

Knutsford Day Nursery Ltd

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Knutsford Day Nursery was registered in 2005. The setting is privately owned and operates from a converted library in the heart of Knutsford, Cheshire. Children are cared for within three rooms located on one floor with level access. There is a secure area available for outdoor play. A maximum of 64 children aged three months to five years may attend the setting at any one time. The setting is open five days a week from 8.00am. to 6.00pm all year round with out of hours times available from 7.30am. to 7.00pm. Children attend from the local community and surrounding areas.

There are currently 55 children on roll aged from five months to four years. All of these are within the Early Years Foundation Stage (EYFS). The setting receives funding for nursery education. The setting is able to support children with learning difficulties and disabilities and children who speak English as an additional language.

The setting employs 13 members of staff including the manager. There is one member of staff who has a degree in early years. Five staff are qualified to level three in early years and two staff are qualified to level two. The remaining five staff are working towards graduate early years professional status, the early years foundation degree, and level three qualifications. In addition, the setting employs a cook and receives support from the local authority early years advisory team. The provision is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff successfully recognise the uniqueness of each child and support each one to make good progress in their learning and development. Children's welfare is promoted well and partnerships with parents are sensitive and flexible to individual circumstances. Partnerships in the wider context and a few internal systems require further development to maximise children's progress and fully secure continuity of care. Nevertheless, managers accurately identify weaker areas and have both ability and commitment to make further improvements, demonstrated by their self-evaluation form and the action taken since the last inspection.

What steps need to be taken to improve provision further?

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

- maximise children's progress by keeping developmental records current and using the observations to make regular individual assessments of progress and next steps plans which all staff use and share on a regular basis with parents and others working with the child
- improve use of the development record and key worker system when

- children move room or move on to school, so that continuity of care and secure relationships with key adults assure progress
- ensure that policies and procedures accurately reflect how the nursery actually runs and meet the requirements of the EYFS.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because the setting is well organised and prioritises safety. Staff are suitably vetted, qualified, trained and supported and they know the procedures for dealing with concerns about abuse. All staff take responsibility and use vigilance and risk assessments to ensure children's health and safety within home rooms as well as outside and on outings. The manager is the designated member of staff responsible for safeguarding children, but all staff are involved in teaching children how to adopt safe practices and liaising with parents each day to ensure that there is consistent care. Closed circuit television; use of 'turtle busses' for outings with young children; and displayed information about child protection, health issues and how to complain or give feedback, make the setting's commitment to health and safety very clear.

Those in charge support all staff and have a clear understanding of what it is like for each child because they spend time in the rooms. They all have shared vision and ambition because managers take into account the views of children, staff and parents welcome the advice and support of the early years instructor. The setting effectively identifies their strengths and weaknesses and have made good progress since the last inspection. The environment and resources are now of a high standard and set out accessibly to promote active participation and child initiated play and discovery. All staff are committed to sustaining the good quality setting and providing the EYFS curriculum tailored to each child. They promote equality of opportunity by including children with special educational needs or disabilities and by supporting and continuing the language, customs, dietary requirements and celebrations of each child's family. Information is displayed all around the nursery so that children understand what they can do and feel a good sense of belonging. Day to day procedures work well to keep children healthy and safe, although some policy changes are not reflected in the written policy statements because these are not regularly reviewed or updated.

The setting welcomes parents and specialists and works well with them all to ensure consistency of care. Gradual introduction visits are unlimited and useful daily written and verbal feedback is given to parents by key workers or a designated other. When a child is progressing to the next room in the nursery information about children's interests, the new key worker and the different styles of the next room are shared. The pre school is also seeking information about children's achievements outside nursery to help the child make links and continue their learning experiences consistently in all areas of their life. However, initial assessments of children's developmental starting points upon entry and subsequent summaries of their progress are not clear or regular enough to ensure that children's progress is maximised and parents know what the plan is for their child's next steps. Similarly, key workers do not spend enough time with their key

children and parents at the time of room moves. Links with the various schools which children move on to are also still underdeveloped, although initial contacts have been made. Nevertheless, parents express enormous confidence in the standard of care, attention to specific needs and circumstances, communication, and their children's preparation for the future.

The quality and standards of the early years provision and outcomes for children

Children enjoy their learning and achieve well in relation to their starting points. This is because the environment and daily timetable provides children with good opportunities to choose play materials and follow their individual learning styles. Staff support children's play and weave in teaching about each of the areas of learning. Opportunities to be outside developing physical skills and knowledge and understanding of the world are fostered through regular walking trips into the town or park and use of various climbing and balancing equipment in the playground. Children's health is also well supported through a very healthy and nutritious menu and the teaching of good manners and healthy habits which minimise cross-infection. Some staff eat with children to provide a good role model and good teaching about personal health through regular hand washing is provided. Pre-school children have opportunities to be independent in serving and clearing their meals and snacks.

Children are secure and safe in the setting and feel a sense of belonging, fostered by consistent care from staff and appropriate resources. Babies have numerous sensory toys and materials to handle and reach for, including familiar household objects and furniture. Staff offer especially good care when young babies are being settled to sleep, bottle fed, or nappies changed. Music, creative and messy play and opportunities to make marks and begin to learn about words, letters and stories are improved since the last inspection. Pre-school children enjoy particularly good opportunities to choose, participate and become independent. They are confident and look after their setting and each other well because they clear up their own spillages and take turns to serve one another. They go outside on a walking trip and find mini beasts as part of their current theme and delightfully bring these to show their younger friends and former key workers in nursery.

Children behave very well and are beginning to form positive relationships. Toddlers are starting to cooperate as the key worker encourages them to share one glue pot between the small group who are making pictures. Older toddlers sing together and choose songs while they wait for lunch to be served, although staff miss opportunities to engage children in learning from helping to clear the rain water from outdoor equipment. Babies actively explore their surroundings with interest and pre-school children are developing competence with use of computers. Circle and group times are well used to give children opportunities to take an active part and include customs from their own family culture. Staff show good knowledge of the five outcomes for children and the six areas of learning and display these to remind and inspire them as they support children in learning through purposeful play and activity.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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