

Stanshawes Court

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*.

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

Stanshawes Court Day Nursery opened in 1989. It is privately owned and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to accept up to 37 children aged under eight years. Maximum numbers can be children in the early years age range with a limit of 24 two-year-olds and nine children aged under two years at any one time. There are currently 49 children on roll, all of whom are in the early years age group and 16 are in receipt of nursery education grant funding. The nursery welcomes children with special educational needs and/or disabilities, and also children for whom English is an additional language.

The nursery operates from a detached house in Yate, South Gloucestershire. It is situated in close proximity to St Paul's Catholic Primary School and serves the local area. The nursery is open Monday to Friday, all year round. Opening times are from 8am until 6pm. Children attend for a variety of sessions.

A team of 15 staff work part-time at the nursery. The team is made up of staff with a range of qualifications including two with qualified teacher status, two with foundation degrees in child care, one with a level 4 qualification, seven with level 3 qualifications and two working towards recognised childcare qualifications. The nursery cook also plays an important role in the nursery.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic owner and staff promote the welfare and learning of children well. They recognise the uniqueness of each child that attends and work to ensure that children are nurtured in their care, learning and play. The partnership with children's parents and carers is good. Partnerships with others involved in children's care are also good. The owner has an accurate understanding of the strengths and weaknesses in the nursery provision and takes effective steps to improve it. All recommendations made at the last inspection have been addressed.

What steps need to be taken to improve provision further?

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

- implement planned involvement of staff in the review of risk assessments of the children's care environments so that they fully consider all potential risks to children's safety and take action to minimise them
- monitor the effectiveness of observation and planning to ensure that children's development in each aspect of their learning is actively promoted
- consider ways that children's home language and cultures can be further valued and help children to learn about other cultures

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded through implementation of effective policies and procedures. Staff are trained in child protection and work successfully with outside agencies to support and protect children in their care. Staff are vigilant in their supervision of the babies and children to keep them safe. Records of risk assessments are in place. On occasion staff overlook potential hazards but there is already a plan to involve all staff more actively in the review of risk assessments to address this.

The nursery environment is welcoming and well maintained. Many of the resources available to children are stored at an accessible height and this offers children the ability to select them for themselves. The garden can be accessed directly from one of the play areas for older children and is well used. Younger children have regular opportunities to play in the garden, weather permitting. Some outings take place, such as visits to the local park where children can use more challenging physical play equipment and explore the natural park environment. Staff make regular observations of children to assess their abilities and to identify next steps in their learning. Information gathered is used to inform future planning. A system to monitor the effectiveness of observation and planning, to ensure that all aspects of each area of learning within the Early Years Foundation Stage (EYFS) are successfully covered for each child, has yet to be fully implemented.

Good hygiene practice is followed to minimise the risk of cross-infection and to help children to develop good personal hygiene. A varied menu of snacks and meals that children enjoy is offered. These are freshly prepared by the nursery cook and promote healthy eating.

The owner has clear vision for the nursery and by reflecting on individual and group practice she identifies strengths and weaknesses in the provision. Plans include landscaping of the garden and elements based upon 'Forest School' ideas. The children have worked with a landscape designer to input their ideas. The owner also has plans to involve all levels of staff in order to improve the system for self-evaluation and also to use feedback from parents. She fosters team spirit and encourages staff to embrace change. She has worked to ensure that all staff develop a good understanding of the EYFS requirements and provides good access to training opportunities. The nursery team is made up of well-qualified and experienced staff. All staff are suitably vetted.

Practitioners recognise that each child is unique and work to support them in their learning and development. Children with learning special educational needs and/or disabilities and those for whom English is an additional language are warmly welcomed into the nursery. The nursery staff know the children and their families well and this knowledge is used to enhance children's nursery experiences. They are aware of children's cultural and ethnic backgrounds and their particular interests. Discussion with parents provides information about family experiences that can be linked to activity plans, building upon these experiences or interests. The nursery owner and staff recognise that children who speak little or no English

at home may be at a disadvantage when they start nursery without some support in the language with which they are most familiar. However, in response to parents' wishes they speak only in English. They have not fully considered how they might value children's home languages in a way that benefits children learning English and enhances the learning experiences of their monolingual peers.

A good partnership with parents is established and this contributes to the well-being of the children. Staff promote two-way communication with parents. Daily diaries are used for babies, to detail information such as sleeps, nappy changes, food eaten and activities enjoyed. Parents can add details as they wish. Staff talk to the parents when they deliver or collect children. There is readily available information set out for parents in the entrance hall and notice boards within the play rooms. Regular newsletters keep parents up to date with changes and future plans. Children's progress records are maintained. Parents can ask to look at them but there is no system to ensure they are regularly shared. There is encouragement from staff to involve parents in their children's learning. A system using 'wow' vouchers for parents to record children's achievements that take place at home has been initiated.

The children do not attend other settings but the practitioners recognise the importance of developing links with others involved in the care of the children. Children are supported well at times when they transfer to different groups within the nursery. The owner has been proactive in trying to develop links with the schools that children will move on to, with varying success. For example, some reception teachers accept invitations to visit the nursery to meet children who will become their pupils.

All legally required documentation is appropriately maintained. It is clear, up-to-date and reviewed regularly. Policies and procedures reflect nursery practice and are shared with parents.

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

Babies and children receive very good care and come into nursery enthusiastically. They have strong relationships with their carers and clearly enjoy one another's company. The staff show warmth and affection towards the children. They show interest in what children say and are responsive to their needs. Staff recognise signs of tiredness and respond quickly to change soiled nappies, to ensure babies' comfort. Babies receive sensitive care that responds to their growing understanding and emotional needs. They gain confidence to explore and investigate their environment knowing that staff are on hand to offer reassurance and support as required. Babies and toddlers have access to a varied range of manufactured, stage appropriate toys. They like to explore activity toys. They also have opportunities to enjoy sensory experiences such as investigating sand and water and painting activities. Staff are responsive to baby babbles and model the use of language well. The young children are taken out into the garden, weather permitting and are sometimes taken out into the local community.

Older children have the freedom to move between the various play areas within the ground floor of the nursery. They are able to make choices in their play and gain independence. Children help themselves to resources and investigate the activities on offer. They are able to extend activities as they wish and staff support this by allowing children to move resources between the different play areas. For example, a child takes a teapot from the home corner area. They fill it with dry sand at the sand tray and then carefully carry it back to the home corner where they pour 'tea' for their friends. Children also choose when they want to have their snack and can help themselves to drinks if they feel thirsty. They learn to share and take-turns, and resolve minor disagreements successfully for themselves or with sensitive guidance from practitioners. There is a relaxed and happy atmosphere within the nursery. Children's achievements are valued highly and they receive meaningful praise and encouragement. Also in recognition of what children achieve in nursery a graduation ceremony is held for children transferring to school.

Children are helped to develop skills for the future. They develop their personal and social skills. They use computers and programmable toys with confidence and are encouraged to problem solve and show interest in numeracy and mathematical ideas. The children have increasing vocabularies and most demonstrate confident communication skills. Children learning English as an additional language are helped by the practitioners who model the use of English and sometimes use sign language. Children listen to stories read to them as a group and can look at books to enjoy them for themselves. They enjoy mark-making, developing control of writing/drawing implements. They can help themselves to writing materials in the office area and 'write' for different purposes. Children join in songs and rhymes. They can help themselves to musical instruments and even play music compact discs (CDs) themselves, operating the CD player competently. The children see some positive images of culture, ethnicity, gender and disability within the resources available to them but these do not necessarily reflect the homelands of the children attending. Activities planned include celebrations of some cultural festivals.

Creative activities are planned in each age group and these encourage children to explore different textures and creative techniques. Role play is popular particularly with the children aged over two years. They dress up and play in the home corner or other areas. Children's ideas to change the home corner into a hospital are embraced and plans agreed between children and staff.

The children are encouraged to adopt healthy lifestyles by being active, having plenty of fresh air and eating plenty of fresh fruit and vegetables. The children learn personal hygiene through routines and through themed activities such as 'looking after teeth'. Children are helped to learn to keep themselves safe because staff explain risks to them and children's own experiences are used to further children's knowledge and understanding of safety issues. For example, a child's involvement in a car crash leads to discussion relating to the child's experience and fears. Children are keen to talk more about car safety and staff embrace this by bringing in car seats that children can use in role play with dolls and read books that reflect the theme. They also learn about people that keep them safe and those who help in emergency situations.

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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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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