

Abbey Park Campus Nursery

Inspection report for early years provision

Unique reference number EY388332
Inspection date 18/11/2009
Inspector Claire Jenner

Setting address Leicester College, Abbey Park Campus, Painter Street,
LEICESTER, LE1 3WA
Telephone number 0116 2244 100
Email shallam@lec.ac.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Abbey Park Campus Nursery was registered in 2009 and is run by Leicester College. It operates from a purpose built building with level access in the grounds of the college which is close to Leicester City centre. Children have access to an enclosed outdoor play area. The nursery is open each weekday from 8.15am to 5.15pm throughout the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 55 children may attend the nursery at any one time. There are currently 61 children aged from birth to under five years on roll. The nursery supports children with special educational needs and disabilities and those with English as an additional language.

There are 12 members of staff, all of whom hold early years qualifications to at least level two. The setting provides funded early education for three and four year olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development because they are consistently supported by a knowledgeable and motivated staff group. A strong emphasis is placed on valuing the uniqueness and inclusion of each child and highly effective partnerships between parents, other providers and agencies ensure their individual needs are met. A wide range of comprehensive and well organised policies and procedures are in place to effectively promote children's health and safety. The provision for continuous improvement is highly effective as managers clearly communicate ambition to all staff. Systems to drive and secure the settings further development are well established and accepted by all.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing the outdoor play area in order to further develop a more challenging and accessible space for children to play and learn.

The effectiveness of leadership and management of the early years provision

Managers are experienced and confident in their role. They are successful in inspiring and supporting the dedicated and professional staff team who provide a high level of care and learning opportunities for all children. All staff work exceptionally well as a team and are positive and enthusiastic in their work. This

creates a vibrant and stimulating play and learning environment for children where they can flourish and make excellent progress. Self evaluation reflects rigorous monitoring and clearly identifies what the setting does well and what it needs to develop further. As a result, actions are well targeted and have a highly beneficial impact on outcomes for children. Staff at all levels have a comprehensive awareness of safeguarding issues and they attend regular training and receive good support from managers. Thorough policies and procedures are implemented throughout the setting to ensure any concerns are prioritised and dealt with effectively. Staff assess and successfully limit risks on a daily basis and comprehensive risk assessments are in place and regularly reviewed. Robust procedures for the recruitment and vetting of new staff ensures that children are cared for by suitable and qualified adults and the successful induction process means that staff are provided with an extensive range of information to enable them to confidently fulfil their role. Ongoing processes for managing the performance of staff and promoting their professional development are effective. Consequently, staff feel valued and are eager to attend relevant training, take part in meetings and researching new guidance in order to continually update their knowledge and skills.

Managers and staff have established effective working relationships with parents who are actively involved in their children's care and learning from the onset. Parents are warmly welcomed into the setting where they are encouraged to share their thoughts and any information with the approachable staff group. Parents and carers are heavily involved in decision making on key matters affecting the setting through inclusive and established procedures. For example, through the parents consultative group, suggestion box, regular questionnaires and being involved in the reviewing processes of the settings policies and procedures. The setting provides guidance and information to parents detailing ways in which they can support their children's learning, such as notice boards, easy access to children's records, photographs, play packs and parent workshops. The setting is highly committed to working in partnership with others and has been proactive in developing systems to establish effective working relationships. There are well established procedures in place and open communications between the setting and other agencies, which successfully promotes children's learning, development and welfare.

The indoor environment is very well organised and a considerable amount of thought and planning means that children have excellent access to a wide ranging selection of stimulating activities and play opportunities. As a result, children clearly benefit and thrive in the setting they are in. Children also have good access to the outdoor play area and a range of suitable and well presented equipment. However, this is an area identified for further development in order to provide more challenging play opportunities for children. Resources and equipment are of high quality and suitable for the children attending. The effective key worker system means that staff are able to build strong relationships with children and their parents which in turn allows them to develop an accurate understanding of their individual care and learning needs. Staff are committed to working with parents, local advisors and other professionals in order to provide an effective and inclusive provision for all children. Managers and staff are highly effective in

ensuring all children are well integrated and are committed to taking steps to close identified gaps in children's achievements.

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

Children play and learn in a stimulating and welcoming environment which reflects the children's background and the wider community. This helps to ensure all children and their families are welcomed into the setting and feel valued. Children are confident, inquisitive and eager to learn and purposeful planning by key workers ensures children enjoy and take part in a rich and varied curriculum across all areas of learning. In addition, assessment through high quality observations enables staff to confidently use the acquired information to adapt learning experiences to reflect children's individual interests and next steps.

Staff's purposeful discussions and engagement with children help to develop their language for communication and encourages them to question and think critically. Staff have been proactive in introducing innovative ideas to ensure all children are able to contribute to discussion and are fully involved in the setting. For example, all staff carry small pictorial prompts of key words which can be used with individual or groups of children. Children are confident, settle well and develop excellent relationships with staff and their peers. They play co-operatively and are well supported by staff as they work and play together. For example, a group of older children use bricks and wood to build ramps and bridges and then take turns as they enjoy sliding cars down to the bottom. Children display high levels of confidence and self-esteem and staff ensure they celebrate all children's achievements. All children have a strong sense of security and belonging within the setting. For example, young babies are inquisitive and investigate their surroundings independently making choices of what they would like to play with as they move freely around the large group room. Older children are eager to share their toys and resources and enthusiastically involve adult visitors in their play.

Children's creativity is effectively promoted as they sing and move to music or make their own sounds using the wide range and easily accessible musical instruments. A staff member and child sitting beating time with the drum are quickly joined by an eager group of children who animatedly join in singing and dancing to the music. Throughout the setting children have many opportunities to make their own pictures and models and freely access a range of materials and tools from the excellently resourced creative area. Children have excellent access to equipment to promote their awareness of technology. Older children skilfully use the mouse as they navigate their way around a computer programme and younger children enjoy pressing buttons to make different sounds or 'dial' a number and chat animatedly on the phone. Counting is built into routine activities and children learn about weight and measure through adult led activities such as cooking or they experiment independently in the number area with scales, weights and vegetables. Children are developing independent writing through access to a range of media and meaningful activities. For example, older children skilfully hold a pencil and make marks on paper whilst younger children are encouraged to make marks in the sand or during an activity using foam. Children are valued as

individuals. For example, staff are proactive in learning key words in children's home language and resources such as the role play area and displays reflect diversity very effectively. This also helps children to value those that are different from themselves.

Children's health is successfully promoted. Young children are extremely content and settled as their individual health, physical and dietary needs are met to a very high standard. For example, the effective key worker system enables staff to work closely with parents to ensure children's individual routines are fully understood and implemented. Children follow good personal hygiene routines and understand the importance of healthy eating as they make healthy choices at snack time and are offered a varied menu. Children are encouraged to be independent and take ownership of their health as they serve themselves at meal times and are free to access refreshments whenever they feel thirsty. They have frequent access to the outside play area and access to additional equipment, such as raincoats and umbrellas means that children can enjoy the outdoors whatever the weather.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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