

Saplings Day Nursery

Inspection report for early years provision

Unique reference number EY388729
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Inspector Alison Tranby Sturges

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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

Saplings Day Nursery is run by a limited company set up by joint individuals to provide childcare. It opened in March 2009. Care is offered on two floors with the ground floor accommodating the over two-year-old children and the first floor facilitating the baby unit, kitchen and office. Children have access to a secure enclosed outdoor play area. The nursery is situated in a residential area between the towns of Hindley and Westhoughton in Bolton.

The nursery is registered on the Early Years Register and provides care for a maximum of 25 children aged from birth to under five years. The setting currently has 30 children on roll and offers funded places. It is open each weekday from 7.30am to 6pm, all year round. There are a total of four permanent members of staff employed at the setting. All have a relevant child care qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The management team has a clear ambition for continuous improvement. However, staff and parents are not currently involved in the process of identifying priorities for development for the future. Staff work as a team and to support children's learning and development. However, parents are not fully aware of the progress their child is making as they develop in the Early Years Foundation Stage (EYFS). Most children make progress in their learning and development. Children are confident and gaining self-help and independence skills.

Partnership with parents is effective as they are made to feel welcome, and information regarding their child's individual needs are established during the initial settling in period. Schools are invited into the setting to develop links and encourage partnership working, also enabling a smooth transition for children from the nursery to their chosen school. Assessment and observation processes are in place to evidence children's learning and development, however, information is not currently used to inform planning for their individual learning aims. Children's welfare and safety is assured.

What steps need to be taken to improve provision further?

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

- notify Ofsted of registered providers name change and apply for the registration certificate to be amended to reflect this
- use observations to match the expectations of the early learning goals, to identify learning priorities, plan motivating experiences and report progress and achievements to parents.
- lead and encourage a culture of reflective practice, self-evaluation and informed discussions to identify strengths and priorities for development by

involving all staff and consulting with parents.

The effectiveness of leadership and management of the early years provision

The staff team and managers give a regard to safeguarding children. All the required checks have been carried out to ensure staff are suitable to work with children. Robust recruitment and induction procedures are in place. The designated staff member responsible for child protection regularly accesses up to date training, and staff are confident with the procedures to follow if they had concerns about a child. Records, policies and procedures required for the safe and efficient management of the Early Years Foundation Stage are implemented in the main by the management team. Policies and procedures including risk assessments are in place, regularly reviewed and shared with staff to ensure the welfare and well-being of the children. Information and processes are explained to parents during the initial visit and settling in period. Children's likes, dislikes and individual needs are also established.

Children are cared for in a well resourced, safe and stimulating environment, whilst enabling children to actively learn how to keep themselves safe and take risks. Effective steps are taken to promote children's good health and well-being, and prevent the spread of infection through the implementation of clear hygiene procedures. Through activities and discussions, staff ensure children adopt good hygiene practices and an awareness of personal safety.

Sufficient working relationships have been established with parents and generally effective communication systems are in place. Parents in the baby unit attend open evenings and informed through daily sheets of their child's experiences, however, they do not contribute to children's learning and development records. Staff encourage links with the wider community and the children's home environment, promoting continuity of their learning and care. Play activities meet children's learning and developmental needs, however, planning does not implement individual learning goals and aims. The learning environment is attractive and stimulating ensuring children are actively learning.

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

The quality of the provision for children's welfare, learning and development is adequate and promotes outcomes for children. Children actively learn about healthy living, the importance of physical exercise and the environment as they are encouraged to recycle paper and cardboard. Children experience opportunities to gain skills in the six areas of learning in a stimulating play environment. They learn about the wider community through celebrating festivals, such as Eid and Chinese New Year. They learn about the seasons and the effects of autumn in relation to changing colours of the leaves and hibernation of animals. They visit the local parks, gaining opportunities to carry out nature walks and access large physical play opportunities. The enabling environment encourages children to self-select

resources and activities.

Menus take into account children's dietary requirements, likes and dislikes. Healthy eating and health is promoted through discussion, topics and menus. Fresh drinks are available and accessible. Children confidently talk about healthy living and the impact of healthy eating on their bodies.

They also experience activities, such as role play, reading books borrowed from the local library linking to the current autumn theme and arts and crafts. Babies have a clear bond with their key worker and enjoy gaining skills in walking and balancing. They respond to action songs by acting out the movements and making clear attempts to develop language and communication. Children aged two years and above are confident communicators and enjoy solving problems, matching the sequencing bears and role playing in the home corner.

Children show respect for each other staff, they are sociable and secure in the setting. Their behaviour is appropriately managed as children have an understanding of expected behaviour. Children have discussed and agreed expectations of behaviour and play in harmony sharing resources and saying please and thank you to each other. The setting is child orientated and inviting. Staff are committed to ensuring all children and their families feel welcomed.

Children clearly enjoy their time at the setting and are enthusiastic to become involved in activities on arrival, Play provision is encouraged well both indoors and outdoors. Equipment is of a good quality and accessible to the children. Play areas and plans promote the six areas of learning. However, assessment and observations are not effectively used to identify children's individual learning aims and therefore not encompassed in the planning of play provision. Resources are utilised to extend children's learning. Children's progress and development is recorded in a publication called 'Trackers 0-5', however, this information is not currently shared with parents.

Children explore their environment selecting resources and activities that interest them, they play cooperatively together and are practising their skills, such as solving problems and using their imagination during role play. Staff interact appropriately offering some opportunities for adult led activities, such as crafts and writing skills. Staff offer encouragement and extend critical thinking as well as language during story time when children are asked what they think may happen next also why a particular storyline may have happened. They enjoy role play opportunities playing musical instruments and experimenting with the computer equipment. Knowledge and understanding of the world is also promoted as children explore their outdoor environment and participate in celebrating festivals from other cultures.

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	3
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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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	3
The extent to which children make a positive contribution	3
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:

Met