

ABC Day Nursery

Inspection report for early years provision

Unique reference number EY216465
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Inspector Cathleen Howarth

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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

ABC Private Day Nursery registered in 2002. It is situated in Newsome, near Huddersfield. The nursery is on ground level and parents use the entrance at the front of the building, which is ramped for easy access.

The nursery has two guinea pigs and fish which are kept in the nursery.

The nursery is open weekdays from 8am to 6pm for 51 weeks of the year. It is closed for bank holidays and over the Christmas period. Children have access to the two designated outdoor play areas equipped for under two's and over three's. There is provision for children with learning difficulties and/or disabilities.

The nursery is registered by Ofsted on the Early Years Register to care for a maximum of 50 children and it is also registered on the compulsory and voluntary parts of the Childcare Register. Currently there are 69 children on roll who are on the early years register.

The nursery has operational links with other Early Years Foundation Stage (EYFS) providers. There are 15 members of staff who work directly with children. All staff hold relevant childcare qualifications. Six members of staff are working towards a level three qualification, two towards a level four qualification, and two towards Early Years Professional Status.

The nursery is a member of the National Day Nursery Association and it is working towards a quality assurance award through the local authority. The nursery has also obtained the Kirklees Healthy Options and Hygiene Gold award.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's individual needs are well met in a relaxed environment, where all children are included and involved. The professional and qualified staff team skilfully demonstrate their continuing care and commitment to children. Their knowledge and understanding of the EYFS is secure, and they deliver the framework imaginatively and with enthusiasm. They clearly have good capacity within the team to identify and make continuous improvements.

What steps need to be taken to improve provision further?

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

- ensure staff files for former students are fully maintained to show how decisions of suitability are made
- continue to develop meal time routines for pre school children and ensure this experience is tailored to meet their individual needs.

The leadership and management of the early years provision

The nursery is well led and managed. The owner is very involved in the day to day running of the provision, and she has high expectations of what staff and children can achieve. The staff team work well together in an orderly, coherent and supportive environment. They deliver the EYFS framework with exuberance and confidence and children are highly motivated to use what they know and to learn more.

Most of the records required for the safe and efficient management of the EYFS are in place. However, some staff files are not fully maintained, such as those for former students. This makes it difficult to show how decisions of suitability are made. Parents have easy access to the nursery's comprehensive policy and procedure file which is regularly reviewed and linked to the welfare requirements of the EYFS to effectively meet the needs of all children.

Staff and resources are deployed effectively and high priority is given to promoting children's safety. Detailed risk assessments are regularly reviewed to manage or eliminate potential risks to children. Reflective practice is clearly demonstrated through systems that promote continuous improvements in the children's best interest. For example, an application is pending to obtain additional resources for the pre school outdoor play area.

The following are examples of the improvements made since the last inspection. Arrangements are now in place to ensure the number of staff involved with babies personal care, such as nappy changing, is kept to a minimum. The baby's key person is responsible for changing nappies and a link person helps out when this cannot be done, for example, during staff's annual leave. These measures are in place to encourage nurturing and bonding between babies and adults, enhancing babies continuing care and development. There is also a very distinct system now in place to show how staff observe and assess children's progress towards the early learning goals, which has further promoted working in partnership with parents and others.

Staff are focused on meeting the needs of all children. Another strong feature is the very good support for children with additional needs. Early identification has positively encouraged early intervention. Staff coordinate support from other agencies well, in partnership with parents, to promote children's continuing care and development. Overall, an inclusive and welcoming service is provided.

Children are professionally safeguarded because staff fully understand their role in child protection. They know the procedures to follow should a concern arise. There are robust procedures in place to protect children's good health. For example, parents are clear about the arrangements for children who are ill or infectious. Children's records are routinely well maintained, such as accident and medication records, which are systematically signed by parents to keep them informed of their children's welfare. Parents receive good quality information about the early years provision and there are impressive transition arrangements in place to introduce

new starters to the setting, to support children through nursery and to help them prepare for school.

The quality and standards of the early years provision

Staff usually give support to children's learning and development in a consistent way to promote their independence, although, at lunch time later stage children did not pour their own drinks and some children need extra support to use a knife and fork.

Staff effectively plan purposeful play and exploration, both in and out of doors, and there is a very good balance of child-led and adult initiated activities, which results in children being active learners who can think creatively and critically. Children receive an enjoyable and challenging experience across the six areas of learning. Staff know children well and they are fully aware of their starting points, which are established in partnership with parents and through sensitive observations, continuous evaluation and assessment. Effective teaching methods sustain children's interest and scaffold children's learning in all areas. All children are encouraged to have a go. Staff's questioning methods and high expectations of what children can achieve, challenges and supports children to achieve as much as they can. As a result, children are making very good progress towards the early learning goals. This is effectively shown through well maintained individual children's development files, which enable parents to see the progress their children have made. Parents are actively encouraged to support and reinforce children's learning at home and at the setting. For example, they are working with staff and preparing to open the nursery library so that children will learn the discipline of borrowing and returning books on time. This also encourages parents to read with their children at home.

Children play with good quality toys and equipment that are checked regularly for repair and replacement. All the resources are continuously used to support children's development in all areas and most are easily accessible for children to self-select. Promoting children's welfare is an integral part of nursery life. Staff maintain high standards of hygiene and cleanliness on order to minimise the risk of the spread of infection. Children know to wash their hands after using the toilet and before meals to remove germs that can make them poorly. They know to keep walkways clear and not to play behind closed doors in order to prevent accidental injury. Children are encouraged to develop habits and behaviour appropriate to good learners. Their behaviour is exemplary. Later stage children clearly recognise the needs of others and they are respectful and considerate. They spontaneously share, take turns and are kind to each other. Minor squabbles are dealt with quickly and effectively. Children are keen to make amends and offer hugs to settle the matter. They play confidently on their own and with others and they thoroughly enjoy their time at nursery.

Staff help children to make as much progress as they can in communicating, literacy, numeracy, information and communication technology, and to develop good habits as inquisitive and independent learners. Children develop collaborative and problem solving skills to understand the wider world. This is effectively

demonstrated through their play and communications. For example, in the toddler room there is an excellent range of resources for children to explore, examine and use, such as the small world giant key fob, camera, walkie talkie, weighing scales, clock and torch. Fine motor skills are developed when children learn to twist, turn, push and pull. Children are proud of what they have achieved and they are keen to show others what they have done. Their natural interests and capabilities are effectively enhanced when they make trains and carriages out of boxes, cutting, gluing, sticking and painting. They use their imagination fully to make their creations realistic. They make the sound of trains and explain every detail to the observer including where they are going.

Babies feel safe and secure in a familiar, predictable and cosy environment. They are clearly being encouraged to use all their senses when they play with a wide range of natural resources, such as pine cones, fabrics and hand made shakers. There are good adult-led activities that captivate and fascinate the very young, such as hand painting, mixing various colours with their hands and feeling different textures. Later stage children express themselves through classical music when they paint. They make dramatic swirls with the paint brush and make all sorts of designs according to how the music makes them feel.

There are excellent opportunities for children to learn about good citizenship, such as through themes and topics. They made a hero collage and displayed it in the corridor. Children and parents were actively involved in the project and raised funds for families of soldiers injured at war. Children drew their own heroes, like mummy and daddy.

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?	1
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?	1
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