

Stork Day Nursery

Inspection report for early years provision

Unique reference number EY240624
Inspection date 22/01/2010
Inspector Carol Johnson

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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

Stork Day Nursery opened in 2002 and is one of three privately-owned nurseries run by joint proprietors. It operates from a converted detached bungalow on the outskirts of Hinckley and serves the local community. Children aged under two are based in one room, with older children based in two inter-connecting playrooms. There is a further lobby area with adjacent toileting and nappy changing area and a kitchen, office and several utility rooms are also available. There is an enclosed garden for outdoor play. The nursery is open each weekday from 7.30am to 6.00pm throughout the year. Access to the main door entrance is via a small step but there is an alternative entrance available.

A maximum of 24 children under 8 years may attend the nursery at any one time. There are currently 20 children on roll, some in part-time places. The nursery provides funded early education for three and four-year-olds and is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The setting employs six members of staff, including the manager, who work directly with the children. All staff hold recognised childcare qualifications. A cook is also employed.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in an environment where their individuality is acknowledged and recognised. Good relationships exist with parents and regular two-way communication means that they are kept suitably informed about their child's progress and the setting's policies and procedures. Staff regularly observe and assess children and provide them with stimulating experiences that help them to make good all-round progress. However, partnerships with others and systems for observation, assessment and planning are not yet fully effective in improving outcomes for children. The setting's owners and staff demonstrate a sound capacity for improvement but do not have effective procedures in place for self-evaluation and this has resulted in some legal requirements not being met.

What steps need to be taken to improve provision further?

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

- promote the good health of children by obtaining written parental permission to seek any necessary emergency medical treatment or advice and ensuring that there is at least one person with a current paediatric first aid certificate on the premises at all times when children are present (Safeguarding and
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- promoting children's welfare)
- ensure that all records required for the safe and efficient management of the setting are easily accessible (Documentation).

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

- develop self-evaluation methods to help identify the strengths and priorities for development that will further improve the quality of provision for all children
- develop systems for observation, assessment and planning in order to form a better view of where each child is in their learning, where they need to go, and the most effective practice to support them in getting there
- develop further partnerships with others involved in children's care and education to promote coherence and consistency of care for all children.

The effectiveness of leadership and management of the early years provision

Children are satisfactorily safeguarded. Staff demonstrate a secure knowledge and understanding of child protection issues and are fully aware of the procedures to follow should they have concerns. The setting is safe and secure and a combination of staff vigilance and daily safety checks ensures that all potential hazards to children are suitably identified and minimised.

However, some required documentation to ensure children's welfare is not readily accessible, for example, some staff training certificates and risk assessment records. The nursery has written parental permission for children to be taken to hospital, in the event of a serious accident or illness, where emergency medical treatment would be sought. However, this does not cover emergency situations where alternative services may be required and the nursery does not have written parental permission to seek emergency medical advice. In practical terms, the nursery would always contact the parent in the event of the child having an accident or being unwell and seek the parent's permission to either provide treatment or request that the child is collected for the parent to seek treatment. In addition, there is no system in place to ensure that owners and management are aware of exactly which members of staff hold a current first paediatric first aid certificate. As a result, on the first day of inspection there was a period when there was no member of staff present who had received up-to-date first aid training. Consequently, children's well-being in the event of an accident or illness is potentially compromised.

The setting is one of three nurseries owned by the same joint proprietors and knowledge, resources and expertise are shared between the settings. There have been major changes to the staff team over the past few months but staff morale is high and the team demonstrate an abundance of enthusiasm and a sound commitment to improvement. The owners are a visible presence in the setting and work hard to support staff and share their vision for the future. The owners and managers are constantly looking at ways to enhance the service provided and

many improvements have been made since the setting's last inspection. For example, all of the rooms used by children have been revamped to make them more welcoming and conducive to learning and a recently received grant has resulted in major enhancements to the outdoor area. However, current methods used for self-evaluation do not effectively identify strengths and priorities for improvement or actively consider the views of others, for example, all staff, parents and children.

Good relationships exist between staff and parents. Many positive comments were received from parents during the inspection and these included those in relation to the friendliness of staff, how happy their children are whilst at nursery and the wide range of experiences their children enjoy. A range of methods are used to inform parents and these include a 'Welcome' pack when their child first starts, newsletters, notice boards and regular verbal communication. Staff talk to parents about their children's progress and parents can borrow some resources to share with their children at home. The setting has forged links with local schools and these help to support children's transition from nursery to school. However, children's welfare is not fully promoted as there are no clear systems in place to help ensure consistency and coherence for those children that attend more than one setting, for example, those that also use a childminder or a playgroup.

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

Children are very happy and progressing well in relation to their starting points. Staff understand how children learn and develop and work hard to ensure that all children are provided with a stimulating environment and an appropriate range of experiences. Staff observe children on a regular basis and thoughtfully use what they see to help assess children's progress and plan for their next steps. Each child has their own 'Learning Journal' containing observation records and progress reports and these are regularly shared with parents and their views invited. However, not all staff are entirely secure with the current systems used for observation, assessment and planning. Information recorded on weekly planning sheets is brief and nothing is recorded with regards to the purpose of planned activities and what it is hoped that individual children will gain from these experiences. Also, parents are not effectively involved as part of the ongoing observation and assessment progress. Consequently, children may not always be effectively supported or challenged to reach their full potential.

Children are motivated to participate and learn because experiences are thoughtfully planned to reflect their interests and meet individual needs. They eagerly join in with activities and most are confident and chatty. Staff show children that they are valued by encouraging them to join in with conversations and through actively listening to what they have to say. Children's work is attractively displayed and this adds to their self-esteem and helps to inform parents about what the children have been doing. Children behave well and staff lead by example and encourage an atmosphere of co-operation and calm. Good behaviour is promptly recognised and readily rewarded through praise and positive body language.

Staff help to prepare children for future life through providing lots of experiences that encourage them to problem solve, make choices and explore their environment. Snack and meal times are thoughtfully used to encourage older children's independence as they help to serve their own food and carefully carry plates and cups. Older children show good independence with regards to their personal care and regular outdoor play provides all children with lots of opportunities for learning about how to put on and take off their coats and shoes. Children actively learn about the wider world in many ways and these include using a wide variety of resources that reflect diversity and participation in various activities inspired by religious and cultural festivals.

Children are learning about the benefits of a healthy lifestyle. Food provided is healthy and nutritious and all children enjoy lots of opportunities to experience fresh air and physical exercise. The outdoor area is extremely well resourced and used and helps to promote children's physical skills; it includes areas for children to climb, balance and explore nature. Children show that they feel safe because they are at ease and settled in the setting. They receive plenty of affection from staff who understand their individual personalities and requirements and liaise with children's parents to ensure consistency with regards to routines and parenting practices. Children are taught to protect their own safety both indoors and outside and staff raise their awareness of potential risks. For example, children are shown the holly that is growing in the garden and they know that it is prickly when touched. Children are encouraged to use their 'listening ears' and 'walking feet' to help avoid accidents and road safety is practised and reinforced during outings in the local environment.

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

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| 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

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| 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 | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 3 |
| 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:

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:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (Welfare of the children being cared for). 27/01/2010

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 compulsory part of the Childcare Register (Welfare of the children being cared for). 27/01/2010