

# Minnows Children's Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY359117
<b>Inspection date</b>	07/07/2009
<b>Inspector</b>	Vivienne Dempsey
<b>Setting address</b>	39 Turford Avenue, Middlesbrough, Cleveland, TS3 9AT
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<b>Email</b>	
<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Minnows Children's Day Nursery is one of a number of provisions owned by the Nunthorpe Nursery group. It operates from a single story building in the Brambles Farm area of Middlesbrough.

A maximum of 78 children aged in the early years range may attend the setting at any one time. There are currently 58 children on roll, of these, five children receive funding for nursery education. The nursery also receives funding for two year old pilot scheme of which eight attend. The nursery is open each weekday from 07.30 to 18.00 all year round. Children share access to a secure, enclosed outdoor play area. The setting is also registered on the compulsory and voluntary parts of the Childcare Register.

Children attend from within the local community. Staff also drop off and collect some children from four local primary schools. The nursery employs eight members of staff eight to work directly with the children, of these, six are employed on a full-time basis and all have a suitable early years qualification. Additional staff are employed by the nursery to undertake cooking and domestic duties.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Due to good partnership with parents, partners and other agencies the individual needs and interests of all children are identified and supported well. Good systems are in place to help children learn and develop and in relation to their starting points, children are making good progress towards the early learning goals. Staff are keen and committed to developing the service provided. Good systems are in place to ensure continuous improvement and staff work closely with local authority advisors to improve outcomes for all children.

## **What steps need to be taken to improve provision further?**

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

- further develop outdoor environment to enable children to develop awareness of the natural environment
- continue to develop observation, assessment and planning systems to further promote children's learning and development
- develop hygiene routines to help prevent the spread of infection, for example, washing tables and highchairs between courses at meal times.

## **The leadership and management of the early years provision**

Staff work well together as a team to meet the needs of all children. The documentation, policies and procedures required for the safe and efficient management of the setting are in place and shared with parents and staff. This helps to ensure children are safeguarded, included and their individual needs met. Staff undergo regular appraisals, which identifies areas for improvement and training needs. They work closely with other settings in the group, sharing ideas, information and best practice. The Ofsted self-evaluation form and feedback from parents, children and other professionals is used to identify strengths and areas for development and clear action plans are set accordingly.

Staff have a clear understanding of their roles and responsibilities to safeguard children. An effective safeguarding children policy and procedure is implemented and a designated members of staff have attended child protection training. The premises both indoors and outdoors are safe and secure and children cant leave the premises unsupervised. Written records of all medicines administered to children are kept and parents are informed, which helps to promote the good health of children.

Good partnerships with parents and partners have been developed. Parents speak highly about the care provided, they 'feel staff do a great job and always feel welcome.' Links with local schools have been developed to help support transition from the setting to school and to promote children's learning and development. Parents receive regular reports which provided them with information regarding children's progress in all areas of their learning and they are given a variety of opportunities to be involved in their child's learning and development.

## **The quality and standards of the early years provision**

Staff have a good understanding of the Early Years Foundation Stage (EYFS) learning and development requirements. A variety of systems are in place to observe, assess and plan for the individual needs and interests of all children. Assessment tools clearly show children's progress towards the early learning goals. However, systems are currently being reviewed to clearly show how observations are used to inform future planning to further promote children's learning and development.

Staff provide a stimulating and welcoming learning environment. All resources are freely available, giving children opportunity to make choices and decisions about what they do. A good balance of child initiated and adult led activities are available and children are keen to join in with group stories and letter and sound activities. They enjoy listening to and joining in with 'Going on a bear hunt' and confidently predict what will happen next. Staff encourage children to develop habits and behaviours appropriate to good learners. For example, children sit patiently for their turn during listening activities and eagerly name the sounds made in the box, such as, paper tearing, bells jingerling and shakers shaking. Babies have fun with a wide variety of natural and household items, such as, pans, utensils, different

textured materials and fur cones, which helps to develop their early investigating skills.

Children set the table for lunch and set out their own cutlery on their own place mat. They serve their own drinks and meals, which helps develop their self-care skills and independence. Staff provide regular opportunities to develop children's understanding of healthy choices, such as taking part in food tasting activities. Staff and children wash their hands before meals, developing children's awareness of healthy routines, however, tables and babies highchairs are not always cleaned between courses at lunch time, which does not fully prevent the spread of infection. They have regular opportunities to be active in the outdoor area, riding bikes and balancing on low level beams, which also helps to develop children's physical skills. However, opportunities in the outdoor environment for children to investigate the natural world is restricted.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met