

ABC Day Nursery (Willenhall) LTD

Inspection report for early years provision

Unique reference number

EY394245

Inspection date

03/12/2009

Inspector

Permjit Tanda

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

ABC Nursery re-registered in 2009. It operates from a single storey building situated in Willenhall. There is a fully enclosed garden available for outdoor play. The nursery is open from 7.45am to 6.00pm Monday to Friday for 51 weeks of the year and closed bank holidays and a week at Christmas.

A maximum of 36 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently 41 children on roll. The setting is receipt of funding for the provision of free early years education for children aged three and four years old. Children attend a variety of sessions. The setting supports children with special educational needs and disabilities. Nine staff work directly with the children of whom all hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development, although there are some weaknesses in planning and the range and organisation of resources. Children are welcomed into a warm child-friendly environment where adults ensure they are valued as unique individuals. All the required policies and procedures are in place but there are some inconsistencies in behaviour management strategies used. Provision to help children adopt a healthy lifestyle is a key strength. Some of the arrangements for safeguarding children are inadequate and therefore children's welfare is potentially compromised. Effective partnerships with parents and developing links with local nurseries and schools contributes significantly to ensuring that the needs of all children are met well and they receive any additional support they need. The developing self-evaluation system identifies most of the strengths and areas for improvement of the early years provision.

What steps need to be taken to improve provision further?

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

- ensure that all members of staff understand the safeguarding policy and procedure. (Safeguarding and promoting children's welfare) 04/01/2010

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

- promote and extend children's learning through ensuring the learning intention of activities is clear and through reflecting on and evaluating activities to ensure they support and extend children's learning in the six

- areas of learning
- ensure the behaviour management policy clearly defines the behaviour management strategies used, to help promote consistency within the setting
- build on the range of resources and activities for children under the age of three years through ensuring they are freely accessible for them to use at their own leisure.

The effectiveness of leadership and management of the early years provision

There are appropriate written policies and procedures in place in relation to safeguarding children and there is a relevant designated member of staff with overall responsibility. However, some adults working with children do not understand child protection issues and how to fully implement the procedures in place. Therefore, children's welfare and safety is potentially compromised. There are effective procedures in place to ensure adults caring for children or having unsupervised access to them are suitable to do so. The staff team supervise the children well and appropriate written risk assessments are conducted to identify risks and prompt action taken to eliminate them. All the required records, policies and procedures are in place and regularly updated. However, the behaviour management policy does not clearly define all the behaviour management strategies used and therefore, there are some inconsistencies in behaviour management techniques used within the setting.

Children are cared for in rooms according to their age and ability and staff appropriately use and manage available resources to meet the needs of children. Resources available are adequate to support children's learning and development. However, children under the age of three are not always able to freely access a broad range of resources and activities at their own leisure, resulting in planned goals in learning and development not being achieved consistently enough. The provider takes positive steps to ensure resources and the environment are sustainable through regularly replenishing toys and resources and making changes to the environment with the needs of children in mind.

The management team are committed and strive for improvement and to provide high quality care and education. They employ a whole setting approach and work collaboratively as a team to identify areas for improvement and are motivated to test new ideas to bring about positive change. They recognise the value of continuous quality improvement through self-evaluation and informed discussion to help identify strengths and priorities for future improvement.

Partnership with parents and carers is very well-established and ensures each child's needs are met. Parents receive detailed information about the early years provision and its policies. They are kept well informed about the children's achievements and progress and are actively encouraged to be involved in supporting their children's learning and development. This two-way flow of information means staff can build close relationships with parents and offer advice and support on how best to support their children's learning. Links with other nurseries and schools the children attend are developing to help ensure children receive consistent care and

education. Staff value children as unique individuals and the key worker system works well ensuring additional support is identified as early as possible through sharing information, records and working with parents and appropriate agencies.

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

Children are welcomed into a clean and well organised space. A well motivated staff team work well together to support the children's learning and development around the six areas of learning. All staff have a sound knowledge of the Early Years Foundation Stage learning and development requirements. They ensure that each receives an enjoyable and varied learning experience through providing a range of activities daily. However, the learning intention of activities is not always clear and activities are not sufficiently evaluated and therefore, there are inconsistencies within the quality of experiences the children receive. Arrangements for observation and assessment are developing. Staff make regular observations of what the children enjoy and can do and systematically link it to the early learning goals and are beginning to plan for the children's next steps in learning.

Children's personal, social and emotional development is promoted well. All children develop close relationships which are warm and caring which leads to the growth of their self-assurance, sense of belonging and emotional health and well-being. Children are confident within their environment and enjoy the routine, they seek to do things for themselves and easily move from one activity to another showing appropriate levels of involvement in their play. Children spontaneously interact with adults, who engage them well in conversation and promote their language and communication skills. Older children enjoy circle time where they are encouraged to share their personal stories. All children enjoy singing songs and rhymes and older children are beginning to recognise familiar words such as their own and others' names. Books are mostly made easily accessible and regular story sessions help children increase their fondness for books. Older children have enjoyed acting out 'Goldilocks' and 'Billy goat gruff'.

Children's knowledge and understanding of the world is developing. Children engage in some meaningful experiences in which they encounter creatures, people, plants and objects in their natural environment. For example, children have had a visit from the local doctor and have been learning about staying healthy and have also been actively involved in growing a variety of vegetables and making a soup from the produce grown, which contributes to their understanding about adopting a healthy lifestyle. Children engage in a varied range of first-hand experiences where they explore using their senses, for example, they extend their curiosity through playing with cornflour, cooked pasta, baked beans and using water with soap flakes. Children develop their creativity through a varied range of arts and crafts activities, using the role play area and through using musical instruments. Children begin to learn about their own and other cultures and customs through celebrating a variety of festivals, tasting foods and dressing up in traditional costumes.

Children are beginning to develop an understanding of problem solving, reasoning and numeracy as they seek patterns, make connections, count, sort and match through using puzzles, shape sorters, threading laces and construction toys. Children are beginning to show an interest in information, communication and technology and have recently been introduced to a laptop and digital camera and thoroughly enjoy using the various remote control cars and animals.

Children benefit from well balanced and nutritious meals, snacks and drinks, which are prepared fresh on the premises. There are well established hygiene practices in place and children learn healthy habits such as good hygiene practices. Children enjoy an attractive and challenging outdoor play area where they practise and develop their physical skills. Children are learning to share and take turns. They develop skills that contribute to their future economic well-being through making satisfactory progress in their communication, language and literacy and problem solving, reasoning and numeracy skills.

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	4
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	4
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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