

Throp's Nursery

Inspection report for early years provision

Unique reference number	EY261545
Inspection date	14/01/2010
Inspector	Diane Lynn Turner

Setting address	274 Oakwood Lane, Leeds, West Yorkshire, LS8 3LE
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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

Throp's Nursery is a privately owned provision which has been registered since November 2003. It operates from a portable building, which has two playrooms, and is sited within the rear garden of the owner's home. The kitchen in the owner's private residence is used to prepare meals and there is an enclosed area for outdoor play. The nursery is located in the Oakwood area of Leeds and is within walking distance of local shops, schools and parks. Opening times are from 8am to 5.30pm, five days a week for 46 weeks of the year.

The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of nine children under eight years of age at any one time, all of whom may be in the early years age group. It is also registered on the voluntary part of the Childcare Register. There are currently nine children on roll, all of whom are within the early years age group. There are two members of staff working directly with the children and this includes the owner/manager who has a level 3 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children are welcome to attend the setting and they are cared for in a bright and well organised environment. A good range of toys and resources are in place which are used successfully to support children's learning and development across all areas. Staff promote children's health and safety successfully overall, and policies and procedures are in place to show how the service operates. All of the necessary documentation is in place but this sometimes lacks the necessary detail and staff do not have a secure understanding of the Early Years Foundation Stage. Good partnerships are forged with the parents but there are no effective links with providers of other settings the children also attend, and the systems for self-evaluation are still being developed.

What steps need to be taken to improve provision further?

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

- improve the record of the risk assessment to ensure this clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 15/02/2010

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

- ensure regular fire evacuation drills are carried out
- ensure information is obtained to support staff's knowledge and

understanding of the Early Years Foundation Stage and the welfare requirements

- improve the recording of accidents, medication and attendance to ensure all the necessary detail is included
- establish links with providers of other settings the children also attend to ensure continuity in their learning and development
- develop the system for self-assessment to ensure continuous improvement, for example, by using the Ofsted self-evaluation form and quality improvement processes
- ensure effective assessment arrangements are in place for recording the progress of all children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of safeguarding children and their responsibilities in regards to child protection issues. They know the procedures they should follow and who to inform should they have any concerns, and well-thought-out plans are in place for emergencies, such as a child going missing from the premises or whilst on an outing. Systems are in place to ensure the premises remain secure and assessments are carried out to identify and minimise any risks to the children's safety. However, these are not reviewed on a regular basis and the record does not show who carried out the assessment which is a welfare requirement. In addition, the fire evacuation procedures are not practised on a regular basis to ensure children know what to do in the event of a fire.

The two members of staff work well together. They provide a colourful learning environment, making effective use of the available space and ensure everyday routines are followed consistently, which gives the children a sense of security. They are not, however, fully aware of the welfare requirements for the Early Years Foundation Stage because they do not have the supporting documents for this. Records for accidents, medication and attendance are maintained; however, these are not always dated fully or include the child's full name. The recommendation raised at the previous inspection has been addressed successfully which has improved the complaints policy and improvements have also been made to the premises, both internally and externally, since then. The systems for self-evaluation, however, are not yet fully developed to identify areas for future development and ensure continuous improvement on an ongoing basis.

Staff give appropriate attention to promoting equality and diversity and provide a service that is open to all children and their families. They ensure information is gathered regarding children's individual care needs, such as sleep routines and special dietary needs, and meet these well. Good relationships are maintained with the parents. They receive an information booklet when the placement begins and are kept well informed on an ongoing basis through daily diaries, the noticeboard and chats. They are invited to regular social gatherings, such as a party at Christmas, and ideas for activities to support the children's learning at home are shared. Staff do not, however, have effective links with providers of other settings the children also attend to ensure continuity in their learning and development.

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

Children settle well and are happy and comfortable in the staff's care, leaving their parents confidently on arrival and keenly greeting their friends. They are offered a balance of child-initiated and adult-led activities, which are planned around themes, and they also enjoy visits and outings in the local community to venues, such as a bird garden, the local shops and parks. Staff encourage lots of conversation as the children play to develop their vocabulary and ensure all children are included in the activities. For example, they sit babies on their knee at story and singing time so they can join in with the older ones. Systems are in place to record children's progress which include photographic evidence and staff's observations of the children's achievements. However, these are not maintained effectively for all children.

Staff promote children's personal, social and emotional development well. For example, they provide a party for each child's birthday when invitations are sent out and a special meal provided at lunchtime. The children sit together and share the 'birthday' child's joy as presents and cards are opened, and they enthusiastically sing 'happy birthday' and give the corresponding number of claps for the child's age. All of which, helps them to feel acknowledged and affirmed. Children learn to behave well. Staff give lots of praise to acknowledge their achievements, and they encourage the children to use good manners at mealtimes and to care for one another. As a result, the children are keen to welcome visitors and include them in the activities, and the older ones enjoy interacting with the babies. Children's skills in communication, language and literacy are supported effectively. They enjoy listening to stories when they keenly join in and predict what might happen next, and they enthusiastically join in with their favourite songs, such as 'the wheels on the bus'. The older children are starting to recognise letter names and sounds and they make good attempts to trace over their names, which helps them to understand that marks have meaning. Their understanding of problem solving and number is promoted as they join in with matching games and complete jigsaws, and as staff record how much they have grown against the height chart. Craft activities are used to help them understand and celebrate their own customs and festivals from around the world, and they learn about nature and the care of living things as they plant and tend flowers in the garden.

Staff give good attention to ensuring children are kept healthy. The environment is clean and a clear policy is in place for the care of children who are ill. Children are offered a wholesome cooked lunch, which they clearly enjoy and they demonstrate very good appetites and a positive approach to mealtimes. They discuss how they will develop muscles if they eat everything up and they also demonstrate that they understand how washing their hands helps to get rid of germs that may make them ill. They develop their physical skills and control of their bodies as they play in the garden and join in with music and movement activities indoors. They understand how to keep themselves safe when out in the community, describing how they hold one another's hand and wait for the 'green man' to show before

they cross the road, and they know to line up and walk sensibly as they go across to the house for lunch.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	3
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	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

Outcomes for children in the Early Years Foundation Stage	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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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