

D-Dee's Day Nursery

Inspection report for early years provision

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Inspector Cilla Rachel Mullane

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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

D-Dees Day Nursery opened in 1996. It operates from a building with five rooms, an office, cloakroom, kitchen and staff room in Boughton-under-Blean, between Faversham and Canterbury. The nursery serves the local area and surrounding towns. All children share access to a secure enclosed outdoor play area. Children use the ground floor of the building.

A maximum of 36 children in the early years age range may attend the nursery at any one time. There are currently 64 children on roll, of whom 17 are in receipt of government funding. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register.

The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year.

There are currently 66 children from babies to under five years on roll. Of these, 15 children receive funding for early education. The nursery is able to support children with special educational needs and/or disabilities.

The nursery employs 11 members of staff including the owner and a cook. Of these, 10 hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are looked after by caring staff, who know them very well, and are therefore able to provide all children with meaningful experiences tailored to their individual needs and interests. The well thought-out environment, enabling children to access and learn from resources which interest them, is a strength. Strong relationships with parents result in them being well informed and confident in their children's care. Children generally feel safe within the setting, but some behaviour management techniques for young children are not consistently age appropriate. The nursery maintains continuous improvement to a satisfactory extent by informal evaluation of practice and resources, and then making changes and improvements. The recommendations of the last inspection have been mostly addressed, improving outcomes for children.

What steps need to be taken to improve provision further?

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

- improve staff's knowledge and understanding of behaviour management techniques for babies and toddlers
- practise the emergency evacuation regularly so that all children know how to protect themselves in an emergency
- ensure that children are afforded privacy and dignity when using the toilets

- develop free flow to the outside area
- improve the organisation of babies mealtimes to minimise the time children spend waiting passively
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- ensure that information about safeguarding and complaints is readily available to parents

The effectiveness of leadership and management of the early years provision

The nursery is led managed to a satisfactory standard. The staff work well and enthusiastically as a team, and attend some training courses to update their knowledge and understanding of childcare issues. Identification of staffs' training needs is carried out informally, rather than during appraisals, and therefore the need to update knowledge and understanding of behaviour management strategies has been overlooked leading to some inappropriate techniques used occasionally for babies and toddlers. Most required documentation is well maintained; however, the complaints procedure contains some inaccurate information for parents, and parents need to ask to see the policy for safeguarding children.

The children's learning environment has been thoughtfully arranged, and is constantly evolving, enabling children to choose resources, and initiate and develop their chosen activities. For example, the well equipped craft area has all the resources needed to design and explore media such as painting. The outside area is less well equipped, but children go out to play in the fresh air often, and indoor activities are taken outside.

Children are safeguarded due to all staff keeping their knowledge and understanding of child protection issues and procedures up to date by attending training. They are guided by accurate information in policies and procedures, so would be able to act appropriately to safeguard children should they have concerns about their care. Risk assessments are carried out for each section of the nursery, and are displayed to remind staff. For example, spills are cleared up promptly in the creative/messy area, minimising the risk of slipping. This helps to keep children safe. There is a record of all staff's Criminal Records Bureau checks. The setting is secure, and a password system ensures that the correct person collects each child.

Although self-evaluation is not yet used formally and fully effectively to assess strengths and weakness, and there is no clear action plan, showing change and improvement, staff and management constantly discuss practice and think about the environment, and describe changes that have been of benefit to the children. For example, the room for the three-to-five-year-olds has been changed around to facilitate greater choice and independence. They act on most of the advice from other agencies' professionals such as the early years advisors to improve the setting.

The setting develops strong partnerships with parents, who feel confident to approach staff, and are well informed about their child's progress. They chat to staff daily, and receive and share information via contact books. They are involved in their child's learning, as they have regular access to their folders, and contribute ideas for activities which will interest their children. Staff are proactive in seeking help for children with special educational needs and/or disabilities, for example, liaising with speech and language advisors, and are supportive to parents. Children's transition to school is eased, as teachers visit the nursery, and staff later visit the children who have gone to school, which the children very much enjoy.

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

Children in the Early Years Foundation Stage (EYFS) make good progress towards the early learning goals. There is a good balance between adult led learning experiences and child initiated activities, so children have plenty of opportunities to select resources and take charge of their own learning. Staffs' good knowledge of children's interests and abilities enables them to plan activities which they know children will enjoy, and learn from. In addition, they use observations well to plan activities tailored to individual children's interests and needs.

Children's personal, social and emotional development is well promoted. They confidently serve their own food, and scrape their plates at mealtimes, and they pour drinks for their friends. Their social skills are good; they spontaneously say 'please' and 'thank you', and pass food around the table. Children enjoy their time at the nursery, and describe their favourite activities such as water play and visiting the role play area, currently a baby shop. They look through their folders at photographs, remembering events with pleasure and enthusiasm, such as having a cake on their birthday and foot painting.

Children's writing skills are developing well; they make good use of the literacy area, describing 'squiggly S' as they attempt to write their names. All children are able to label their creative work, as they recognise and select sticky labels with their names on to attach to drawings and paintings. Opportunities for counting are frequent, and children calculate how many more bowls are needed at lunchtime, and how many pieces of birthday cake are needed for the whole group. Babies enjoy many activities involving different textures and feelings; they experiment with 'gloop', get messy with baked beans, and explore music and sounds with bells and rattles. Children's knowledge and understanding of the world increases as they watch chrysalides change into butterflies, and use the discovery area where they access programmable toys, magnifying glasses and magnets.

Throughout the setting children respond well to staffs' frequent use of praise and encouragement, and show pride in their achievements. In general, older children behave well in response to staff's consistent and appropriate behaviour management strategies. However, techniques for managing the behaviour of young babies who lack the understanding of what they have done wrong, are not always age appropriate. The pace and routine of the day generally meets the needs of individual children; for example, children's routines, such as when they

sleep at home, are respected. However, sometimes at mealtimes babies have to wait for their food while it cools, and become slightly bored and frustrated.

Most children feel safe within the setting. This is enhanced by thoughtful procedures to ease their transition 'up' to the three-to-fives room, which is done gradually in order to introduce them to the adults, and to help them become confident in new surroundings. An effective key worker system gives them an adult to relate to, increasing their sense of security; and if they bond with someone else, their key person changes accordingly. However, in some respects their feeling of safety is compromised. For example, babies sometimes do not feel safe when they do not understand behaviour management strategies such as being asked to sit still for a few seconds following a squabble. The toilets have low walls between them, and no doors. Therefore children are not afforded appropriate privacy and dignity when using them. Fire drills are carried out at regular intervals, but not frequently enough for all children to become familiar with the action to be taken should they need to evacuate the building.

Children's good health is well promoted. All staff hold current first aid qualifications, giving them the knowledge to care for children well in an emergency. They doubly ensure that parents are informed if their child has an accident; it is recorded in the accident book, and children wear a 'first aid sticker' so that parents will ask what happened. Children help themselves to tissues, and place them in the bin after use, and know that they then need to then wash their hands. Staff model good personal hygiene, reminding themselves aloud that they need to wash their hands after a messy task. A variety of good quality, challenging resources in the outside area give children opportunities to balance, jump from stepping stones, throw balls into a net, and therefore develop coordination and their large muscle groups. Meals and snacks are nutritious and varied, and special diets and allergies are catered for carefully and with sensitivity, so children do not feel different.

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	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	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
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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	2
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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met