

Elan Day Nursery

Inspection report for early years provision

Unique reference number

EY305006

Inspection date

14/08/2009

Inspector

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Setting address

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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

Elan Day Nursery is privately owned and opened in 2005. It operates from self-contained premises in Haywards Heath, West Sussex, which are wheelchair accessible. The children use four main rooms, and the nursery also has access to separate kitchen, toilets and staff facilities. There is a small outdoor play area and a large studio available on the ground floor for physical games. Staff also take all children to the nearby public park every day.

The nursery opens five days a week for 51 weeks of the year. Sessions are from 07:00 to 18:00. A maximum of 72 children aged under eight years may attend the nursery at any one time. There are currently 104 children attending who are all within the Early Years Foundation Stage (EYFS). The nursery provides funded early education for three- and four-year olds. The children are drawn from the surrounding urban and rural areas. The provision is registered by Ofsted on the compulsory part of the Childcare Register. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. There are 24 members of staff who work directly with the children. Of these, two hold Early Years Professional status, 16 hold other appropriate early years qualifications, and two are in training.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children flourish because of the consistently high standards and make exceptional progress in all areas of their development. Staff work very effectively with children and their families to create a fully inclusive environment, where each child's needs, preferences and learning style are known, respected and met. The registered person provides very effective support to the manager. Together they create and maintain an inspirational culture of continuous improvement throughout the nursery.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing the organisation of everyday routines such as outings to maximise the time children spend in purposeful activity.

The leadership and management of the early years provision

The leadership and management team provide outstanding support to all staff throughout the nursery. They regularly review all aspects of the nursery and identify clear areas for future development. They put in place excellent systems for monitoring their progress and fully understand how improvements benefit the children. Their strong leadership inspires staff to assess and develop their own work. Staff work together to create a challenging and exciting environment. They

have made imaginative use of the available space to create a small outdoor play area to enhance children's opportunities to play outside. Staff ensure all children are taken to the nearby park every day. However, the organisation of outings does not always ensure that children spend as much time as possible in active play. Staff assess the impact of their practice on different groups of children to ensure that their provision reflects the interests and learning styles of all the children.

Children are well-protected through strong safeguarding procedures. Staff understand how to recognise and respond to child protection concerns and the procedures to support them are detailed and comprehensive. There are rigorous procedures to ensure that children are cared for by suitably qualified and experienced staff. Each staff member is very well supported in developing his or her professional skills and this results in consistently good practice throughout the nursery. Staff work in partnership with other early years settings that children attend and with the schools to which they transfer. This means that the needs of all children, particularly those with learning difficulties and/or disabilities, receive the care and support they need. Parents are fully included as partners in their children's care and learning. They feel very welcome at the setting and staff work flexibly by, for example, using email to exchange information. Parents are welcomed into the nursery to share information about their jobs, interests and enthusiasms with the children. All the documentation required to support children's welfare is in place and regularly reviewed. Updated documents are prominently displayed to ensure parents are fully aware of any changes.

The quality and standards of the early years provision

Staff work closely with the local authority to monitor and update their systems for observing, assessing, planning and reviewing children's learning. Staff receive excellent support from managers to ensure they fully understand the systems and use them effectively to plan for each child's future learning needs. Support for children who are acquiring more than one language is very effective. Staff work closely with parents to establish how families use their languages. They learn key words and phrases to enable them to communicate effectively and children enjoy the security of using their home languages at the setting wherever possible. Older children learn to respect linguistic diversity and are proud of their ability to greet people in different languages. Children benefit from a safe, secure environment, which is carefully planned to provide rich, stimulating learning experiences. Staff provide clear boundaries and have consistent, age-appropriate expectations. Children understand how to behave because they discuss and help decide on the positive behaviour rules. Staff use everyday routines such as mealtimes to help children learn about healthy food and good hygiene.

Children are eager to take part in a wide range of interesting activities indoors and out. Staff talk to children about what they do and encourage them to express their own ideas. Children develop exceptionally clear, articulate speech because of the excellent models provided by all the staff. For example, two-year-old children describe the colours they use and the textures they feel as they experiment with finger paint. Staff take time to talk with children individually about their interests. Babies develop close, affectionate relationships with the staff caring for them. Staff

promote their communication skills by responding to their vocalisations. Children have excellent opportunities to develop their understanding of technology. For instance, two-year-old children use a simple camera independently and four-year-olds confidently use a keyboard to type their names. They can explain that a touch-sensitive screen means they do not need a mouse, and they understand how to use a printer.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
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?	1

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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