

Highnam Day Nursery

Inspection report for early years provision

Unique reference number EY276741
Inspection date 27/10/2009
Inspector Valerie Fane

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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

Highnam Day Nursery owned by Highnam Day Nursery Ltd was registered in 2004. It operates from a purpose-built, two-storey building in the village of Highnam situated between Gloucester and Hereford. The nursery serves the village and the surrounding area. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round except for a week at Christmas. Sessions are from 7.30am until 6.30pm. Children are able to attend for a variety of sessions. A maximum of 48 children may attend the nursery at any one time. There are currently 74 children attending who are within the Early Years Foundation Stage (EYFS). The nursery also offers care to children aged over five years to eight years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities.

The nursery employs 13 members of permanent child care staff and a number of bank staff. Of the permanent staff, 11 hold appropriate early years qualifications. One member of staff has Qualified Teacher Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The owner and his strong team of staff have made very good progress in many areas since the last inspection. This means that the quality of provision for children is good, they make good progress in their learning and the practice is fully inclusive. Staff are familiar with possible indicators of child abuse and would take appropriate action if they have concerns about a child. However, there are weaknesses in two areas of safeguarding but these do not place children at significant risk. The management team have a clear vision for the future so they are fully committed to ongoing improvements and have made good use of the self-evaluation form to review many aspects of their practice. However, the self-evaluation has not included a detailed check that all of the EYFS welfare requirements are in place and as a result two requirements are not fully met.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents of all children about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 10/11/2009

- keep a record of regular safety checks and when and by whom they are made (Suitable premises, environment and equipment). 10/11/2009

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

- improve the systems in place to confirm the suitability of adults by ensuring that applications for Criminal Records Bureau checks are made as soon as new staff are appointed
- improve the knowledge of senior staff regarding the action to be taken in the event of an allegation of abuse against a member of staff.

The effectiveness of leadership and management of the early years provision

Children are protected if staff have concerns about their welfare because all staff are familiar with the procedures to follow to ensure children are safeguarded. Most staff have attended a relevant course and training is scheduled for recently appointed staff as part of the ongoing development plan. However, children are not fully safeguarded because, although, the named staff for safeguarding have a secure knowledge of the procedures to follow if an allegation of abuse is made against a member of staff, senior staff do not have a clear understanding of some aspects of the procedures. Employment procedures are robust and ensure that all checks regarding the suitability of new members of staff are completed, but the application for a Criminal Records Bureau check is not always submitted as a matter of urgency. However, children are unlikely to be at risk because procedures are in place to ensure that staff without completed checks are supervised at all times.

The owner and manager have a clear vision for the development of the nursery and have made many improvements since the last inspection. For example, a major project is underway to develop the outside play area and good systems are in place to identify children's next steps in learning and to include these in planned activities. They have made good use of self-evaluation to develop many aspects of the provision but have not included a detailed evaluation of the EYFS welfare requirements to ensure that these are fully met. Children receive care in an environment that is safe and secure both indoors and outside. The manager has completed comprehensive risk assessments of all area of the premises and routine daily safety checks are completed. However, the EYFS welfare requirements are not met because no record is kept of these checks. Children use an interesting range of toys and particularly enjoy the well resourced outdoor area. They benefit greatly from the experience and expertise of well qualified staff because almost all staff have appropriate early years qualifications.

Children thrive because in most respects staff work closely with their parents or carers. However, the admission form does not include information about who has parental responsibility for each child. Children have several induction visits and parents complete a comprehensive sheet providing information about children's

families, development and learning. This ensures that staff take account of diversity and are aware of children's home situations and any individual needs. Parents are told that the nursery's comprehensive folder of policies and procedures is available in the entrance area should they wish to read it. Children are able to continue their learning at home because parents see the current planning and have regular access to children's learning journeys.

Children with special educational needs and/or disabilities make good progress because staff work closely with outside agencies and follow their guidance when planning children's individual learning. Children who attend other early years provision benefit from continuity of care because staff establish very close links with other providers and exchange information where appropriate.

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

Children generally feel safe and secure in the nursery because an effective key person is in place and they quickly develop close relationships with staff who get to know them well. All children make good progress towards the early learning goals because staff throughout the nursery plan and provide interesting play opportunities that support each child's next steps in learning. Staff knowledge of individual children's learning needs is particularly strong in the two baby rooms and as a result babies have very good learning experiences. For example, older babies have great fun exploring a tray of fruit. They use different senses because staff cut up the melon and show them what it looks like inside. They learn new vocabulary such as pomegranate and use adjectives such as spiky to describe the pineapple. Children thoroughly enjoy tasting the fruit and exploring the texture by squashing it in their hands. They extend the activity into imaginative play because they fetch the toy giraffe and pretend it is eating the pineapple. Such activities also support children's awareness of healthy foods.

Children behave well and are enthusiastic learners because staff encourage good behaviour and work closely with parents to agree strategies to address occasional occurrences of unacceptable behaviour such as biting. Older children contribute ideas to their planning through circle time discussions. They take part in a variety of activities around a theme such as 'Goldilocks'. They listen to the story and work together co-operatively to produce a large wall display using a variety of media. They use hand prints to make a tree and use different collage materials to make the bears. They act out the story themselves and use the role play area as the 'House of the bears'. Children learn to take turns playing table top games such as 'The shopping game'. They identify items on their shopping list and understand the meaning of the written words. They enjoy water play with coloured water and explore whether objects such as corks will float or sink. They use jugs to pour water between containers and staff encouraging children's thinking and problem solving skills by asking questions like 'Do you think all that water will fit back in there?'. Children demonstrate their own understanding of mathematical concepts with comments such as 'It's up to the top'. Activities like these also support children's development of skills for the future.

Children with special educational needs and/or disabilities make very good progress because staff use ideas provided by specialist workers so that children enjoy suitable activities that support them well to develop their learning. All children gain a good awareness of diversity because they use a variety of toys that reflect different cultures and disabilities and they see posters around the nursery with text in different languages. They take part in regular activities that support their understanding of other cultures. For example, pre-school children use the role play area as a Chinese restaurant with posters, food, woks and chopsticks. Sometimes these activities are part of wider celebrations for festivals such as Chinese New Year.

Children develop a very good understanding of healthy lifestyles because they all spend plenty of time outside in the well resourced outdoor play area. They use wheeled toys and have fun in the new tepee and on the large climbing frame. They gain awareness of their personal safety because staff teach them to use equipment such as the ladder down from the tepee safely.

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	2

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	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	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	3

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	3
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

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