

# Barbara's Private Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	303689
<b>Inspection date</b>	18/02/2010
<b>Inspector</b>	Rasmik Parmar

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<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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Barbara's Private Day Nursery is privately owned and was registered in 1996. The nursery operates from a large detached house in Halifax. Children are cared for on three levels of the building which all have access to enclosed outdoor play areas. Children are grouped according to age. The nursery is open each weekday from 7am to 6pm all year round.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 41 children may attend at any one time. There are currently 36 children aged from birth to five years on roll, and there are also 10 children aged over five years on roll for the out of school club. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are currently 11 members of staff, all of whom have early years qualifications to at least a level two. Eight members hold a level three qualification in early years. The manager has a level four qualification in early years.

The nursery has established links with Calderdale Early Years Partnership.

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

Overall the quality of the provision is satisfactory.

The children are happy and enjoy their time at the setting, where they are valued and their uniqueness is recognised and respected. The staff team are aware of their roles and responsibilities within the setting. However, they are not always forthcoming in providing parents with information about their child's progress and key persons do not consistently maintain children's assessment profiles to identify their next steps. Also, links with other providers offering the Early Years Foundation Stage are in the early stages. Most required documentation is in place, to ensure children are well safeguarded and include most aspects of risk assessments to minimise risks to children. However, risk assessments for outdoor play are not carried out. Children have access to resources that are readily available to them, but the outdoor play areas are used very little. They eat healthy snacks and drinks. However, their independence is not fully promoted due to the organisation of the lunch time period. Systems for self-evaluation help to identify priorities for future development but these are in the early stages.

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

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

- conduct a risk assessment for the outdoor areas to ensure children's safety with regards to the multiple levels, numerous steps and the condition of the play

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surfaces. (Safeguarding and welfare)

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

- incorporate the use of the outdoor play areas as part of promoting greater choice to children through the continuous provision of activities
- provide parents with information about the Early Years Foundation Stage in order to effectively support the children's progress towards the early learning goals
- develop procedures to ensure children's developmental records consistently identify their next steps to effectively support their learning and development
- build links with other providers offering the Early Years Foundation Stage to ensure there is consistency and coherence in the children's learning
- develop further the use of the self-evaluation process as the basis of ongoing review of practice
- review the organisation of the lunch time period to promote independence skills for each age group of children.

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

The children are safeguarded as staff undertake child protection training and are sufficiently conversant with their duty to protect children. Effective recruitment procedures ensure that staff are appropriately qualified and vetted and are suitable to work with children. Risk assessments of the premises for indoors and for specific outings have been undertaken. However, risk assessments for the outdoor areas have not been carried out and this is a breach of requirements. This poses a potential risk to the children due to the multiple levels, numerous steps and the condition of the play surfaces. Appropriate safety measures are in place to keep children safe and prevent unauthorised access to the nursery.

Good use is made of resources, which fully promotes all aspects of equality and diversity. Children are able to move freely in between the playrooms and have access to resources at child height to promote their independence. The three outdoor areas provide a secure environment with suitable resources for children to play with. However, these areas are used very little and do not provide an environment where children have continuous provision, both indoors and outdoors. Hence, children's physical development is not effectively promoted and there is restricted choice. Staff explained that children are taken for daily nature trail walks to promote a healthy lifestyle.

There are some systems in place for self-evaluation, such as obtaining views from staff and parents through questionnaires. However, self-evaluation systems are in their early stages and have yet to be fully developed to further promote better outcomes for children. The management has taken part in a quality assurance scheme and has used recommendations from previous reports to effectively address areas for development, such as developing the outdoor area, obtaining additional resources and low-level cupboards to enable children to make informed

decisions about their play. The management provide satisfactory leadership, and staff share good working relationships with one another. Staff are suitably qualified and hold current certificates in first aid and food hygiene in order to promote the children's welfare. Training is continually addressed as part of the regular discussions held at staff appraisals and meetings which ensure ongoing development is supported effectively.

The children benefit from suitable engagement with parents. The daily contact between staff and parents contributes to the sharing of information. Parents are aware that children's assessment files are available for them to look at. However, staff are not proactive in providing parents with sufficient information about their child's progress towards the early learning goals. Parents are kept informed about events in the nursery through regular newsletters. The reception area provides parents with a variety of visual and written information. Parents express a high regard for the care and the service provided; they find the staff to be very caring, friendly and approachable. Parents are able to discuss any issues with the staff.

Links with other providers where children attend more than one setting are in the early stages. At present there is only verbal communication between the settings and an effective system has not been established to ensure there is consistency and coherence in the children's learning. Staff have experience of working with specialist agencies and other professionals in order to provide effective inclusive care for children with special educational needs and/or disabilities.

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

The children are happy, confident, and independent, and benefit from the care, activities and play opportunities provided. They are suitably supported by experienced staff, who have a satisfactory understanding of the Early Years Foundation Stage. Staff observe children and contribute to their ongoing assessments. This enables them to evaluate the activities to ensure these offer children sufficient support and challenges for them to progress. The key person system provides some children with sufficient support to achieve positive outcomes towards the early learning goals. However, staff are not always consistent in ensuring assessment files for all children are completed to identify the next steps in children's learning and development.

Staff present themselves as positive role models to promote children's behaviour. They are positive in their approach to children and always encourage children to develop their interests. Children know what is expected through familiar routines and explanations and receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem.

Positive images, resources and activities support children's understanding of the differences and diversity of the world around them. Children have celebrated Eid, the Chinese New Year, and a Scottish poetry festival, as well as the nursery's French Baskerville Day, as part of broadening their awareness of the wider world. The children have tasted foods from other cultures and visited an old peoples

nursing home as part of becoming more aware of the local community. Hence, children feel valued and have a sense of belonging.

The children use their imagination as they play with modelling dough pretending to make shapes of their choice. They problem solve when constructing train tracks. They develop a strong sense of self and are confident in choosing what they wish to participate in. Children's love of role play is effectively promoted through the provision of familiar resources which enable children to use their imagination well. The children enjoy looking at books and competently use tools. Children's learning is skilfully promoted by staff using open ended questions and extending their play. Language and communication skills are effectively promoted through play in all activities. Children have opportunities to develop their skills in using the computer which has age-appropriate educational games to stimulate their learning. All children take part in daily physical play activities in the ball pool and participate in organised physical education sessions once a week. Children have collected seeds and leaves in autumn, observed the lifecycle of tadpoles and butterflies and grown flowers.

Babies and young children are content and settled because their individual health, physical and dietary needs are suitably met. They eat, sleep and play according to their home routines which are discussed in detail with parents when they start and evolve as the child develops and their routines change. Children are beginning to learn about the importance of healthy eating through the provision of nutritious snacks and meals and staff talk to them about the types of food that are good for them. Snack time is used to offer children healthy options and drinking water is always available, helping to ensure children remain well hydrated. Lunch time provides the opportunity for children to socialise. However, the overall organisation of children of all ages, including babies, toddlers and older school age children during the holiday period, in one room for lunch did not provide staff with a calm atmosphere to fully promote independence skills for each age group of children, such as serving out food from serving dishes using utensils without too much staff intervention. The children's self-care skills are developing well as they wash their hands independently at appropriate times, using paper towels to dry their hands. Staff implement good hygiene procedures when changing nappies and wiping surfaces throughout the day.

The children are beginning to learn how to keep themselves safe through discussion and daily routines such as walking carefully up and down the stairs. Children have been visited by 'Stan the lollipop man', who has promoted safety when crossing roads. The children know what to do in an emergency because staff and children practise regular fire drills to ensure the building is evacuated with ease. Younger children feel secure and hold their arms out for cuddles.

## 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	2
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	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	3
The extent to which children adopt healthy lifestyles	3
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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## **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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