

Granta Park Day Nursery

Inspection report for early years provision

Unique reference number 259680
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Inspector Deborah Kerry

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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

Granta Park Day Nursery is one of eight nurseries run by Sunhill Daycare (Europe) Ltd. The group registered in 2001 and operates from a purpose-built building on a science park near Great Abington. All children share access to a secure enclosed outdoor play area. The premises are accessible via a low step.

A maximum of 75 children may attend the nursery at any one time. The facility is open each weekday from 07.30 until 18.30 for 51 weeks of the year (excluding Bank Holidays). This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 76 children aged from birth to under five years on roll. Of these, 14 children receive funding for early education. Children come from the local and wider community. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 22 members of staff, of whom 13, including the manager, hold an appropriate early years qualification. There is one member of staff working towards a qualification.

The nursery is supported by the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare, learning and development in the Early Years Foundation Stage (EYFS) is well provided for. Children's individual needs are fully supported by their key person and through regular discussions and feedback with parents. The setting has established systems to ensure that they continue to improve their provision for children through regular evaluation of their practice. There is an effective action plan in place which is used on a regular basis to identify any areas for improvements and includes all action taken which shows the nursery's commitment to improving their practice.

What steps need to be taken to improve provision further?

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

- develop further partnership working to provide opportunities for parents to be involved in their child's learning and consider ways of liaising with other providers delivering the EYFS to exchange information so children's learning and development is supported
- improve the meals provided to children to ensure they are healthy, balanced and nutritious
- promote children's understanding on diversity through activities and resources that encourage children to talk about similarities and difference and help children to learn to value aspects of their own and other people's

lives.

The leadership and management of the early years provision

Staff are fully aware of the steps to take should they have concerns regarding a child's welfare. They have clear systems in place for reporting any concerns which ensures that children's welfare is a high priority. The nursery undertakes written risk assessments for all areas and equipment within the setting to ensure that children are not exposed to any dangers.

The nursery have a range of clear, effective policies and procedures in place to support their good practice which are reviewed and updated to ensure they meet current legislation requirements. Parents complete an 'entry record' for their children which informs staff of their interests and capabilities to support their learning. Parents are encouraged to support their child's learning by keeping staff informed about their achievements, interests and the activities they have undertaken at home. However, not all parents support their child's learning in this way. The nursery holds parents' evenings twice a year and open mornings each term to allow parents to come in and spend time looking at the activities their children enjoy; this provides opportunities to talk to their child's key person and to see their progress records. Parents are also provided with questionnaires to complete for feedback on the nursery's practice.

Staff are fully supported in their training and development, which effectively helps them to promote children's welfare and learning. They have established systems to monitor practice in the setting which involves all staff and parents; this helps to identify any weaknesses and what action is taken for improvement. The action plan shows that there are plans in place for improving access to the outside play area to support children's independence and choice. Systems to exchange information with other settings delivering the EYFS on children's learning and development have not yet been established. A Montessori teacher has recently started at the nursery and is introducing children to the resources and activities to support their learning and development. The nursery also has a member of staff who has gained Early Years Professional Status and supports all staff in developing their knowledge and practice around the EYFS.

The quality and standards of the early years provision

Children are provided with a variety of foods for meal and snack times which promote their good health. Children have fruit for snack, however, meals are not always nutritionally balanced to include vegetables or salad to promote children's health and understanding of healthy eating. Staff follow good hygiene procedures. For example, tables are cleaned before meals and snacks, children know that they wash their hands to remove germs before they eat. Children's physical development is promoted as they access the outside play area, where they can run, climb, ride, throw and catch balls; however, access to the outside area is not fully accessible to all children. Children are beginning to develop an understanding on the wider world as they listen to music from other cultures and staff obtain key

words in their home language to support children where English is a second language. However, there are limited resources available to fully promote children's understanding in this area.

Children with additional needs are fully supported by staff, through developing individual plans to ensure they are making progress in their development. Staff undertake regular observations on children's interests which are then incorporated into the weekly plans. This ensures that activities can be included to meet their individual needs and that they make continued progress in their learning and development. Staff plan activities for their key children to ensure that the next step in their learning is followed up and to ensure that children are achieving and making progress. All staff take turns in planning for children's learning and their achievements are recorded in their progress records. Children enjoy talking about the weather; they say "we saw a rainbow" which supports their understanding on the environment. They are confident communicators and talk about their home and families.

Some children are able to recognise the letters in their names; they choose books to look at and enjoy listening to stories read to them by staff which develops their understanding on literacy. Children build towers with bricks and use mathematical language like bigger and smaller when comparing size. Staff are good role models for children; they support their behaviour in a positive way and encourage them to share, take turns and tidy away resources at the end of a session. All children are supported appropriately by staff during activities which helps to promote their self-esteem and independence.

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?	3
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?	3
How well are children helped to enjoy and achieve?	2
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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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