their children receive. A range of useful information is displayed throughout the nursery, detailing policies, procedures and complaint information for parents. Each parent receives regular newsletters and are encouraged to take an active part when children's individual learning journeys are updated, information is continually accessible for parents to review in relation to their child's progress. Annual questionnaires are also distributed to seek parental feedback about the quality strengths and areas for improvement for the provision.

The quality and standards of the early years provision

Children make good progress in all the six areas of learning and they are motivated and interested in their attitudes to learning. This is because a strong sense of belonging is promoted. Key workers plan motivating activities based upon individual children's observed interests and identified next steps in their individual learning journey. Resources are easily accessible in all the rooms enabling children to access play equipment inclusively. Children are also able to continually experience play, indoors and out. Skilled staff encourage and praise children continually promoting their confidence. Children in the pre-school were engrossed when a spider appeared in the discovery room. The member of staff took the opportunity to facilitate a wealth of learning opportunities, such as problem solving, investigative and creative skills, this involved the children physically holding the spider if they desired. The children also gave the spider a name before being encouraged to find it a secure place of safety. They also drew their unique picture of the spider. Children are active learners, encouraged to do things for themselves, such as serving their own meals, as well as joining in with tidying and cleaning up, to keep themselves safe and healthy.

Key workers and babies sit together for meals. Hand washing is instilled throughout the age range of children, babies feel at home, cuddled as they have their bottles, or seeing themselves in the mirror. They confidently navigate around their room, crawling around the soft play areas and discovering the malleable play materials. They interact positively with staff enjoying cuddles and games such as peek-a-boo, or investigating the feel, taste or sound of the familiar household objects in the treasure baskets.

The two to three-year-old children also have a vast range of resources and are making good progress across the six areas of learning. The room is attractive and welcoming and children initiate play supported by a key worker whose appropriate

intervention enhances learning opportunities. The children thoroughly enjoy role playing in the hairdressing salon and utilise the materials, such as hairbrushes, hairdryers and shampoo bottles well.

Parents clearly have a good working relationship with their child's key worker and appreciate the daily verbal feedback and written feedback given for children under three years. Parents' opinions are sought about their child's routines and interests when they start at nursery and they are welcome to spend as much time as they want helping their child to settle in. Systems are also in place to support children's sense of belonging when they move rooms and change key worker.

The setting has forged effective links with other professionals to support children with special educational needs. Children with special needs are well integrated into the nursery and all children respect and consider one another's differences and abilities well, according to their ages. There are numerous positive images of people from diverse cultures and with disabilities all around the setting and children use a wide range of musical instruments, dressing up, food tasting, puzzles, play figures, stories and celebrations from around the wider world. Children's behaviour is excellent and they have fun with their friends, sharing play resources and demonstrating care for each other. One child held another child's hand during the spider activity reassuring them that the spider was small and would not hurt them.

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?	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met