

Waterloo House Day Nursery Ltd

Inspection report for early years provision

Unique reference number	303860
Inspection date	10/09/2009
Inspector	Rasmik Parmar

Setting address	3 West Parade, Halifax, West Yorkshire, HX1 2TE
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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*.

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.

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Description of the setting

Waterloo House Day Nursery Limited was registered in 1996. It operates from a converted building and has access to four rooms and a large hall area. It is situated a couple of miles from the centre of Halifax and serves the local and wider community.

The nursery is open from 7.30am to 6.00pm for 51 weeks of the year. The after school club is open from 3.00pm to 6.00pm and the holiday club is open 7.30am to 6.00pm.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is registered for a maximum of 65 children. There are currently 45 children on roll in the nursery and no children on roll in the after school club and holiday club. Children attend for a variety of sessions. The nursery supports children who use English as an additional language.

There are 10 staff who all hold appropriate early years qualifications to level 3; of these, one has a level 4 qualification.

The nursery has established links with Calderdale Early Years Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective systems in place for planning and assessment ensure that children enjoy a wide range of exciting and imaginative activities and make good progress in relation to their starting points. The uniqueness of each child is fully considered by all staff. The partnerships with parents and other agencies and providers with whom children have contact contribute to making sure that children receive any additional support they need. Effective systems for self-evaluation by the management have identified priorities for future development to ensure a service that is responsive to the needs of all families. Recommendations from the previous inspection have been fully met as part of maintaining continuous improvement. Robust steps are taken to safeguard children.

What steps need to be taken to improve provision further?

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

- further develop the outdoor play area to include continuous provision and opportunities with the natural world.

The effectiveness of leadership and management of the early years provision

The staff team have a secure knowledge of the Early Years Foundation Stage, which is implemented effectively within the setting. Procedures for the safeguarding of children are understood by all staff, who are clear about their role in protecting children. The security of the premises is of paramount importance to ensure the safety of children and all visitors are monitored and a record is kept. Thorough risk assessments ensure that any hazards to children, both indoors and outdoors, are minimised. Staff organise themselves well to supervise and support children and are very aware of their roles and responsibilities. All staff hold childcare qualifications, including first aid, and they have good opportunities to enhance their skills through further training. All regulatory records are maintained appropriately and a wide range of comprehensive policies and procedures is implemented effectively.

Effective partnerships are in place with local schools where children will be moving to. The staff and teachers ensure a smooth transition from nursery to school as they liaise closely with each other for the benefit of children. The teachers have visited the nursery to introduce themselves to children and find out background information. Children have also visited their new schools, met their teachers and have the opportunity to meet other children. Staff also talk to children about what to expect at their new school in order to allay any fears.

A great deal of progress has been made in building relationships with parents, and staff show a strong determination in overcoming language barriers. They use the family's home language where possible to welcome children and their parents. Staff have used visual signs and words and actively engage with parents to find out information about their life at home and culture. Hence, the needs of all children are very well met. Management are proactive in engaging with parents to ensure that their views are obtained. For example, the menu was updated after feedback from parents. Regular newsletters inform parents about the setting and they are invited to open meetings to formally discuss their child's progress and to participate in fund raising activities.

Management and staff at all levels show a strong commitment to further improvement and communicate well with each other which has a positive impact on morale. They work well as a team to identify any weaknesses and to find solutions. For example, the outdoor area has been developed and the management are aware that it needs to be further developed to include continuous provision for indoors and outdoors and to include play with the natural world.

Management have a clear sense of purpose about what they want to achieve. They also seek advice from other professionals who visit the setting and provide useful ideas, which are welcomed. They have applied for grants to provide further resources within the setting and have plans to embark on the next stage of a quality assurance scheme.

The setting shows a strong commitment to equality and diversity. As well as the

positive approach to working with parents and other settings to support families in general, staff focus carefully on children's individual needs to help them make progress across the different areas of learning. Positive images, welcome signs and symbols around the setting provide children and families a sense of belonging and of being valued.

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

Staff know children well and are able to help them make good progress towards the early learning goals. Staff have a secure understanding of the Early Years Foundation Stage and use the effective key person system to support children to achieve good outcomes. A systematic approach to making sensitive observations and assessing is used as children learn through play. This information is used to inform future planning for the next step in children's learning. Learning is also extended to involve parents in children's development, whereby activities are sent with the child to complete at home.

Children enjoy their time in the setting and settle quickly on arrival. They follow routines and are keen to engage in activities. Children become engrossed in a variety of interesting activities which are easily accessible in the inviting and welcoming environment. They explore play dough, making shapes with cutters, and staff are close at hand to help them use the tools and to encourage them to count the different shapes. They enjoy making sounds with Indian cymbals and learn about the culture. They become absorbed playing with water in a tray and staff encourage them to talk about the colours of the animals and what they look like and to name them.

Children enjoy exploring the home corner, which has resources, such as dressing up clothes and dolls, which reflect the ethnic backgrounds of the local community. Staff help to extend children's play by encouraging them to talk about the different types of play food in the home corner and to name them. Children are able to choose freely, follow their own interests and become absorbed in their chosen activities. Staff are always close at hand to support children in their play and to develop their communication skills.

Opportunities are available daily for children to play outdoors, where they enjoy exploring a variety of resources, such as hoops, water play, prams and dolls, ride-on cars and bikes. They also enjoy group activities, such as singing, and most children show that they are able to follow the actions and join in with some of the words. They show good levels of behaviour, playing well alongside each other and developing a sense of respect. They have good opportunities to develop responsibility, such as tidying up before snack time. Children are keen to help and respond well to staff's expectations of them.

Children demonstrate that they feel safe in the setting; they appear to be comfortable and relaxed with staff. The environment is safe and children are developing their understanding of keeping themselves safe through established routines, such as practising fire evacuation. They learn about good hygiene, such

as washing hands under the close supervision of staff, and new children receive additional support to help them learn routines. A healthy eating policy places a strong focus on nutritious foods and meals are cooked from fresh ingredients by a cook. Mealtimes and snack times are sociable occasions where children sit at tables with staff and talk about their daily lives. Children have access to their own water bottles as part of promoting their independence and a healthy lifestyle.

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

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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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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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