

Blue Skies Day Nursery

Inspection report for early years provision

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Inspector Sylvia Cornock

Setting address 184 Crewe Road, Alsager, STOKE-ON-TRENT, ST7 2JA

Telephone number 01270 883893
Email a.cooper3@btconnect.com
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).

Description of the setting

Blue Skies Day Nursery moved to the present premises and registered in 2007. The nursery is privately owned and operates from a house in Alsager. The whole of the house is used for the care of children. All children share access to a secure outdoor play area.

A maximum of 31 children in the early years may attend the nursery at any one time. The nursery is registered on the Early Years Register. The nursery is open each week day from 07.00 until 18.00 all the year round. The setting currently have no children with additional needs or children who speak English as an additional language. There are currently 48 children on roll. There are 11 members of staff, of whom all hold appropriate early years qualifications.

The setting receives support from the local authority pedagogue and they are members of the National Day Nursery Association (NDNA) and the Local Day Nursery Association.

Overall effectiveness of the early years provision

Overall the provision is satisfactory. Staff ensure children's individual needs are met through working with parents, other settings or professionals. Children are kept safe through regular risk assessments of the premises and for outings being taken. Children are treated with equal concern which enables them to feel valued. The recommendations from the last inspection have been addressed. Most aspects of children's welfare are promoted successfully, however, staff lack some knowledge of child protection procedures in relation to allegations made. Management are committed to meeting the training needs of staff to improve the quality of care and education within EYFS. They recognise the need to develop their systems for evaluating the planning and observations to support the next steps of children's learning. They also recognise the need to involve parents and family members in the children's learning in order to bring about improvement.

What steps need to be taken to improve provision further?

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

- ensure all members of staff understand the safeguarding policy and procedure to include the procedure to be followed in the event of an allegation being made against a member of staff
- develop systems to evaluate planning and observations of children's progress and achievements to ensure individual children's next steps in their learning and development are established
- ensure parents are fully involved in their child's learning and progress
- further develop staffs knowledge and skills of EYFS.

The leadership and management of the early years provision

Management ensure effective vetting procedures for all adults working with children are suitable and the required ratio of qualified staff is in place, therefore this aspect of children's welfare is promoted. They have identified the training needs of staff through some appraisals and staff meetings especially for EYFS. All policies and procedures are in place, however, although the safeguarding policy includes the procedure to be followed in the event of allegations against staff or others, it is not clearly written, therefore some staff are unclear of how to implement this procedure. A written safeguarding policy is shared with parents. Risk assessments are undertaken and children move around the available space freely and safely. Required records are all in place and stored in a confidential manner.

Areas used by the children are bright and welcoming with many examples of the children's work displayed for parents and carers and children to view. The children have access to a range of good quality toys and resources. Some staff are allocated to work with specific groups of children, ensuring consistency of staff for children. However, the key person system is being revised and is not yet fully operational within the pre-school room. The management and staff offer a total inclusive policy where all children are welcomed and supported in their individual needs and work closely with parents and others.

The provider and manager are aware of and committed to the need for continual improvement. They are aware of the setting's strengths and areas for improvement, and have implemented systems for self-evaluation to identify gaps in the provision and they are aware of what improvements need to be made.

Parents receive a brochure with information about the setting. Staff work carefully with parents and carers to ensure that children's needs are effectively met. However, the setting has highlighted that they could further improve working in partnership with parents to support children's learning. Parents find staff approachable as they exchange daily information about their children's welfare.

The quality and standards of the early years provision

The relationships between the staff and children are warm and caring which develops a sense of trust. The nursery is organised with accessible resources to enable children to independently select their favourite things. There is a reasonable balance of child initiated and adult led activities, with planning based on children's preferences. Planning, observations and assessment systems are not sufficiently developed by staff to ensure children achieve as much as they can, in relation to their starting points and are not used to plan for their next steps in their individual learning. Relevant information is shared between staff and parents and carers on a daily basis to meet the children's needs.

Children behave well with staff frequently giving praise to children for good behaviour and achievements. Older children are independent in their personal care

as they put on their own clothes and use the bathroom effectively. Children are confident communicators as they engage in conversations and discussion with some staff, as they play outside and talk about what they are riding or imaginative play in the play house. They are keen to talk about members of their families and their new brothers and sisters. They talk about what they are wearing explaining the different colours and sparkles. Older children independently count different items they are playing with, for example, children count the large bricks they have placed on the floor as they step from one to the other. They have the opportunity to use various games on the lap-top. Babies show fascination as they press buttons on electronic toys and listen to the different sounds.

Children enjoy trips out into the community as they take walks. They enjoy their regular dance session for music and movement. Children learn about the wider world and the environment around them. A wide variety of resources and opportunities to play outside promote children's physical development well. Younger children enjoy the ride on toys and the older children have fun as they run around playing with balls. They show skill as they negotiate using collage materials and glue various materials on their wall displays. Babies sing songs and do the actions to 'twinkle twinkle little star', older children say rhymes from memory. They can access musical instruments and engage in dance. They celebrate festivals to promote their understanding of other cultures.

Children benefit from nutritious foods to promote their growth and development. They enjoy the freshly cooked meals and fresh fruit at snack times. Staff follow hygiene practices with children, such as wearing disposable gloves and aprons during nappy changing routines. Good standards of cleanliness are maintained throughout the nursery. There is a range of safety measures in place, such as, safety gates at the bottom of the stairs to avoid accidental injury to children and staff ensure older children use the play areas safely.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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