

# Lola-Belle's Private Day Nursery Ltd

Inspection report for early years provision

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**Unique reference number** EY393248  
**Inspection date** 01/02/2010  
**Inspector** Jasvinder Kaur

**Setting address** 11 Owen Street, TIPTON, West Midlands, DY4 8EZ

**Telephone number** 0121 5579956

**Email**

**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

Lola-Belle's Day Nursery registered in 2009 and operates from a converted office building in Tipton, West Midlands. This is the sister nursery to Smarty Pants Day Nursery. Facilities on the ground floor are for children under two years, and the first floor facilities are for children over two years. The nursery is accessed via the rear entrance where there are designated car parking bays available.

The nursery is registered to provide care for 54 children, of whom 18 may be under the age of two years. There are currently 46 children under five years on roll. This provision is registered by Ofsted on the Early Years Register. The nursery currently supports a number of children who speak English as an additional language. It opens Monday to Friday, all year round, from 7.30 am to 6.00 pm.

There are 10 members of staff working directly with the children, all of whom hold a relevant early years qualification to Level 2 or 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The care and welfare of the children in the nursery is promoted by friendly and welcoming staff, and the manager is enthusiastic and dedicated to making further improvements. However, the Early Years Foundation Stage (EYFS) framework is not yet fully implemented to maximise children's enjoyment and achievement through staff self-evaluation. The environment is stimulating and offers an inclusive and welcoming service for all children and their parents. The partnership with parents is positive, and there is a two-way exchange of information on a daily basis with regard to children's welfare. Systems to evaluate practice are generally implemented to support the staff in identifying both strengths and areas for ongoing improvement to advance outcomes for children.

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

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

- develop a systematic and routine approach to observing children and use the assessment to plan next steps in their development
- extend the arrangements to support children's progress in relation to their capabilities and starting points and to present them with sufficient challenge
- review the risk assessment to ensure that the doorway area in the baby room is inaccessible to mobile babies to ensure their safety.

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

Staff have a clear understanding of Safeguarding Children in relation to child protection. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. They are also familiar with procedures should an allegation be made against a member of staff, and the implications this may have for their practice. A robust recruitment procedure ensures the suitability and qualification of all adults looking after the children or having unsupervised access to them. Risk assessments are undertaken, both inside and outside the provision, to minimise hazards, and the security of premises is well-maintained. However, the doorway area in the baby room is not made inaccessible to mobile babies to ensure their safety. Children develop sense of belonging and behave in ways that are safe for themselves and others, through regular input from staff drawing attention to any possible dangers in their everyday life. They are protected from the spread of infection, because there is a procedure in place to exclude any children with infectious illnesses.

The setting has commenced a process of self-evaluation through collating the views of staff in order to identify most areas for improvement. Parents' views are sought to evaluate and improve the services through verbal feedback and regular questionnaires. Children benefit from positive and professional relationships between parents and the staff, who recognise their contribution as partners in their children's care and well-being. Children's achievements and progress are discussed on a regular basis. Regular newsletters keep parents informed of changes and events within the nursery. The partnership with other providers delivering the EYFS is sufficiently developed to promote children's well-being and continuity of learning.

A wide selection of resources depicting positive images of diversity are available, including toys, books and posters, to encourage children to understand and respect the values and differences of others. They celebrate festivals all through the year, including the Chinese New Year, Diwali, Easter and Christmas. The system to support children who speak English as an additional language is well-established, with staff support and appropriate resources. Staff association with the area Special Educational Needs Coordinator (SENCO) and other professionals, allows staff to seek advice and support to ensure children's needs are met effectively. This means inclusive practice is well-promoted to help all children achieve their potential. Effective organisation of resources presents a free choice to encourage children's independence to initiate their own play.

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

Children are provided with satisfactory opportunities. An appropriate key person system ensures that children become familiar with the provision and feel safe. Staff plan a suitable range of experiences for children. However, observation and assessment of children is not consistently maintained to help them progress

towards the early learning goals. The arrangements to support children in relation to their capabilities and starting points are not sufficiently comprehensive. This means children are not always challenged to make optimal progress in next steps across the six areas of learning.

Children generally extend their communication skills through routine activities such as visiting the library, singing nursery rhymes, listening to stories and making marks using chalks and easel. They develop their vocabulary through talking to peers and familiar adults. Babies develop vocabulary while taking pleasure in listening to nursery songs, moving their bodies to the rhythm, smiling and making eye contact. Children have opportunities to express their imaginations through music, role play, making rice cakes and having independent access to paint, water and sand. Children's creative skills are further stimulated by the input of a regular visitor who provides different experiences.

Children develop their physical skills through a suitable range of opportunities throughout the session. They go out in the fresh air most days and play at their local park. The use of physical play equipment and participation in singing action rhymes in a circle promote children's coordination and spatial awareness. Children show increasing skill in construction, hand-eye coordination and manual control in holding and using mark-making tools. Sufficient opportunities are provided to learn about shape, colour and size as they sort toys into groups. As well as counting objects and toys during play, some number games and rhymes help children to develop their numeracy skills. Children's knowledge and understanding of the world is supported as they have opportunities to learn about wildlife and observe changes in weather when they go for walks in the area. Suitable opportunities are provided to operate simple programmable toys to develop children's understanding of how technology can help them in their everyday lives.

Children choose their own activities and form good relationships with adults and peers. While working as a group, they listen to others, share fairly and wait patiently for their turn. Staff encourage and praise their efforts appropriately. Children adopt good personal hygiene routines, including washing hands before eating and after messy play, and using the toilet. There is a sociable and relaxed atmosphere at mealtimes, and all enjoy freshly cooked foods. Drinks are readily accessible to all children throughout the day.

## 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>	3
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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3

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