

Eversleigh Private Day Nursery

Inspection report for early years provision

Unique reference number

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Inspection date

26/10/2009

Inspector

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Setting address

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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

Eversleigh Private Day Nursery has been registered since 1992. It is privately owned and is situated in a large Victorian house in a residential area of Dewsbury. The building is also the home of the owner. The nursery currently provides care for children from birth to five years of age. Children over two years are accommodated in two ground floor rooms with kitchen and toilets adjacent to the play areas. There is a separate room providing care for a maximum of six children under two years of age. There is a fully enclosed outdoor play area accessed directly from either of the rooms. The nursery serves the local and wider community and opening times are Monday to Friday from 7.00am to 6.00pm, 51 weeks a year except for bank holidays.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 18 children at any one time. At present there are 27 children on roll who are all within the Early Years Foundation Stage. The nursery supports children with special educational needs and/or disabilities.

There are five members of staff employed to work with the children, plus the owner/manager. The manager, deputy and a member of staff hold National Vocational Qualifications at level 3 and are currently working towards their early years degrees. Of the remaining staff, one has a qualification at level 3 and two are working towards achieving a level 3.

The nursery receives advisory teacher support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery provides a welcoming environment where children are motivated, are well cared for and develop a sense of belonging. Most aspects of children's welfare are promoted successfully; however, the requirements with regards to safeguarding are not fully met. Effective partnerships with parents and other professionals contribute significantly to inclusion and children's individual needs being fully supported. The well-organised activities and resources, along with individualised planning and assessments, mean that children are helped to make good progress in their learning and development. The nursery has made good progress since the last inspection and systems to monitor and evaluate practice are developing well.

What steps need to be taken to improve provision further?

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

- ensure the premises are safe and secure and access to
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the provision is monitored (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

- ensure the risk assessment is reviewed regularly at least once a year and states by whom and when this was carried out (Suitable premises, environment and equipment) (also applies to both parts of the Childcare Register).

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

- continue to develop systems to monitor the practice and ensure continuous improvement in the outcomes for children
- provide more opportunities for children to write and make marks in the role play area.

The effectiveness of leadership and management of the early years provision

The nursery has a detailed safeguarding policy in place, along with a range of supporting documentation, including contact numbers for external agencies should they have any child protection concerns. All staff have attended safeguarding training and there is an appointed member of staff in place. There are effective systems in place to ensure all adults working with the children are suitably screened and checked. This includes taking up references and seeking clearance through the Criminal Records Bureau. The outdoor play area is enclosed and secure with high gates and fencing. Staff ensure children are well-supervised at all times and demonstrate safe practice, such as quickly mopping up spills on the nursery floor during water play. The door to the nursery has been fitted with a numbered key pad in order to monitor those requesting admittance. However, due to the low positioning of the door handle children are able to open the door from the inside. The nursery has written risk assessments in place which cover the premises and individual visits and outings. These are detailed and show how risks have been identified and minimised. However, there is no written evidence to demonstrate that these have been reviewed annually, as the last record is dated 2005. As a result of these two issues, children's safety is compromised and this is a breach of regulations.

Staff work effectively together as a team and are well-supported by the owner/manager who works alongside them. They demonstrate their commitment to improving outcomes for children through pursuing training opportunities to further their qualifications and broaden their expertise. For example, they all attend training sessions by the Sensory Impairment Service in order to fully support children with special educational needs and/or disabilities. Staff meetings are held regularly so that relevant information can be shared and children's progress discussed. The recommendations raised at the last inspection have been addressed successfully. For example, all staff hold up-to-date first aid certificates to ensure there are qualified first aiders on site at all times. The nursery has its

own action plan in place and have consulted with parents through questionnaires. Whilst the nursery has made a recent start to the Ofsted self-evaluation document, this system is not yet fully effective in ensuring continuous improvement.

Very effective working relationships with parents and carers are in place. Staff work hard to reassure and help all new starters settle into the nursery. Parents and carers are encouraged to make several visits to the nursery and stay with their children. This is done in accordance with each child's individual needs and enables staff to have a clear understanding of any medical or dietary needs they may have. The nursery welcomes and embraces the input from other professionals who visit the nursery and work with the staff, parents are children. Through these regular meetings a cohesive approach is ensured so that children are fully supported and are making very good progress. Good systems are already in place which support children's progression into other early years settings.

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

Staff are developing a good knowledge and understanding of the Early Years Foundation Stage. They create an enabling, child-centred and colourful environment and plan a range of interesting activities to help children make progress across all areas of learning. They understand that every child is unique and ensure those who have special educational needs and/or disabilities are well supported. Good planning and assessment systems are in place and staff closely monitor and evaluate children's learning. Each child has a profile folder containing regular written observations, photographic evidence and examples of children's artwork. Their next steps in learning are well recorded with the use of the 'Children's interest boards' and these effectively inform future planning. Parents are encouraged to add to these records, and the twice yearly parent consultation evenings, at which children's progress is discussed, are well attended.

Children are happy and settled in the nursery and their independence is encouraged through the well-organised environment and resources which are set out at child height. This has a positive impact on their confidence and motivation, enabling them to follow their individual ideas and interests. Staff work effectively alongside the children to offer support and additional ideas to further extend their learning and understanding. For example, children enjoy playing in the water tray and watch the various leaves, twigs and pine cones floating on the surface. They go off and get a straw which they use to blow into the water and make bubbles. Staff add some washing up liquid and the children get very excited with the results saying, 'Look at all my bubbles', and talk about size and quantity.

Children's personal, social and emotional development is effectively fostered within the setting. Babies' routines reflect that of home and they sleep and rest according to their individual needs. The staff ensure one-to-one time is given to support and settle very young babies when they need it. They receive lots of positive interaction and cuddles from the staff, which successfully promotes their confidence and self-esteem. Babies benefit from the social interaction with the older children when they enjoy their snack and mealtimes together. This is

particularly beneficial for siblings and helps the younger children with their progression through to the main nursery room. Babies have good opportunities to develop their creativity and senses. For example, through hand and foot prints in the paint, or enjoying the many textures and experiences in the treasure baskets. Older children develop their fine motor skills as they cut out the pumpkin shapes and thread the string through the holes around the edges. They experiment with colour as they mix the different colours together on their picture; some choose to use two brushes and cover their paper in paint with a brush in each hand.

Children are developing a very positive interest in books and stories. They listen well, ask questions and predict what might happen next as the staff read them stories. There are some good opportunities to write and make marks, although this is not as well provided for within the role play area. The effective labelling of letters, numbers and symbols around the setting further promotes children's early reading and recognition skills. Staff sound out the phonics to the children as they write their names on their artwork and encourage them to write the letters themselves. Children's behaviour is good and staff reward them with positive praise and encouragement. They are learning to share and take turns and they play cooperatively together. For example, children work together setting the trains on the track; one said, 'My train needs to come past' and the other said 'My train will wait' and moved it back for the other to pass. Children enjoy being active in the outdoor area where they pedal the wheeled toys, run around and have fun. The provision of umbrellas encourages the children to enjoy fresh air and physical activities in all weathers.

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	3
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	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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 09/11/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 09/11/2009