

Primary Colours Day Nursery

Inspection report for early years provision

Unique reference number 142858
Inspection date 28/07/2009
Inspector Jane Burchall

Setting address The Trident Youth Hut, Galmington Road, Taunton,
Somerset, TA1 5NN
Telephone number 01823 334507 or 07747 708069
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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).

Description of the setting

Primary Colours is a privately owned day nursery. It opened in 1999 and operates from a playroom with kitchen and toilet facilities, in a building on the Trident Youth Hut site. It is situated in the Galmington area of Taunton. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 17.45 for 50 weeks of the year. Children attend for a variety of sessions. All children share access to a secure enclosed outdoor play area.

There are currently 35 children aged from two to under five years on roll. The setting is in receipt of funding for early education. Children come from the local area.

The nursery employs six members of staff. Four hold appropriate early years qualifications and two are working towards NVQ level 3. One member of staff is working towards a degree in Early Childhood Studies and a further towards a foundation degree. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Staff sensitively cater for children's individual welfare needs, such as their dietary requirements. They are aware of which children need extra support and work with parents to identify relevant strategies, for example by increasing staffing to provide one-to-one support where appropriate. Relevant key areas for development have been identified by staff and management, and plans are in place in order to continually improve both the setting and outcomes for children.

What steps need to be taken to improve provision further?

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

- increase parents' awareness of the details of how to contact Ofsted should they have a concern
- improve the assessment of younger children's progress and ensure next steps in their learning are identified to inform the planning of suitable experiences to secure their progression towards the early learning goals.

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain an accurate daily record of children's hours of attendance (Documentation).

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The leadership and management of the early years provision

Children's welfare is safeguarded by staff who have an adequate knowledge of how to protect children. Risk assessments are regularly conducted and issues identified are dealt with quickly. For example, when a broken gate is identified, staff immediately gain assistance in mending it to ensure children remain safe. However, the system for maintaining a record of children's hours of attendance is not secure as their time of departure is not always recorded. This is a breach of requirements. In addition, on occasion, the setting has operated outside of its conditions of registration by caring for a child under the age of two years. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

Overall, parents express their satisfaction and have good relationships with staff. Relevant information is exchanged to ensure children's welfare and learning and development needs are considered. Although the details of Ofsted and the complaints procedure are displayed, these are amongst other many documents and parents are not always sufficiently aware of how to contact Ofsted should they have a concern.

Whilst some partnerships have been developed with others who deliver the Early Years Foundation Stage to children at the setting, these are not consistent. As a result, the setting cannot assure that children who attend more than one setting are covering the full curriculum nor can they ensure they avoid unnecessary repetition. This is an area the setting are aware of and are considering relevant strategies.

Systems to reflect on practice enable both staff and management to identify other relevant areas for development. These are sufficiently focused to bring about improvements in outcomes for children. For example, in order to improve children's access to learning outdoors, a grant has been secured and the outdoor play area is currently under reconstruction. Staff and management are also aware of weaknesses within the assessment of younger children's learning. However, some areas for development have gone unnoticed such as having a full understanding of the conditions of registration.

The quality and standards of the early years provision

Children work well together and are developing good relationships with staff and with each other. Older children understand the needs of their younger peers and know how to be good role models. For example, they know if they do not use scissors properly the younger children may copy them and hurt themselves. Staff's calm and caring approach towards children results in children who are well behaved and considerate towards each other. Children respond well to requests from staff such as helping to lay the table for breakfast and tidying up toys. They are confident to seek help from staff, however, they are not always supported to develop skills of independence such as resolving conflicts for themselves as staff step in unnecessarily, or being able to serve themselves at mealtimes as staff

prepare snacks, plate up meals and pour drinks for them.

Older children are able to think through problems and identify solutions as staff support them well, using effective questioning techniques. For example, a group of children work together with a member of staff to build a 'den' from large construction equipment. Questions such as 'What do you think we need to do to stop this falling over?' and 'How many more do we need to make this stand up?' are successful in helping the children to effectively work out what they need to do. Children gain satisfaction from being able to see their chosen activities through to the end as staff regularly do not allow the routine to dictate when activities should come to an end. For example, children who are enjoying making marks at the drawing table are encouraged to finish what they are doing before joining the other children for breakfast. All children are beginning to make marks for a purpose. Older children form recognisable letters from their names and even the youngest children make their own mark to 'name' their paintings.

Children are learning about how to keep themselves healthy. For example, they explore what foods are good for our teeth, take part in games about healthy eating and follow projects on where vegetables grow, how to cook them and why they are good for us. They make good use of IT to support their learning as they research on the internet which foods are good for our teeth and use a digital camera to record their experiences. However, learning is not always reinforced in the setting's routines. For example, whilst children talk about what foods are good for our teeth and which are not, they are served sugar coated cereals for their breakfast.

Children are supported in taking controlled risks in their outside play, such as rolling along together in a tube and learning how to master using a scooter. They learn about how to keep themselves safe as they learn how to using equipment safely, and through visits from people in the local community such as the fire brigade and police.

However, younger children are not always well engaged in activities which are suitable to ensure their good progress. For example, group activities, such as story time and singing, do not always capture their interests and at such times, younger children are left to wander without direction. This is because the assessment of younger children's progress is not as secure as that for the older children. Staff conduct regular and comprehensive assessments of the progress of older children, and have a clear understanding of what they know and can do. Therefore, activities provided aid their progression. Less emphasis has been given to the assessment of younger children's progress and, therefore, experiences provided are not always successful in securing the progression of this group of children.

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?	3
How well are children helped to be healthy?	3
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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