

Dawn to Dusk Day Nursery (Maidstone) Ltd

Inspection report for early years provision

Unique reference number	EY321463
Inspection date	26/10/2009
Inspector	Stephanie Graves
Setting address	732 London Road, Larkfield, Aylesford, Kent, ME20 6BQ
Telephone number	01732 848480
Email	dddnm@tiscali.co.uk
Type of setting	Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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

Dawn to Dusk Day Nursery (Maidstone) Ltd, is one of two privately owned and managed settings. The setting opened in 2005 and is registered by Ofsted on the Early Years and Childcare Registers. It operates from six rooms in a converted house in Larkfield, Kent. The setting is accessible and all children share equal access to an enclosed outdoor play area. The nursery is open each weekday from 7.00am to 7.00pm for 52 weeks of the year, with the exception of public holidays.

A maximum of 75 children may attend the nursery and out of school provision at any one time. There are currently 50 children aged from three months to 11 years on roll. Children come from the local and wider community.

The nursery employs twelve staff. Of these, over half hold appropriate early years qualifications. One member of staff is qualified to degree level and three are working towards a qualification. The nursery provides funded nursery education for three- and four-year-olds and receives support and advice from local authority early years professionals.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team support the unique welfare and development needs of every child in their care. Children clearly enjoy being with staff and one another and demonstrate a clear sense of belonging. The needs of the children are addressed in partnership with their parents, carers and other settings. The group strives to maintain ongoing improvements to the provision. The strengths and areas for development are clearly identified with clear, time bound priorities for improvement in place. This commitment helps to promote effective outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to promote an environment rich in print where children can learn about words, for example, by using more labels for children to identify resources
- continue to develop the systems for self-evaluation to further identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively through procedures that promote their safety and welfare at all times. Practitioners have an up-to-date understanding of local procedures for safeguarding children and updated guidance is readily available to refer to in the event of any concerns. Good use of risk assessment along with daily checks effectively reduces the risk of accidental injury to children. The systems in place for recruitment and vetting are effective in helping to ensure that all adults coming into contact with the children are suitable. These measures contribute significantly to children's safety and welfare.

Improvements to the provision are undertaken through a clear, whole team approach. A good range of policies and procedures have recently been updated; staff performance is well monitored and any training needs are addressed. The qualifications of all staff are enhanced wherever possible, which helps to promote a professional and knowledgeable team. Practitioners are committed towards promoting effective outcomes for the children in their care. Space is used wisely and resources are well situated to enhance choice for children and promote their independence.

The setting is very inclusive and the key person system helps to meet the needs of every child and their family. A good approach to anti-discriminatory practice helps to ensure that all children are valued and included equally. A clear policy relating to equal opportunities is in place and works well in practice. The wishes of parents and carers are respected helping to promote an inclusive ethos throughout the setting.

The systems for self-evaluation are good. The group is beginning to complete the Ofsted document, fed by the ongoing use of action plans. These are clear, concise and focussed, helping to ensure that any necessary improvements are realistic and achievable. The setting is currently working on seeking children's ideas for new resources and renovating the outdoor area. The views of parents, practitioners and children are all included in the self-evaluation process. The setting adopts relationships with local schools and other settings and information is shared to support children's learning and development between all the adults who care for them.

The partnership with parents and carers is effective in meeting children's needs. Parents are involved in various aspects of nursery life, such as fund raising events. Special days have been arranged to encourage parents to visit the setting and spend time with their children. Parents contribute towards their progress records and feel the setting offers very good care to meet their children's individual needs. They believe their children are happy and settled. A good two-way flow of communication helps to ensure that children receive consistency of care.

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

The provision of toys, resources and activities is good and covers all areas of learning. Children have plenty of free space to move around and explore, which helps them to develop their own interests. Practitioners know when to promote children's independence as they play and when to intervene to help extend their learning. They ask open, interesting questions to help children think and respond and enter into sustained dialogue with them about what they are doing. This helps the children to make connections in their play.

The use of observational assessment is good and new systems are in place, which help to ensure that children's progress is charted effectively. This begins from when they start at the setting through to when transitions are made into reception classes at school. Clear planning is carried out for the learning environment of each room on an ongoing basis. This incorporates planning for individual children to ensure the experiences provided are based on their unique interests and abilities.

Babies enjoy good opportunities for exploring. For example, they concentrate as they feel the texture of paint on their hands and show great interest as they make marks on paper. They have free access to many stimulating, interactive toys, which stimulate the senses. Slightly older children enjoy exploring in the garden, for instance, as they search for worms or collect leaves. They work collaboratively with practitioners, for example, as they build a tower with blocks. They concentrate carefully as they make the structure 'tall' and try to work out why it 'isn't sticking very well' at the top. Good adult support ensures they are able to work out how to make the construction more secure. Children show pride as they persevere and complete their self-chosen tasks.

Children are friendly and confident and enjoy a full and varied programme of activity. They can mark make in various locations, indoors and out. They enjoy stories, songs and rhymes and learn to write and recognise their names. Some resources are labelled well, although others are not so easily identifiable to children. This limits opportunities for them to easily locate their preferred activities. Positive images of diversity are located all around the setting. A range of toys and books encourages children's early understanding of the similarities and differences between people in society.

A range of natural resources, such as leaves, shells, straw and wood shavings are easily accessible and help children to explore different natural textures. Children learn about number, shape and measure and access good opportunities to explore programmable toys and resources. These help them to discover how things work. Some children enjoy role play using till and calculators while others competently follow programmes on the computer. This helps them to develop effective problem-solving abilities. The experiences provided clearly support the skills children need for their future learning and development.

Effective hygiene routines are maintained throughout the nursery. Staff offer clear

praise to children who follow hand washing procedures well and in turn this helps to prevent the risk of cross infection. The food provided is healthy and nutritious and includes daily servings of fresh fruit and vegetables. Children learn about healthy eating during role play experiences and adult input, for instance, as they socialise with them at meal times. They enjoy plenty of physical exercise, indoors and out, which contributes towards helping them to learn about maintaining good health.

Children demonstrate a strong sense of security within the setting. For example, babies show through body language that they appear happy and safe after a sleep as they cuddle up to a member of staff then quickly settle down to play. Older children learn about keeping themselves safe, for instance, as staff explain why their shoe laces need fastening to avoid tripping over. Clear input helps all children to learn about keeping themselves and others safe.

Children are very well behaved through good role modelling by practitioners. This teaches them good manners and to respect others. All children are continually engaged in the activities and experiences provided, which limits any unwanted behaviour. Children respond well to praise and encouragement for their individual achievements and cooperation. Effective adult input helps children to develop good levels of confidence and self-esteem.

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

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