

# ABC 123 Day Nursery Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	EY390313
<b>Inspection date</b>	23/11/2009
<b>Inspector</b>	Nighat Ghani

<b>Setting address</b>	Unit 3 Warrington Business Park, Long Lane, Warrington, Cheshire, WA1 8TX
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**Email**

<b>Type of setting</b>	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).

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## **Description of the setting**

ABC 123 Day Nursery was registered in 2009 following a change of ownership. The setting is owned by a limited company and operates from the ground floor of a building situated on Warrington Business Park. Children are cared for within five areas. There is a secure area available for outdoor play. A maximum of 69 children may attend the setting at any one time. The setting is open five days a week from 7.45am to 6pm all year round. Children attend from the local community and surrounding areas.

The setting is registered by Ofsted on the Early Years Register. Children attend for a variety of sessions. There are currently 73 children in the early years age group on roll, including some who receive nursery education funding. The setting employs 15 members of staff, including the manager. All staff are suitably qualified. The setting receives support from the local authority early years advisory team and is a member of the Pre-school Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled. Inclusion is well promoted and staff have a good awareness of the Early Years Foundation Stage (EYFS). As a result, children make good progress in their learning and development. Good relationships have been established with parents. The setting demonstrates a positive attitude towards continuous improvement, recognising that key areas for further development centre around the process for self-evaluation, and working in partnership with parents and other providers.

## **What steps need to be taken to improve provision further?**

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

- develop further procedures for evaluating the provision to identify the strengths and weaknesses and how this information is used to secure continuous improvement
- work in partnership with parents by involving them in their children's continuous learning and development
- take necessary steps to prevent the spread of infection, for example drying hands after washing.

## **The effectiveness of leadership and management of the early years provision**

Staff are deployed effectively throughout the nursery. An effective key worker system is in place, which ensures children are cared for by a consistent member of staff. There is a robust recruitment and vetting procedure which maintains the

suitability of staff and promotes the children's safety. Policies and procedures are shared with parents and are reflected in practice. Management are committed to the continued development of the staff team and have introduced a new appraisal system to ensure staff training needs are identified and acted upon.

Comprehensive risk assessments are in place to ensure children's safety. Documentation which is required for the safe and efficient management of the nursery is efficiently organised and promotes children's needs. Staff have a good understanding of child protection to enable them to effectively safeguard the children in their care. The manager is a designated person for safeguarding, and is aware of how to follow the comprehensive safeguarding procedure should they have a cause for concern about a child or if there is an allegation made against a member of staff. Management have started to monitor their provision through a self-evaluation system. However, this system is not robust enough to analyse what is needed to secure further improvements.

Parents receive written and verbal feedback at the end of each day, which keeps them informed about their children's routines and how they have spent their time at the nursery. They also receive regular newsletters which ensure parents are well informed of any new developments within the nursery and the activities their children have been involved in. The progress of children is shared at regular parents' evenings. However, the nursery has not yet implemented systems where parents or other early years providers are encouraged to contribute towards individual children's learning and development.

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

Staff have good knowledge and understanding of the Early Years Foundation Stage and children make good progress towards the early learning goals. Observation and assessment procedures, which enable staff to make informed decisions about children's progress and identify next steps in their learning, are in place. Focused activities identify appropriate activities for individuals and groups of children. This is working effectively in all areas of the nursery. Children have warm relationships with staff. Young children receive lots of hugs and cuddles from their carers and older children interact well with their key workers. A good balance of adult-directed and child-led activities encourage children to become active learners, creative, and critical thinkers. Staff sit and interact with the children and take this opportunity to fully extend children's learning.

The well-organised resources throughout the nursery encourage purposeful play and exploration, which enables children to make independent choices and initiate their play and learning.

Children have strong sense of belonging within the nursery. Examples of their work are displayed to create an inviting and stimulating environment. Children are confident communicators and express themselves clearly. Older children have started to recognise the letters in their name. This is reinforced throughout the day; for example, children are encouraged to label their own work and find a place at the table with the first letter of their name. Children count to 10 and use

numbers correctly in everyday activities; for example, they work out how much cutlery they need for lunch. Children learn about their natural environment during organised visits. They develop an awareness of the wider world and diversity through celebration of different festivals and resources.

Very young children have access to a wide range of toys that are colourful and tactile and make different sounds, helping them to explore using their senses. They make connections and find out what toys can do as they press buttons to make music and then press the buttons again to make it stop. Children have opportunities to count and make marks, and they explore a variety of media such as play-dough, paint, sand and water. Children confidently use the computer and develop their skills with the mouse as they use simple programmes. Children enthusiastically sing songs; for example, they sing 'five little men in a flying saucer', and are encouraged to count using their fingers and estimate how many men are left.

Children are cared for in premises which are safe and secure. Fire drills are practised with the children on a regular basis. This allows them to be confident of what to do and where to go in the event of a fire or emergency evacuation. Meals are balanced and are freshly cooked on the premises every day. Good nappy-changing procedures are in place and implemented effectively into practice. Children are encouraged to wash their hands before eating and after using the toilet. At the time of the inspection children were given a terry towel to dry their hands, which increases the risk of cross-infection. Meals times are relaxed and a social occasion, which children clearly enjoy.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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