

Forget Me Not Day Nursery

Inspection report for early years provision

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EY265688

Inspection date

10/11/2009

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*.

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Description of the setting

Forget Me Not Day Nursery registered in 2003 and is a privately run nursery. It operates from a converted house in the residential district of Bakersfield, close to the city centre of Nottingham. Children are cared for in four rooms according to their age and stage of development. Younger children are cared for on the ground floor, with base rooms for children aged over three years situated on the first floor. Children have access to secure, enclosed outdoor play areas which are situated to the rear and side of the property. The nursery opens Monday to Friday between the hours of 7.30am to 6.00pm for 51 weeks of the year. It is closed on all main bank holidays and Christmas week.

A maximum of 35 children aged within the early years age range may attend the setting at any one time. There are currently 38 children attending who are within the Early Years Foundation Stage (EYFS). The setting is registered on the Early Years Register. Children come from the local community. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs eight members of staff. All of these, hold appropriate early years qualifications and five are working towards a further qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well in the nursery and receive a suitable level of care because the qualified staff work very closely with individual children and their families. All children make satisfactory progress in their learning and development because they enjoy a range of play opportunities both indoors and outside, however, the staff are only in the early stages of developing the planning and assessment system. The leadership team and staff have started the self-evaluation process and all are very committed to the ongoing improvements. They have made some progress since the last inspection. All required policies and procedures are in place and some are effectively implemented, however, they do require to be reviewed and updated. The system for ensuring that the necessary records for fully safeguarding children is not always effective.

What steps need to be taken to improve provision further?

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

- keep a daily record of the names of the children's key workers and their hours of attendance (Documentation) 01/12/2009
- obtain prior written permission for each and every medicine from parents before any medication is given 01/12/2009

(Safeguarding and promoting children's welfare).

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

- develop further the observations on children's progress to ensure their next steps in their learning are identified and used in planning to promote learning and to monitor their progress in the Early Years Foundation Stage
- review policies and procedures to reflect current changes.

The effectiveness of leadership and management of the early years provision

Children are protected because staff have a suitable understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Some staff have attended training around safeguarding and the rest of the senior staff team have the training within their training plans. Children are protected as the qualified staff team keep the premises secure and supervise the children at all times. They have recently introduced a new finger print security system for the main door. The nursery has robust recruitment procedures in place. Detailed risk assessments are carried out to provide a safe environment. The maintenance of most records to ensure children are safeguarded are mainly effective. However, the recording of accidents does not always contain sufficient information to fully protect children. The staff do not always gain written consent from parents prior to administering medication. This practice has the potential to put children at risk. The key persons do not always record their hours of attendance. The nursery has plenty of policies and procedures in place to ensure the smooth running of the nursery and the protection of the children. However, some of them have not been reviewed and do not contain current information.

All staff have been involved in the self-evaluation process and identified some areas for improvement and the nursery are slowly working through these. Parents views are sought through the regular parents questionnaires. The nursery have addressed the actions and recommendations raised at the last inspection, and are working their way through implementing the new systems. They value the support they receive from the local authority. Children benefit from the continuity of care because the staff work in very close partnership with their parents. The nursery have parents evenings in which all parents are invited, to spend time with the staff in discussing their child's development and progress. Parents are encouraged to share what they know about their child when they first start the nursery. They complete detailed forms about what their child can do and their individual likes and dislikes. Babies and toddler children have a daily diary sheet which provides parents with written information about their day along with daily conversations between staff and parents. The staff are trying to build links with other early years providers as they recognise the importance of this in helping children with transitions, especially when moving on to school. Staff support children with special educational needs and have appropriate systems in place in order to fully

support the children. They work very closely with the parents with children for whom English is their second language, by learning key words in the child's home language. Staff also use signs and symbols to help children communicate effectively.

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

Children settle well in the nursery and they enjoy the use of the wide range of toys and equipment. They make satisfactory progress towards the early learning goals. The staff are in the very early stages of starting to plan and provide activities that take into account children's individual learning needs. They observe and assess children's progress and they have recently started to compile assessment records for each child as a record of their development and their time in the nursery. All children behave well as staff use appropriate strategies to encourage children's good behaviour. Children have lovely warm relationships with the staff and do have lots of fun with them. All children are starting to develop their awareness of diversity through activities and resources. They take part in fundraising activities and access a good range of resources to help them positively explore and value differences and similarities in the wider world.

Children have access to a range of books and they enjoy having stories read to them. The older children get excited as they join in the repeated refrains. Children develop mathematical skills as they count whilst playing, or singing songs and rhymes. Their independence is well promoted throughout the nursery. For example, the older children take on identified roles daily as in, toilet inspectors, tidy up helpers to name but a few. The children do enjoy this added responsibility and fully understand their roles. Children are starting to develop an understanding of healthy lifestyles. They soon become aware of the hand-washing routines as they follow the appropriate practices. Children help themselves to drinks as they become thirsty. Meals and snacks given suggest a balanced, healthy diet is provided. Children learn about keeping themselves safe as they regularly practise the emergency evacuation. Staff gently remind children of the rules of the nursery with reference to using the nails at the hammer and nails activity. They learn about turn taking as they help in completing a large jigsaw puzzle. The older children have definite friendships in place and for the younger children these are developing. Children are confident to approach the staff for their needs, demonstrating a sense of trust. The younger children bring their own comforters and can freely access these for their emotional security.

Children are becoming active learners as they have free choice of the activities. This helps them to think and learn for themselves as they can go back later to an activity to consolidate their own learning. Within the role play area they act out adult situations as they pretend to have a phone conversation with their mummy. Children demonstrate appropriate levels of concentration as they spend time at their chosen activity. They are confident with interactive toys so are learning the basics around information, communication and technology. Older children have the use of the computer and remote controlled items. Children spend time out in the fresh air as they practise and develop their large physical skills. They also have

dancing classes twice a week and enjoy the opportunities to move to music and learn different dancing styles.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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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