

# DND Childcare Ltd Nursery

Inspection report for early years provision

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**Unique reference number**

EY396172

**Inspection date**

17/03/2010

**Inspector**

Georgina Emily Hobson Matthews

**Setting address**

Unit 11, Beech Avenue, Taverham, NORWICH, NR8 6HW

**Telephone number**

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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

DND Childcare Ltd was registered in 2009. It is privately owned and operates from a unit on a small industrial estate in Taverham in Norfolk. Children have access to an enclosed, outdoor area. The nursery provides care for children from the village and the surrounding area. It is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 26 children may attend the setting at any one time and of these not more than six may be under two years. It is open each weekday from 7am until 6.30pm.

There are currently 18 children who are within the Early Years Foundation Stage on roll and the nursery is in receipt of nursery education funding. It supports children with special educational needs and disabilities and children who speak English as an additional language. The proprietor, two full-time and one part-time member of staff work with the children and three members of staff hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make sound progress within their learning. Positive partnerships are formed with parents and other Early Years Foundation Stage providers who care for children who attend in order to meet children's individual needs. Generally, children's welfare is promoted satisfactorily. Management is beginning to review the service that the nursery provides to children and families and successfully identifies and targets some areas for development.

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

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

- review the nursery's safeguarding children policy with particular reference to the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 02/04/2010
- identify aspects of the environment that need to be checked on a regular basis and maintain a record of when and by whom they have been checked (Suitable premises, environment and equipment) 02/04/2010
- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare). 02/04/2010

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

- enable all practitioners to implement the safeguarding children policy and procedure appropriately
- review the risk assessment to cover anything with which a child may come into contact, with particular reference to the large trampoline
- use assessment to inform planning more effectively.

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

Children are safeguarded as robust recruitment procedures are in place and all adults having access to children are suitable to do so. Staff members have a sound understanding of safeguarding issues, however, the nursery's safeguarding policy does not outline clearly the procedure to be followed in the event of an allegation being made against a member of staff. In addition, not all staff members have accessed safeguarding training in order to be up-to-date with Local Safeguarding Children Board guidance and procedures. Appropriate records, policies and procedures for the safe management of the nursery are in place. Generally, all areas and most equipment are safe and suitable for young children. Staff members complete adequate safety checks of the indoor and outdoor areas each day, prior to the arrival of the children. However, management has not conducted a robust risk assessment of the premises or of specific outings in order to minimise any potential hazards with which a child may come into contact and to assure their safety at all times.

Although the nursery has not carried out a written self-evaluation, management and staff members have a realistic awareness of most areas that require development. Satisfactory plans are in place, for example, to improve the nursery's risk assessment and to develop the outdoor play space. All staff members hold current paediatric first aid certificates and are able to take appropriate action in the event of an emergency. The nursery is clean and hygienic and play areas are organised effectively so that children can move freely and safely. They are able to make choices and to play at their own pace and resources are changed regularly to ensure that children remain interested and motivated. The nursery offers sensitive settling-in arrangements and allocates a key person to each child in order to help children to feel confident and safe. Staff members are friendly, caring and attentive to children's needs at all times. They show genuine interest in children's ideas and offer them lots of praise. Staff members know children well and support every child so that no group or individual is disadvantaged. As a result, children are happy and at ease in their care.

The nursery forms sound working relationships with parents. Adequate information about the setting is provided within an introductory booklet and parents are invited to access a full set of the nursery's policies in the office. A notice board keeps parents up-to-date with the nursery's menus and any events. Parents have opportunities to share information with key persons and other staff members each day. Parents' satisfaction about the nursery is reflected in their positive feedback. The nursery has developed some links with other Early Years Foundation Stage

providers in order to promote continuity and consistency of care for children who attend additional settings.

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

Children make satisfactory progress within their learning. Three staff members hold appropriate early years qualifications and have a sound understanding of the Early Years Foundation Stage. Key persons plan activities and make observations and assessments of children's development. However, these assessments do not inform future planning effectively in order to consistently challenge children.

Children are happy on arrival and are eager to hang up their outdoor clothing and join their friends. They are confident in the nursery and play happily alongside each other. Children behave well and are able to share resources, take turns and play cooperatively. They communicate well with each other and with staff members. Children enjoy listening to stories and staff members develop their language and thinking skills with the use of open questions. They recognise their names and understand that print holds meaning. Children think about 'tall, taller and tallest' as they build towers. They show lots of concentration as they think about different ways to stack beakers. Children are proud of their achievements and count the number of beakers in each stack. They learn about different shapes as they post these into sorters. Children immerse themselves in imaginary play as they talk to friends and family on mobile telephones, order fruit and marshmallows from a supermarket and seek help for a 'baby' from a doctor. They learn about the neighbourhood on outings to local parks and woods. Children observe the growth of tomatoes on a sunny window sill. Children explore different materials as they paint and create collages.

Children feel safe at the nursery as staff members offer them consistent boundaries and gentle reminders such as not to cover their eyes with a head band. Children's awareness of road safety is raised on outings. They adopt healthy habits as they wash their hands after toileting and before eating. Children make healthy eating choices at the nursery and learn about which foods are nutritious. They develop a positive attitude to exercise and have daily opportunities to explore a variety of physical movements in the outdoor area. Children are active and gain confidence as they balance and climb on age-appropriate equipment. They show an awareness of space as they move with confidence in and outside the setting.

## 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	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

<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	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