

Churchdown Day Nursery

Inspection report for early years provision

Unique reference number EY385380
Inspection date 19/11/2009
Inspector Jenny Read

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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*.

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Description of the setting

The nursery opened at the new building in 2009 and has been operating since 1994. The nursery is registered on the Early Years Register and may provide care for a maximum of 85 children in the early years age group, of these, not more than 48 may be under two years at any one time. There are currently 104 children on roll attending full- and part-time sessions for 52 weeks of the year. Of these, 14 children receive funding for nursery education.

The nursery operates from a purpose-built, two-storey building in the Churchdown area of Gloucester. Children under two years are mostly cared for on the first floor. There are stairs and a lift giving access to this area. Older children are cared for on the ground floor. Children have shared access to a sensory room and dining room with open kitchen. Children have access to an enclosed garden area with astro turf, patio and decking surfaces for outdoor play.

The nursery employs 22 staff to work directly with the children. In addition, the nursery employs a cook and seven staff to cover lunch duty and staff absence. Nineteen staff including the manager, deputy manager and teacher hold qualifications up to degree level. One member of staff holds the Early Years Professional Status. Two members of staff are currently working towards the National Vocational Qualification in Early Years and Education at Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good emphasis is given by staff to promote positive outcomes for children. Children are made to feel special and are eager to attend, displaying high levels of confidence and self-esteem. They are happy, motivated and are making good progress in their learning because staff know their individual needs well. Children demonstrate outstanding progress in developing the skills that will help them in the future. They play a dynamic role in the setting because staff skilfully encourage their independence, curiosity and understanding of how to keep themselves safe and healthy. The highly committed and motivated management and staff team bring about sustainable improvements for children because self-evaluation is robust and inclusive of all staff and parents. As a result, strengths and most weaknesses are identified and actions taken by the setting are well targeted and have had a good, and in some aspects outstanding, impact for children. The management and staff team are mostly supportive of each other to create a good team spirit.

What steps need to be taken to improve provision further?

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

- ensure the safeguarding and complaints policies

11/12/2009

contain accurate detail and reflect current legislation
(Safeguarding and promoting children's welfare)

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

- continue to develop activities that raise children's knowledge and understanding of their own and other cultures to value diversity and differences
- further develop the planning systems to ensure activities radiate from all children's individual learning needs to further enhance their progress and development.

The effectiveness of leadership and management of the early years provision

Policies and procedures are well written, reviewed regularly and mostly contain accurate, up-to-date detail. Staff demonstrate thorough knowledge of the setting's policies and implement the robust procedures extremely well to promote children's healthy well-being. Rigorous safety measures and good knowledge of safeguarding procedures protects children from harm and ensures they play in a safe, secure environment. Record keeping is exemplary and routinely shared with parents to support children's care. The management and well qualified staff team have a highly positive relationship with parents and carers and relationships are well-established ensuring each child's needs are well met. Daily informal discussion, daily diary sheets, parents evenings and spending time in their child's group is helping to forge strong links. In addition, the staff team regularly seeks parents and carers views and ensures these are used to inform important decisions about the provision and their children's care and learning. Parents are well informed about all aspects of their children's achievement, well-being and development enabling parents to take an active part in the nursery and their child's learning.

Systems to monitor and evaluate practice are fully inclusive of parents and staff. This provides an accurate diagnosis of the setting's strengths and weaknesses to secure continuous improvement and ensure a responsive service. The management team are ambitious and communicate clear priorities about what the setting needs to do to successfully drive improvement. These targets include, addressing the planning systems, maintaining stability in the staff team and developing the links with other providers and agencies to ensure information is used effectively to fully support children's achievements and well-being. Processes for induction and managing the performance of staff and for their professional development are effective and well established. As a result, staff are good role models and know their roles and responsibilities very well.

Children play in a highly stimulating and welcoming environment. Excellent use is made of the bright, spacious and inviting play areas to support children's learning. All base rooms are extremely well organised and benefit from an abundant range of toys to provide stimulating experiences for children. Staff have good knowledge and understanding of the Early Years Foundation Stage (EYFS) framework.

Teaching is rooted in good knowledge of the learning and development requirements and very good understanding of how young children learn and progress. However, systems for planning activities do not successfully focus on all children's learning needs. The key person system works effectively to support children's care and learning and recognise their uniqueness. Staff plan occasional interesting activities to raise children's awareness of other cultures and learn words in children's native languages to support their integration. Children's progress in specific areas of the curriculum, such as communication, knowledge and understanding of the world and information and communication skills are skilfully encouraged by staff with exceptional resources.

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

The quality of children's learning and development is enhanced because all staff know their key children very well to provide a rich, stimulating environment in which to play and learn. Excellent use is made of the well-planned outdoor areas to enhance all children's experiences across the six areas of learning. As a result, children are busy and engaged and are making good progress in their learning. Excellent focus is given to promoting children's sense of belonging and recognise each child's unique qualities. For example, staff provide cuddles and sensitively re-introduce children to play at their own pace when they wake up. Staff monitor their key children's learning and progress well because ongoing observations and assessments are clearly focused on children's interests, link closely to the EYFS and identify possible lines for development to inform planning and challenge and extend their learning. Planning is purposeful, based on children's interests, ideas and next steps. However, introduction of an eight-week planning cycle means staff take it in turns to plan for their key children's identified learning. Although children are making good progress in their learning, they have to wait up to eight weeks for activities to concentrate on their individual learning needs, meaning the focus of activities does not meet all children's needs.

Staff throughout the nursery actively encourage free-flowing indoor and outdoor play, enabling children to actively make choices about where they play and learn to support and extend their learning. The youngest children are thriving, beginning to develop good early skills and actively explore their surroundings with curiosity and interest to become inquisitive learners. They laugh and smile with excitement as they investigate an extensive range of media and materials to challenge and enhance their creativity and sensory experiences. The children have fun exploring their reflections in the mirror, investigating Ready Brek, shaving foam and paint, and scrunching the cornflakes in their hands. Staff model new words, such as 'crunch', and use purposeful interaction and narration of play to encourage new language and extend early communication. Children develop interest in their surroundings as they eagerly investigate different media in the sensory room. They show interest in the lights and large fibre optic ball, gaining confidence to explore and investigate for themselves.

Children eagerly talk about going in the space ship lift, talking about the planets on the roof and confidently talk about their play, showing pleasure in sharing their

experiences. All children enjoy excellent access to programmable toys and touch screen computers to extend their skills for the future. Children negotiate programmes well and receive good support to develop new skills. Children are imaginative, benefiting from well-planned resources based on their interests and experiences. For example, children take on various roles in the veterinary surgery, garage, home corner, opticians and travel agent with good role modelling, very good questioning and support from staff to extend their play ideas further. Children freely express themselves as they experiment with words to describe the ingredients as they use their fingers to make salt dough. They practise early mark making on the chalk board and learn to recognise letters for their name during circle time.

Excellent steps are taken to prevent the spread of infection ensuring children's health and well-being are actively encouraged and promoted. They benefit from healthy, wholesome snacks and meals and enjoy very good opportunities to be physical and develop new skills as they eagerly explore exercising on the new gym equipment. Children demonstrate confident understanding of the importance of regular exercise, healthy food and good hygiene practices on their personal well-being through regular discussion and questioning and exemplary practices from staff. Clever questioning from staff is empowering children to think about safe practices and learn to keep themselves safe. As a result, children know why they need to tidy away their toys and how to use the gym equipment safely. Children learn to manage their own behaviour well because they take an active role in devising the rules and boundaries for acceptable behaviour in the nursery. Frequent and enthusiastic praise during play and daily routines, promotes children's self-esteem and values their achievements. As a result, children are polite, motivated and well behaved.

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

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| 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

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| 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 | 1 |
| 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 | 3 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 | 1 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 1 |

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