

Palfrey Day Nursery

Inspection report for early years provision

Unique reference number	254477
Inspection date	09/07/2009
Inspector	Victoria Turner

Setting address	Palfrey Community Centre, Milton Street, Walsall, West Midlands, WS1 4LA
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Telephone number	01922 649716
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Email

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.

Description of the setting

Palfrey Day Nursery opened in 2000. It operates from three rooms within Palfrey community building in Palfrey, Walsall. The nursery serves the local area. There are currently 99 children on roll from six months to five years. The setting is also registered to accept babies. Children attend for a variety of sessions. The setting currently supports children with learning difficulties and/or disabilities and those at an early stage of learning English.

The group opens five days a week all year round. Sessions are from 08.00 to 18.00 with an additional breakfast club opening from 08.00 to 09.00 and a tea time club from 16.00 to 18.00.

Seven full-time and seven part-time staff work directly with the children. All staff have early years qualifications to a National Vocational Qualification Level 3 and a paediatric first aid certificate. Three full-time students work with the children. The setting receives support from the community association, Sure Start and the local authority. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Disabled access is via a ramp and there is a disabled toilet.

Overall effectiveness of the early years provision

Provision at Palfrey Day Nursery is outstanding. The quality of learning and personal development is outstanding. Planning is thorough and care is taken to ensure that the needs and interests of the children are met. All children are successfully included, because of the excellent support that they receive from their parents, bilingual practitioners, and from an extensive range of external services. The welfare of the children is paramount and procedures in place for safeguarding children are outstanding. Strong leadership and management means that there is a outstanding capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- extend information computer technology provision to the two to three year olds so that they have access to a computer
- continue to develop the outdoor learning environment in order to provide more opportunities for children to learn and develop in all areas

The leadership and management of the early years provision

The manager provides strong leadership and management. Excellent links with parents, the primary school, Sure Start, Walsall Children's Services, the

Consultation Inclusion Support Services, the Toy Library, and Walsall Library Children's Services ensure that children's welfare needs are well met and they are achieving as well as they can. An open door policy, parents forum meetings, and daily reports mean that parents are very well informed about their children's learning and welfare. Parents say that the setting is 'fantastic', 'the staff have been a godsend' and 'staff are really supportive.' They say that the children settle in well and form strong bonds with the adults.

Staff take particular care to safeguard the children. All members of staff are thoroughly checked and follow safe hygienic procedures especially with the babies. Regular risk assessments and daily health checks ensures that the learning and play environment is safe. There is an intercom door entry system for entering the main building and every room which means that no one can enter or leave the rooms without an electronic fob. Special attention is paid to children's dietary and religious requirements and all meals are now meat free with a soya vegetable base.

The staff are suitably qualified and are highly committed to updating their training and improving their skills. They all hold an early years qualification, a paediatric first aid certificate and have been trained in food hygiene and child protection.

The manager and deputy manager know the setting well and have a clear understanding of its strengths and areas for development. They are constantly evaluating the provision and have identified areas for improvement. These include more parental involvement, weekly diaries, self-registration for the children and opportunities for staff to visit settings with best practice. All recommendations from the last inspection have been fully addressed.

The quality and standards of the early years provision

Children and babies make good progress in their learning and development. 'Learning Journeys' indicate that children who have been at the setting for longer periods make significant progress towards the early learning goals. Thorough but flexible planning for both indoors and outdoors and assessment procedures means that individual children's learning needs are well met. Regular meaningful observations identify the next steps in order to build on their prior learning. There is a good balance of child initiated and adult-led activities. Children follow their own interests and are given time to think and ask questions. Suitable and interesting resources offer opportunities for children to explore and investigate their surroundings. A group of seven children explore percussion instruments and the sounds that they make. 'What can you hear?' 'It's like rain' 'A frog'. A wide range of suitable outdoor equipment supports physical development; however, the outdoor provision is not yet fully developed to allow access to all areas of learning. The pre-school children have access to a computer which enables them to develop their skills in various areas of learning. They take their own photos with a digital camera and programme 'Bee-Bot' to move around the room.

The babies have a number of toys that stimulate their curiosity but the toddlers do not yet have access to a computer. They choose their own activities and make

choices at snack time. The sensory room is an exciting feature of this setting, offering babies and children the opportunity to engage in sensory exploration. The fibre optic lights, the bubble tube, textured discs, scarves in different fabrics, the night box and aromatherapy, provide varied sensory experiences.

Parents are very well informed of the children's progress on a daily basis. Children's welfare is a strength and children are exceptionally well cared for. Child information sheets and care plans ensure that babies' needs are met. Makaton signs are used to aid communication in all the rooms. Bilingual practitioners communicate with children who are at an early stage of learning English so that they are all included. The setting is involved with the 'Every Child a Talker' project and has identified areas of the provision where resources to promote language development are lacking.

Children learn good hygiene habits as they wash their hands before snacks, and after using the toilets. They brush their teeth after meals and can access fresh drinking water throughout the day. Children know the rules and boundaries for staying safe. For example, they know that they should not climb on the tables nor run around in the nursery. Children behave exceptionally well because the adults have high expectations and they understand the rules of 'good sitting', 'good listening', 'good looking' and 'kind hands'. They wait patiently for their turn and are considerate to one another. Children are happy, confident and interact well with each other and adults. They learn about their community by visiting the local shops, and local places of worship including the mosque, the temple and the church. They have taken a bus ride into town and have also visited the zoo and the farm.

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?	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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