

West Cambridge Day Nursery

Inspection report for early years provision

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Inspection date 15/02/2010
Inspector Emma Bright / Veronica Sharpe

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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

West Cambridge Day Nursery is part of Child Base Limited, a national nursery chain. It opened in 2009 and offers child care to the staff and students of Cambridge University. The nursery operates from purpose built premises close to Cambridge city centre in Cambridgeshire. The nursery is open five days a week from 8.00 am to 6.00 pm all year round. All children have access to an enclosed outdoor play area.

A maximum of 100 children may attend the nursery at any one time and there are currently 120 children on roll who are within the Early Years Foundation Stage (EYFS). The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery currently supports a small number of children with special educational needs and/or disabilities and also supports a significant number of children who have English as an additional language.

The nursery employs 30 staff, of whom 21 hold appropriate early years qualifications and three are training towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A warm and welcoming environment is provided for children and they enjoy their time at the setting. Children make suitable progress in their learning and development and some challenge is offered through activities. Staff form sound relationships with parents and other carers to ensure the individual needs of children are appropriately met. The environment generally promotes children's welfare and most of the essential documentation is in place to ensure their health and safety needs are met. Systems to monitor and evaluate the provision are evolving.

What steps need to be taken to improve provision further?

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

- develop staffs' knowledge and understanding of the EYFS in order to improve outcomes for children; ensure that children's assessment records are used effectively to inform planning, identify next steps in children's learning and build on what they already know
- review the educational programme regarding the organisation to ensure that children have opportunities to develop their independence skills and have time to pursue their learning without interruption
- develop the outdoor space further in order to support children's learning in a rich and stimulating environment, which offers challenging experiences and where they have freedom to explore and use their senses; where possible link the indoor and outdoor environments

- improve the risk assessment so that it clearly identifies aspects of the environment that need to be checked on a regular basis; this refers particularly to the cleanliness in the milk kitchen, storage of mops and buckets and the cleanliness of nappy changing areas
- provide further opportunities for children to see and use their home language in their play and learning; make use of resources to reflect the diversity of the children attending the setting.

The effectiveness of leadership and management of the early years provision

Robust recruitment arrangements are in place to ensure staff who work with children are suitable to do so. Induction procedures ensure new staff are clear about the nursery's policies to keep children safe. Staff are suitably trained and know what action to take in the event of a safeguarding issue. They demonstrate sound knowledge and understanding of safeguarding procedures and they help children to understand how to keep themselves safe. For example, they remind children of safe ways to use knives and forks at meal times so they don't hurt one another. Written risk assessments and daily checks sufficiently ensure that most hazards are identified and minimised to safeguard children. However, children's health is compromised because areas such as the milk kitchen and nappy changing facilities are not cleaned thoroughly enough. Sometimes staff do not have a clear understanding of good hygiene practice and therefore the wearing of gloves at meal times becomes ineffectual at preventing cross-infection. The required documentation is in place, and policies and procedures are suitably implemented by staff and shared with parents.

The setting works well in partnership with parents and carers to ensure children's individual needs are met. Clear information is provided to parents about the setting and sound systems are in place for staff to gather information about children's individual care needs. Links are being developed with others in order to further support children. Appropriate systems are in place to support children with special educational needs and/or disabilities.

The acting manager, who has recently been appointed, has begun to implement changes. Areas of weakness have been identified and she demonstrates the capacity to tackle them effectively. The system to monitor and evaluate the provision is in place and the management team is motivated to seek improvement in order to secure positive outcomes for children. The provision in general is suitably organised so that children have appropriate experiences, and adults are deployed so children are safe and well-cared for. However, the outdoor space does not always offer sufficient challenge, or support children's learning effectively.

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

A sound range of activities are provided for children and this enables them to make satisfactory progress across most areas of learning and development. However,

staff do not have a clear enough knowledge and understanding of the learning and development requirements in the EYFS to enable them to confidently support and extend each child's learning in all areas. Planning is in place, but does not sufficiently take into account each child's individual interests. Although staff carry out observations of the children as they play, they do not use them to inform planning or to identify the next steps in each child's learning.

Children are able to make some choices about what they do and they enjoy opportunities to explore their environment. However, staff tend to focus on completing chores and the organisation of some routines and activities means that children have fewer opportunities to pursue their own interests and develop their independence skills. Children enjoy warm relationships with staff and one another. They participate in 'Friendship Friday', where they celebrate their friendships and thank each other for being friends. Staff give babies lots of cuddles to comfort them when they are upset which means they feel secure and safe. Children behave well and staff praise their achievements, which helps them to feel good about what they do.

Children are confident communicators and are eager to share their experiences with visitors. They are beginning to know about their own cultures and those of others. However, children learning English as an additional language have fewer opportunities to use their home language in the setting, and resources are not used to further support children's understanding about the society they live in. Children develop their small muscle skills as they shape and pat play dough, while babies enjoy handling and feeling sand, watching as it trickles through their fingers. Children are interested in numbers, and join in singing lively action rhymes. Babies show curiosity in objects from the treasure basket and enjoy looking at their reflection as they notice themselves in the mirror. These simple activities satisfactorily lay the foundations to support the children's future economic well-being.

Staff teach children about keeping safe and they regularly practice the fire drill so that they know what to do in an emergency. Children are learning about the importance of a varied and nutritious diet, they are provided with snacks and meals which include lots of fresh fruit and vegetables and these are prepared and cooked daily on the premises. Staff are aware of children's individual dietary requirements and any specific needs are well-catered for. Photographs remind older children about good hand washing routines, however, staff do not always explain to younger children about why good hygiene practice is necessary to help to prevent cross-infection. Children enjoy opportunities to play outdoors as they kick balls and run after hoops. They are beginning to understand the effects of activity on their bodies, explaining that it 'makes their breath faster'.

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	3
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