

Stockton on the Forest Day Nursery

Inspection report for early years provision

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Inspection date

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Inspector

Diane Lynn Turner

Setting address

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Stockton on the Forest Day Nursery was first registered in February 2007. After closing for refurbishment, it reopened in 2008. It is a privately owned and managed provision. The nursery is based on the site of Stockton on the Forest Primary School in the village of Stockton on the Forest, which is situated on the outskirts of York. Care is provided in a single storey building with two main playrooms, one of which has a separate area for babies. Office and kitchen facilities are available and there is a secure enclosed area for outdoor play to the rear of the premises. The nursery is open Monday to Friday from 7.30am to 6.30pm all year round, with the exception of bank holidays and the week between Christmas and the New Year. There is also provision for a breakfast club from 7.30am to 9am and an after school club from 3.15pm to 6.30pm, which operates from a classroom in the school during term time only.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 26 children under eight years at any one time, all of whom may be in the early years age group. There are currently 30 children on roll, 21 of whom are within the early years age group. There are six staff, including the manager, employed to work with the children, five of whom have relevant childcare qualifications at level 3 or 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very warm and welcoming environment where staff pay good attention to meeting their individual care and learning needs. A varied and interesting range of activities is provided, which overall support children very effectively in making good progress in their learning and development. Effective policies and procedures underpin the safe and efficient management of the nursery, and very good partnerships are fostered with the parents. The nursery is an active member of the local childcare partnership but has yet to establish effective links with providers of other settings the children also attend. Good attention is paid to self-evaluation as a means of ensuring continuous improvement, thereby enhancing the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the assessment systems for monitoring and tracking children's progress in their learning and development
- establish relationships with providers of other settings the children also attend to ensure a shared approach to their learning and development
- develop the opportunities and resources to support children's understanding

of information and communication technology.

The effectiveness of leadership and management of the early years provision

Good attention is paid to safeguarding children. For example, effective recruitment and vetting procedures ensure they are cared for by suitable people, and great care is taken to ensure the premises remain safe and secure in all areas. Daily checks are undertaken prior to the children arriving to minimise any potential hazards, and staff have a good understanding of their responsibilities in regards to child protection issues. All areas of the setting are well organised. The colourful displays and well presented resources ensure the environment is bright and stimulating, which inspires and motivates the children to learn. Effective systems for planning, observation and assessment are in place and clearly show how the next steps in children's individual learning will be promoted. However, the systems to ensure regular summative assessments are carried out to help track children's progress in all areas are not yet fully developed.

The friendly and dedicated staff team work very well together. They are very keen to improve their practice through training and their commitment to their roles as the children's key person shows they value the uniqueness of each child. The owner has a clear vision of what she wants to achieve in terms of outcomes for children and this is shared by the staff team, who all contribute to the self-evaluation process. Good use is made of the Ofsted self-evaluation form, which clearly identifies the nursery's strengths and prioritises areas for development to ensure continuous improvement. All of the actions raised at the last inspection have been successfully addressed and the garden area has recently been refurbished. This has had a significant impact on improving the opportunities for children to take part in purposeful outdoor play. In addition, the nursery is currently working towards a recognised quality assurance award.

Good attention is paid to promoting equality of opportunity and to ensuring the setting is open to all children and their families. For example, staff use a range of effective means to aid communication with children who speak English as an additional language. As much information as possible is obtained prior to all children starting their placements, which helps staff to identify the starting points in their learning and how their care routines can be met. Very good relationships are promoted with the parents. They are kept fully informed of all aspects of the nursery, both as new users and on an ongoing basis. They receive information about the policies and procedures, regular newsletters are sent out, open days are held and daily diaries are completed for all children. Staff also ensure parents are kept well informed of their child's learning and development by sending their learning journeys home each month for them to view. A comments box is available in the entrance and regular questionnaires are sent out to gauge their continuing satisfaction of the service. Parents are very keen to express their confidence in the setting and the staff. However, links with providers of other settings the children also attend have not yet been established in order to promote a shared approach to their care and learning.

The quality and standards of the early years provision and outcomes for children

Staff have a good understanding of the Early Years Foundation Stage and how children learn and develop. They form close and trusting relationships with the children and consequently, the children feel very safe and secure in their care. They learn in different ways because staff provide a good balance of child initiated play, adult directed activities and opportunities to learn outdoors. As a result, the children are able to independently choose resources that interest them and to enjoy group activities, such as listening to stories. Staff use questioning skilfully to make the children think and use everyday routines very well to help them develop valuable life skills. For example, all children are encouraged to help set the tables for lunch and the older ones are able to independently serve their own food and pour their own drinks.

Children are encouraged to make a very positive contribution to the nursery. For example, the older ones help to write captions for the displays and were fully involved in helping to draw up the plans for the refurbishment of the outdoor area. They learn to behave very well because they know what is expected of them within the setting. They develop a good understanding of keeping themselves safe. For example, they learn to use implements with care as they help to prepare fruit for snacks and they know not to run inside, reminding each other of this. They have high self-esteem and show perseverance during difficult tasks, such as learning to make sounds using a harmonica, beaming with pride when they finally achieve this. The very young ones delight in helping to make their own dough, after which they explore the texture and use tools, such as cutters and rolling pins, which also helps them develop their fine motor skills.

Good attention is paid to promoting children's communication, language and literacy skills. All children thoroughly enjoy looking at books and listening to stories. The very young ones join in with action rhymes and songs with great enthusiasm, particularly 'row, row your boat'. The older ones show a great interest in mark making and letter sounds, and as a result, they confidently find their name cards at registration and make very good attempts to write their own name.

Children's good health is promoted very well. Staff follow effective procedures in their daily routines and encourage the children to do so in their personal care. As a result, the children know they need to wash their hands before mealtimes, confidently explaining that this helps to get rid of germs that may make them ill. The children develop a very positive attitude towards being outside in the fresh air and show good control of their bodies as they take part in various activities in this area. For example, they run and chase without bumps as they pretend they are being followed by a 'monster', and the youngest ones use the slide in their area very confidently. Older children enjoy exploring the properties of snow, describing how this makes their hands feel cold and how it makes 'juice' as it melts. They have opportunities to learn about living things as they tend their plants in the garden and they learn about other cultures as they celebrate festivals, such as the Chinese New Year. All of these effectively support their knowledge and understanding of the world. Currently, the resources to support children's

understanding of information and communication technology are limited. However, staff have identified the gap and resources are on order.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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