

Albion House Day Nursery

Inspection report for early years provision

Unique reference number	EY318956
Inspection date	14/09/2009
Inspector	Susan Riley
Setting address	9 Albion Street, Grantham, Lincolnshire, NG31 8BG
Telephone number	01476562078
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Albion House Nursery is a privately run provision. The present owner took over the nursery in 2005. It operates from a converted terraced house situated in the town centre of Grantham, Lincolnshire. The two storey premises consists of three playrooms, an entrance area and kitchen, storage areas and toilet facilities. There is an enclosed outdoor play area which includes multi-surfaces for various types of play. A maximum of 34 children may attend the nursery at any one time. There are currently 28 children attending who are within the Early Years Foundation Stage (EYFS). The provision is able to care for children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary childcare register.

The nursery is open each weekday from 7.45 am to 6.00 pm for 51 weeks of the year, closing only for all main Bank Holidays and Christmas week. The nursery employs seven members of staff. Of these, six hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well in the nursery and receive a satisfactory level of care because the well-qualified staff work closely with individual children and their families. All children make satisfactory progress in their learning and development because they enjoy an interesting range of play opportunities both indoors and outside. However, the staff are only in the early stages of developing the planning and assessment system. The manager/owner has started the self-evaluation process and is committed to ongoing improvements. They have made satisfactory improvements since the last inspection. All required policies and procedures are in place and most are effectively implemented.

What steps need to be taken to improve provision further?

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

- develop further the use of observational assessment to identify where each child is in their learning and plan more effectively for the next steps in their development
- ensure the risk assessment covers everything which a child may come into contact, with regard to the outdoor play area.

The effectiveness of leadership and management of the early years provision

Children are protected because staff have a suitable understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff

are aware of the possible signs of abuse and know what to do if they have concerns about a child. Some staff have attended training around safeguarding and the rest of the staffing team have the training within their training plans. Children are protected as the well-qualified staff team keep the premises secure and supervise the children at all times. The nursery has robust recruitment procedures in place. Detailed risk assessments are carried out to provide a safe environment. However, these are not carried out in the outside play area and children are at times placed at risk with the standing water in a container.

The manager/owner has completed a self evaluation process and identified many issues for improvement and the nursery are slowly working through their improvement plan. Parents views are sought through the suggestion box in the entrance hall and through parents questionnaires. They have completed the number of recommendations raised at the last inspection. Children benefit from the continuity of care because the staff work in close partnership with their parents. The nursery have started to have parents evenings in which all parents are invited, to spend time with the staff in discussing their child's development and progress. Parents are encouraged to share what they know about their child when they first start the nursery. They complete detailed forms about what their child can do and their individual likes and dislikes. Babies and toddler children have a daily diary which provides parents with written information about their day along with daily conversations between staff and parents.

The nursery are trying to build links with other early years providers as they recognise the importance of this in helping children with transitions, especially when moving on to school. Staff are aware of how to support children with special educational needs and have appropriate systems in place in order to fully support the child.

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

Children settle quickly in the nursery. They behave well because staff use appropriate strategies to encourage children of different ages and are good role models. Children enjoy the use of the range of toys and equipment indoors and they have regular opportunities to play outside. The children play outside at set times. Children throughout the nursery make satisfactory progress towards the early learning goals. The staff are starting to plan and provide activities that take into account children's individual learning needs. They observe and assess children's progress and they have recently started to compile learning journeys for each child as a record of their development and their time in the nursery. However, the assessments of children are not effective as they are not being undertaken at regular times. Not all staff are clear of what to do when they have identified the next steps in children's learning, this is not then planned for effectively.

All children are starting to develop their awareness of diversity through activities linked to the themes, the nursery have recognised that they do not have sufficient resources around diversity to fully promote children's awareness. Children of all

ages have access to a range of books and all children enjoy having stories read to them. Children develop mathematical skills as they count how many spots on the dice they have when playing a game. They eagerly count their fingers and toes as they are encouraged to talk about their bodies, in which they learn new words as in 'stomach'.

Children develop a good understanding of healthy lifestyles. Menus are rotated on a three weekly basis and are provided by an external school catering service. Children help themselves to drinks as they become thirsty. They soon become aware of the hand washing routines as they follow the health practices. This also promotes their independence as older children see to their own needs. Within the babies and toddler area they have recently introduced a no shoe policy to ensure the children can roll or crawl about in a clean and safe area. All areas have low storage units in order for the children to have free choice in what they want to play with. The older children enjoy themselves as they take it in turns to help with the washing of the train set and role model adult practice. Children learn about keeping themselves safe as they have visitors to the setting to talk about how to keep themselves safe. For example, the police and the fire services. When out walking they are encouraged to hold hands at all times and walk together.

The children are well-behaved and play with their friends. They are learning to share and take turns through playing small group games and are praised for waiting until their turn. When playing the older children have definite friendship groups as they ask their friends to join in playing with them. When playing outside the children have opportunities to run and chase, ride wheeled toys and climb and balance, to develop their larger muscles and benefit from the fresh air.

Babies push the buttons on simple electronic toys to make different noises as they match things together. The pre-school children freely use the computer to raise their awareness of technology. They like using construction toys and design their own models as they play with the farm set and make their own buildings. Children enjoy singing and use their muscles as they follow the actions of the songs. This also helps children to start understanding one more or less and they sing the number songs and rhymes. Activities such as these also support children's development of skills for the future.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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