

Green Door Day Nursery (The)

Inspection report for early years provision

Unique reference number 107083
Inspection date 10/12/2009
Inspector Timothy Butcher

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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

The Green Door Day Nursery was registered in 1993. The childcare operates from the ground floor of a converted semi-detached Victorian property in St. Andrews, Bristol. Children have access to the enclosed rear garden. A maximum of 36 children may attend at any one time. The nursery is open each weekday from 8am to 5:45pm throughout the year, excluding bank holidays. The setting is registered on the Early Years Register and on both parts of the Childcare Register. The setting is in receipt of nursery funding. There are currently 56 children from six months to under five years on roll. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The nursery employs 12 staff who work directly with the children, of these, seven staff hold early years qualifications to at least Level 3, one member of staff is working towards a Level 3 qualification and one member of staff is working towards a Level 2 qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the nursery as staff work hard to ensure that children's care and learning needs are met well. Staff have a good understanding of the Early Years Foundation Stage and child development. They continue to develop their systems to track, analyse and record the good progress that children make. Good arrangements exist to ensure children's health and safety. Staff provide a wide range of stimulating play activities for all age groups of children but the provision when children take their play outside is less well-planned. There is a clear commitment to the ongoing and continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- further develop the use of the outside area to enable children further opportunities to freely explore, use their senses and be physically active and exuberant across all areas of learning
- continue to develop observation and assessment systems in order to identify learning priorities for each child and to use these effectively when planning activities to meet children's next steps in development
- review the systems of support to children with special educational needs and include in this the links with wider partnerships.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding children are robust as staff have a secure knowledge of child safeguarding issues and know how to protect children should they have a concern. Recruitment procedures are secure and all staff have been suitably vetted. The written risk assessment is updated. Regular visual safety checks are undertaken and emerging potential hazards, such as gate security, are quickly addressed. As a result, children have their safety strongly promoted. Policies, procedures and other documentation are well maintained, shared with parents and support the smooth running of the provision.

A strong manager and well-qualified staff team work enthusiastically with children. They are committed and are focused on the provision of good quality care and education throughout the nursery. Those in charge and the whole staff team are involved in the evaluation of their practices and this has resulted in a clear understanding of the strengths and weaknesses of the setting. Most actions are well-targeted to bring about improvements for children, such as those in regard to the Early Years Foundation Stage planning and those in regard to the provision of resources for use in the outside area.

A particular strength of the setting is the strong partnership with parents and carers. An effective key person system is in place. Information about children's starting points is gained and this supports children's smooth introduction to the setting. Information about children's progress is comprehensively shared both verbally and through parents' meetings. Parents' views are also canvassed through a questionnaire. These show high levels of satisfaction with the service provided overall and the majority of parents feel listened to and well supported. Parents are involved in children's learning, for example, a parent is invited to the setting to read a French story. Partnerships in the wider context are well established with links to local schools that aid transitions for children. The needs of some, although not all, children with special educational needs and/or disabilities are met as links with other agencies and other professionals are in place. Staff on the whole work well with individual programmes of support but wish to consider how they can be more proactive themselves in the support that they offer.

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

Children relish their time at the setting. Babies and young children in particular are helped to settle and to feel secure. They have their home routines respected. All staff contribute to the welcoming and sometimes vibrant learning environment. Children benefit from the warm and supportive relationships with the staff and are provided with plenty of cuddles and positive attention. Children develop a strong sense of belonging and of self-worth. For example, they begin to recognise themselves through their own picture as they self-register. This is built upon with name labels both at registration and on place mats at snack time. Free-flow activities enable children to exercise choice throughout their day and they are

encouraged to learn and explore at their own pace by a skilful staff team. Children engage enthusiastically in a wide range of activities and have positive attitudes to learning because the staff place good emphasis on the provision of activities based on their knowledge of children's interests and abilities. Children make good progress in their learning and development in each room. Staff have a thorough knowledge of the Early Years Foundation Stage and use their skills effectively to support children's learning. Accurate observations are routinely made for each child. Children's progress is tracked but sometimes their next steps in learning are not always identified closely enough to aid the planning of future learning. Adult-led activities are planned to follow the interests of children, to enhance their skills development and to cover each area of learning, such as through a recent number of activities around the celebration of Hanukah. Children of all ages enjoy taking their play and learning outside, with older children particularly enjoying the access to large construction bricks and the scoot-along equipment. They engage their imaginations in pretend play inside the climbing cube and develop their large motor skills when scaling the cube walls. However, the planning and provision of resources for children's play outside is less extensive than that for children's play inside and as a result there are fewer experiences that richly capture their interest and that fire their imaginations when outside.

Children are well supported to learn about keeping themselves safe and healthy. The whole environment is maintained to a high standard of hygiene and safety. A particular strength is the emphasis placed on developing children's understanding of a healthy lifestyle. Children are offered choice and have good opportunities to learn about healthy eating options. They take responsibility for clearing away at snack time and help to wash cutlery, developing their independence skills as they do so. Children respond well to the frequent praise and encouragement of staff and are provided with good role models. They are considerate towards each other and frequently practise taking turns.

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	3
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	3
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	3

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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