

ABC Day Nursery (Lincs) Ltd

Inspection report for early years provision

Unique reference number EY274214
Inspection date 18/11/2009
Inspector Sharon Waterfall

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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

ABC Day Nursery is a privately owned provision which opened in 2003. The nursery operates from converted domestic premises close to Boston town centre. Accommodation is on two levels. There is an enclosed outside play area sited to the rear of the building. The nursery serves commuters travelling to Boston as well as the local community and surrounding areas. It is registered to provide places to 68 children from birth to eight years, of which 18 are receiving nursery education grant funding. The nursery has procedures in place to support children with English as an additional language and those with special educational needs and/or disabilities.

The nursery is open on a daily basis from 7:00am to 6:00pm. There are 14 members of staff who work directly with the children, all of these hold a relevant child care qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff have used effective self evaluation processes to implement changes and improvements to the provision that benefit the children's learning and welfare. An inclusive environment has been created for the children and their families. Staff value each child individually and work well with parents and other local childcare providers to offer a good continuity of care, enabling children to make good progress.

What steps need to be taken to improve provision further?

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

- ensure the baby sleep room is maintained at a temperature that ensures the comfort of the children
- ensure the constraints of routines such as key groups and mealtimes do not impact on children's learning.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on keeping children safe within the nursery both through practical procedures and written policies. Designated staff with responsibility for child protection clearly understand their responsibilities to safeguard children, including identifying children at risk and reporting concerns to relevant agencies. Written policies are available to parents and staff attend ongoing training regarding this issue, ensuring their knowledge is up to date. Clear vetting procedures ensure that staff working with the children are suitable to do, with regular appraisals through the year confirming ongoing suitability for all staff.

The inside and outside environment are subject to rigorous risk assessments that ensure risks to children are minimised. The premises are secure and any visitor to the nursery must be identifiable to staff or they are referred to a management staff member to verify them for entry. Staff are responsible for checking any changes they make within their own rooms and reporting any concerns to the manager. Although, thermometers are used throughout the nursery, the temperature of the baby sleep room is not checked to ensure it is maintained at a regulated temperature, consequently sleeping children may not be comfortable.

There is a clear ethos throughout the nursery and all staff are committed to providing children with good quality care and learning. Regular staff meetings, reviews and a continual training plan ensures that they keep up to date with new legislation and regulation. New ideas are implemented from training courses such as a 'black and white' area for young babies and a 'living room' for the book and cosy area in the pre school. Staff opinions and views from parents about the nursery are used to inform the self evaluation processes, as well as advice and guidance from local authority advisors. This has led to new roles and responsibilities for staff to improve relationships with parents whose children have English as an additional language and to develop communication, language and literacy throughout the nursery. More use has been made of the local environment to improve children's knowledge and understanding of the world around them and more independence has been gained by older pre school children as they now have opportunities to serve themselves at meal times. The nursery actively promotes equality of opportunity and works with parents and other agencies to support and meet children's individual needs. Welcome signs reflect a range of languages and resources are used that value the children's home languages and cultures.

Consistent and inclusive systems of communication with all parents, including those with English as an additional language, result in good relationships. This includes recording written information in their children's files in their home language and discussing the information with staff. All parents are actively involved in their children's progress as they can access their development folders freely and have been invited to include their own observations from home. An annual parents evening enables them to review their child's progress with their key person, however, there is an effective verbal communication on a daily basis. Parents state that they feel very welcomed by staff, their children are respected as individuals and are progressing well. The nursery also works well in partnership with other settings locally, to provide smooth transitions for children and to support a continuity in their learning and progression. Consequently, children are making good progress.

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

Staff have a secure understanding of the Early Years Foundation Stage and use the key person system effectively to support children in achieving good outcomes. Sensitive observations of the children as they learn through play are completed by their key person and identify children's interests and styles of learning. The

information is used to co-ordinate children's progression and used in planning their next steps in learning and how staff can actively support them in meeting their potential. Planning is effective as it is completed only a week in advance and, therefore, is led by children's current interests and information gained from parents through discussion. This takes place in key groups, which have been adapted this year to ensure greater consistency for the children, however, at times the configuration of the groups means more able children's learning is not being enhanced during this short session. Much thought has been given to the layout of the rooms for all children, with easily accessible resources provided from babies to pre school children, cosy areas and domestic style furniture used throughout the rooms to provide a comfortable and homely feel to the nursery. The outdoor area has been developed to provide free flow opportunities for pre school children and a second area that can be used by toddler aged children at the same time, giving good access to this resource for all children.

Staff in the baby room are very attentive to the needs of the children, they confer daily with parents regarding children's care needs and actively implement strategies discussed. The children are very secure in their relationships with staff and even the younger babies are beginning to interact with one another during their play. The resources include many natural and 'every day' products such as wooden implements in the treasure baskets which the children can easily explore. New experiences are planned and staff observe children's reactions, for example, bubbles are blown for them with some children looking on in awe and wonder as the bubbles float pass them. Others clap and reach out to touch them and some copy the blowing action made by the member of staff. Very positive interaction helps the children to become confident and to develop their communication skills, as staff talk to them continually about their activities, copy the gurgling sounds they make and respond immediately to facial expressions and body language. The babies are taken outside daily to experience a new environment and different activities such as musical instruments. Therefore, the children are having first hand experiences which broaden their learning and develop their curiosity.

Throughout the toddler and pre school rooms there is a wide range of activities and resources available for the children to make their own choices. Children's independence is greatly encouraged as they access their own toys, chose songs they want to sing and have responsibilities such as tidying and clearing away at the end of the session. In pre school the paint has been put into pump dispensers which enables the children to decide how much paint they want and to easily get more when required. They enjoy building with large wooden blocks and make differing obstacles such as balancing beams and seats, they are aware of the safety rules for using them such as stacking only three high. Some children help to put away the soft play equipment, with turns into a good problem solving activity as the blocks and shapes must be put in a specific way to fit in the small bag. They enjoy looking at books together, with older children able to read the pictures clues and tell their own version of the story. A plan, do and review system in the pre school room helps the children to make choices and develop their language as they discuss afterwards what they enjoyed playing with. The outdoor environment is used well, the children have visited many places of interest within the town such as a famous church, a local windmill and the library. Their knowledge of the wider community is developed through resources and activities that enhance their

awareness of the many different cultures within their society.

Meals are freshly prepared using locally sourced produce, are appetising and nutritionally balanced. Pre school children take responsibility in serving their own vegetables and many children have large second helpings, however, the organisation of their lunchtime is not effective and leaves children waiting for their meals. The wide range of fruits provided at snack times help children to make healthy choices. Babies foods are prepared according to their stage of development and in discussion with parents. The children are becoming aware of the importance personal hygiene as they wash their hands frequently and use tissues for noses. They are aware of good behaviour through the use of positive strategies and constant praise for their achievements. They show care and concern for one another and older children know what it means to be friends with some one. The children enjoy their time in nursery.

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	3
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	3
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