

The Shutters Village Day Nursery

Inspection report for early years provision

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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

The Shutters Village Day is owned and managed by two private individuals. It opened in 2000 and operates from three rooms in a purpose-built building. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area on the outskirts of Rochdale. It is open each weekday from 8am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 54 children may attend the nursery at any one time. There are currently 36 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities. This provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are 12 members of staff, 11 of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 3. One member of staff has a National Vocational Qualification at level 4. The setting provides funded early education for three- and four-year-olds and is also part of the pilot scheme for two-year-old children.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. There is an effective key worker system in place which means that the staff team has a secure knowledge of each child's individual needs and their welfare is well promoted. New observation, assessment and planning systems have recently been put into place and most aspects of these are very good. As a result, children access a good range of activities and they are making very good progress in their learning and development. The providers and the staff team are successfully able to assess the setting's key strengths and weaknesses and demonstrate a positive attitude to improvement through self-evaluation. This is effectively supported through action plans. Positive steps are taken to provide an inclusive environment and support each child by working in close partnership with parents and other professionals.

What steps need to be taken to improve provision further?

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

- develop ways of encouraging parents to share their observations of their children's activities and interests to help inform future planning for their individual needs
- implement a system to monitor children's progress towards the early learning goals to ensure that any gaps in their learning are identified.

The leadership and management of the early years provision

The setting is effectively led and managed by an enthusiastic and experienced staff team who work well together. Key staff have designated areas of responsibility, such as fire marshal or safeguarding officer. All staff have a strong understanding of their roles and responsibilities and are deployed effectively to ensure children's care and safety. The key worker system effectively ensures that each child is valued and included, that their personal care needs are met consistently, and that they are able to build up relationships with a significant person. This successfully enhances their sense of security and belonging. The majority of staff are qualified to at least National Vocational Qualification at Level 3 and there is a strong commitment to ongoing staff training and development through attendance on short training courses. This means that children are cared for by a knowledgeable staff team. Secure induction procedures and the way that times of transition are handled ensure that children's individual needs, safety and welfare are paramount. For example, new staff recruited to replace existing staff work alongside each other to ensure consistency of care and routine. This is particularly beneficial for the youngest children. The whole staff team has a strong knowledge and understanding of their role in a safeguarding situation which means that children are fully protected. Robust risk assessments are in place and used effectively and there are secure methods of recording accidents and medication. These further enhance the safety of the children.

The providers and staff team demonstrate a strong commitment to continuous improvement. All recommendations from the last inspection have been acted upon. Children now have more opportunities to develop their creative skills, ideas and designs through access to well-stocked creative materials. Most policies and procedures have been updated or are in the process of being updated which have improved the quality of the documentation available to parents and the staff team. The introduction of new observation, planning and assessment systems are of good quality and used effectively to extend children's individual learning and are developing well. Through self-evaluation, reflective practice and working through the local authority High 5 quality assurance documentation, the whole staff team recognise their key strengths and weaknesses. They have successfully identified key areas for improvement which will have the most significant impact on the outcomes for the children.

The setting works closely at all times with parents and has close links with external agencies to ensure children receive additional support when needed. There is a wealth of information freely available to parents in written format displayed throughout the setting, such as policies and procedures, information regarding the Early Years Foundation Stage and photographic records of children's activities. Systems to involve parents in sharing their observations of their child's interests and activities to inform their future learning and development are in place, but not in operation yet. They are also kept well informed through daily discussion, newsletters and a notice board. Parents speak positively about the care offered to their children and the warm and welcoming environment.

The quality and standards of the early years provision

Children have good opportunities to learn about the benefits of healthy eating and a healthy lifestyle. For example, planned activities are used to develop their understanding of good and bad foods. They enjoy nutritious freshly cooked meals and snacks on a daily basis. Good hygiene is promoted at all times, such as hand washing and older children clean their teeth after they have eaten their lunch. They benefit greatly from fresh air and physical exercise in the outdoor area and this is complemented by weekly dance and movement classes. During school holidays, children have good opportunities to use other interesting equipment to promote their physical development and enjoyment, such as ball pools and balancing equipment. These successfully provide children with fun and challenge.

The premises are safe and secure and staff place great emphasis on children's safety. Risks are assessed daily while ensuring children learn about possible hazards and develop skills to keep themselves safe and understand basic rules, such as not running indoors and how to cross the road safely. The environment is well organised in clearly defined areas and children have ample space to move about freely. They are able to self select from a good range of quality toys and resources. For example, the youngest children enjoy sitting on cushions looking at picture books, operating cause and effect toys or crawling through tunnels.

Children are happy, confident, motivated and flourish, which results in them making very good progress in all areas of learning and development. This is particularly evident in their recognition of letters, numbers and shapes. For example, several children in the under threes room confidently count the numbers one to 10 and beyond or correctly recognise shapes, such as circle, square, rectangle and heart. Children in the preschool room are able to either write or spell and sound their name correctly. Staff demonstrate a very good knowledge and understanding of each child's individual needs, interests, likes and dislikes. Observation, planning and assessment systems are developing well and it is recognised that these are not fully developed to ensure that children's individual progress is monitored effectively.

Children have good opportunities to develop their independence and social skills and develop firm friendships with each other, often kissing one another 'goodbye' as they leave the setting. They begin to know about their own cultures and beliefs and those of other people, and recognise their differences and similarities through planned activities, resources, books and celebrating festivals from around the world. They enjoy many sensory activities which include playing with paint, sand, shaving foam, cornflour and water or oats and lentils. Children express their creativity through accessing a good range of creative materials and musical instruments. They use their imaginations well as they pretend to be different animals, such as tigers or monkeys. Children behave well and are developing good manners, particularly at mealtimes. Preschool children make a positive contribution to the daily routine and develop skills for the future as each day, a helper is chosen to set the tables with a member of staff. This helps them to develop a good understanding of the benefits of working cooperatively and helps build their confidence and sense of belonging.

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