

Bolton Day Nursery

Inspection report for early years provision

Unique reference number EY286390
Inspection date 01/03/2010
Inspector Susan Janet Lee

Setting address C/o David Lloyd Leisure Club, Chorley Street, Bolton,
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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

Bolton Day Nursery was re-registered in 2004. It is one of a chain of nurseries run by Asquith Nurseries Limited. The nursery operates from within its own designated areas situated in the David Lloyd Fitness Centre, which is located close to Bolton town centre

The children have access to six playrooms, bathroom facilities and an outdoor play area. The nursery is open each weekday from 7.45am until 6pm for a total of 51 weeks of the year. The nursery has designated parking facilities for people with disabilities and lift access down to the entrance door.

The setting is registered to provide care for a maximum of 87 children at any one time. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 104 children in the early years age group on roll. Of these, 25 children receive funding for nursery education. The setting currently supports a number of children with special educational needs and/or disabilities and a number of children who speak English as an additional language. The nursery employs 22 staff. Of these, 19 staff hold an appropriate early years qualification and three members of staff are currently working towards a childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are kept safe and their welfare is effectively promoted in an inclusive environment. Staff place a very strong emphasis on valuing children and their families and they ensure that the environment is warm and accepting of everyone. Staff know the children well and they plan activities and care routines based on individual children's needs. As a result, the children make good progress in their learning and development. The positive relationships shared between staff, parents and other agencies involved in the lives of the children, ensure that they receive consistent care. Effective steps are taken by the setting to evaluate the provision.

What steps need to be taken to improve provision further?

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

- establish links with other settings which provide the Early Years Foundation Stage
- ensure the accident record includes sufficient information regarding the location of the injury.

The effectiveness of leadership and management of the early years provision

The setting has effective procedures in place to ensure that children are protected and safeguarded. A good induction procedure gives staff a clear understanding of their roles and responsibilities. All required documentation is in place. However, the accident record does not include sufficient information regarding the location of any injuries. Staff to child ratios are maintained and this promotes children's care, learning and play. The nursery employs extra staff to ensure that ratios are maintained over the lunchtime period. The enabling environment plays a key role in supporting children's learning and development. The children are cared for by a well qualified team. Staff have high regard for children's well-being and their own professional development as they attend lots of training to further develop their childcare practice.

The management team and staff team share the same ethos and there is a common sense of purpose as they work together. Responsibilities are delegated to the staff team. As a result, staff feel valued and involved which helps to drive ambition and secure improvement. The process of self-evaluation involves staff, parents and children which gives an accurate analysis of the setting's strengths and areas for development. Recommendations from the last inspection have been successfully met. A curtain has been fitted in the toddler bathroom to afford children's privacy. Resources that reflect diversity have been extended to help children develop an awareness of the wider world. The children are able to explore the environment in which they live as they go for walks in the local community. Future plans are well targeted to bring about further improvement to the setting and outcomes for children.

Equality and diversity is a key strength of the setting. The nursery is very successful in celebrating each child's uniqueness. Staff work well with parents and other agencies to meet every child's needs and they work extremely hard to ensure the learning environment and activities are available to all children, including those with special educational needs and/or disabilities. The children have fulfilling and positive experiences. Parents are provided with a wealth of information about the setting and are kept well informed about their children's daily routines and developmental progress. Discussion with parents shows they are happy with the service, levels of care and activities provided. Parents praise the way in which the key person system works and how the staff work with them to meet their children's individual needs. Good arrangements are in place in relation to children's transition to school. However, the setting has yet to establish links with other settings providing the Early Years Foundation Stage.

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

Effective systems are in place regarding planning and assessment and these play an important role in making children's learning interesting, varied and progressive. The effective key person system ensures children are cared for by consistent and

familiar adults. Staff dedicate time to playing and talking to the children and form caring and trusting relationships with them. This positive sense of well-being gives the children a secure foundation on which to play, explore and develop.

Staff place a strong emphasis on promoting equality of opportunity. Inclusion plays an integral part and flows through all aspects of the setting. A wonderful range of posters are displayed as a means of promoting a positive image of the wider world. The children have lots of opportunities to celebrate their own and other festivals. Male members of staff and staff from a variety of cultural and linguistic backgrounds provide positive role models for the children. Older children are currently learning about Africa. Staff have developed an interest table and the children have made African designs using a variety of creative media. The children develop a very good sense of belonging. They thrive on staff's interaction and attention, develop a positive self image and become aware of their own unique characteristics.

Staff follow babies' individual daily routines which helps to create a secure and familiar environment. They nurture babies' attempts to communicate. Staff listen when the children babble or use single words and respond in gentle tones to reinforce early speech patterns. The youngest children enjoy watching other children play outdoors through a low level window. They make connections and explore their surroundings. The babies explore water and enjoy feeling it and splashing with their hands; they become excited and giggle.

The younger children have fun playing imaginatively. They re-enact their own experiences in role play situations and this helps them to develop an understanding of the world in which they live. Children invite staff into their play; they wash, dry and brush staff's hair. The children use their imaginations as they rock dolls to sleep and pat their backs after feeding them, go shopping, make meals and dress up as doctors and nurses. Pictures of the children's parents, siblings and pets are on display which evokes discussion about their homes and family life.

The older children are confident and curious. They introduced themselves to the inspector and invited her into their play. The children develop good language skills and use language well in imaginative play to recreate roles and interact with others. They are able to listen to their friends and take turns during conversations. The children develop an understanding of mathematical concepts through play activities, stories and songs. They begin to use problem solving skills to help them calculate. For example, the children help to set the table for lunch, counting how many children there are to work out how many plates and cups they will need. The children explore sound as they play with musical instruments and experiment with a magnifying glass to make things look bigger. They have lots of opportunities to express their own thoughts and ideas using a variety of creative materials. The children draw recognisable images, for example, they draw spiders, a jelly fish and people with facial features. The children have access to a wide range of information technology resources to support their learning. They are able to complete simple programmes on the computer, use a digital camera and use a compact disc player to listen to music.

Children's health is promoted well as staff exercise good hygiene practices to minimise the risk of cross-infection. Children's dietary needs are successfully met and they develop an understanding of healthy eating as the setting provides a menu that is wholesome and nutritious. Staff are safety conscious, which means that the children can move freely around the nursery without risk of harm. All the children have lots of opportunities to explore and enjoy physical exercise in the fresh as they play outdoors every day. The older children have free access to the outdoor play area and are able to extend their play from indoors to the outdoor environment. Staff are sensitive to children's individual needs. They act as positive role models and celebrate and encourage positive behaviour. As a result, the children develop an understanding of what is right and wrong and they learn to be kind and helpful.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	2
The effectiveness with which the setting promotes equality and diversity	1
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	2
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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Outcomes for children in the Early Years Foundation Stage

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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met