

Early Days Day Nursery

Inspection report for early years provision

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| Unique reference number | 310413 |
| Inspection date | 04/01/2010 |
| Inspector | Jean Evelyn Thomas |
| Setting address | 6 Alexandra Road, Waterloo, Liverpool, Merseyside, L22 1RJ |
| Telephone number | 0151 928 4422 |
| 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*.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Early Days Day Nursery is one of two nurseries owned by the registered person. It opened in 1990 and operates from four playrooms within a large detached property. All play rooms are accessible from the ground floor level. Children have access to an enclosed outdoor play area. The nursery is in a residential area of Waterloo, Liverpool. It is open each weekday from 8am to 6pm for 51 weeks of the year, excluding bank holidays.

The nursery is registered on the Early Years Register. A maximum of 44 children may attend the nursery at any one time. There are currently 42 children aged from birth to under five years on roll. The nursery also offers care to children aged over five to 11 years old, currently older children do not attend. The nursery is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are 13 members of staff, of whom 10 hold early years qualifications to at least level 2. The setting provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from a welcoming and inclusive environment where they are provided with a range of interesting and age-appropriate activities that help them to make progress in their learning and development. Staff work in partnership with parents to ensure children's individual welfare needs are understood and met. A healthy lifestyle is strongly promoted and children learn how to stay safe. Suitable arrangements are in place to promote children's health and safety and most aspects of documentation are appropriately maintained, although the omissions are legal requirements. The setting is generally aware of their strengths and areas for development, although systems for self-evaluation and monitoring progress are not well established.

What steps need to be taken to improve provision further?

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

- request written parental permission at the time of the child's admission, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 18/01/2010
- ensure the records demonstrating adults suitability include the unique reference numbers of Criminal Records Disclosures (Suitable people). 18/01/2010

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

- gather information when children start about what they already know and can do to inform initial planning and involve parents in the observation, assessment and planning process
- develop systems to work with other providers who deliver the Early Years Foundation Stage to the nursery children to promote continuity and ensure planning is balanced across the six areas of learning
- ensure sufficient information is obtained from parents to support children's individual needs and improve resources, throughout the nursery, which nurture children's understanding about the diversity of society
- develop self-evaluation systems to promote continuous improvement within the nursery.

The effectiveness of leadership and management of the early years provision

Children are protected because staff have a suitable understanding of safeguarding procedures and know what action to take if they were to be concerned about a child. Adults working with the children are appropriately recruited and vetted to assess their suitability. The management ensure that newly appointed staff who are awaiting clearance to assess their suitability do not have unsupervised contact with the children. New staff and students undergo a basic induction at the time of starting. Staff work closely as a team and are supportive of each other. They are keen to attend training and the management support their ongoing professional development. Policies and procedures are reviewed on an annual basis and meet the requirements. Most of the relevant documentation is maintained to support children's welfare. However, written parental permission is not requested prior to children starting to seek any necessary emergency medical advice or treatment. There is also one omission in the records detailing the Criminal Record Bureau reference numbers of persons aged over 16 years who have regular contact with the children. These are breaches of legal requirements. Children are further protected as the staff ensure the premises are kept secure at all times and that children are always directly supervised. Risk assessments and daily checks are completed to ensure a safe environment.

The manager and staff work well together, and this is reflected in the children's sense of security and confidence. They warmly greet children as they arrive, and organise the environment so that children can choose toys for themselves and initiate their own play and learning. There is a satisfactory range of play resources, and effective use is made of the toy-lending library to offer children greater challenge and variety. However, there are limited resources in various areas of the nursery which reflect positive images of race, culture, gender, and disability to help support children's understanding about the diversity of society. The manager is aware of the provision's strengths, and is keen to promote better outcomes for children. However, self-evaluation systems are not established to effectively target and drive continuous improvement. The recommendations raised at the last inspection have been addressed; as recommended there is now a designated

practitioner who takes the lead responsibility for safeguarding children. She has attended training to support her understanding of child protection issues. Also as recommended, and in line with the Early Years Foundation Stage (EYFS), there are systems in place to observe, assess and plan for children so that there are clear learning intentions embedded in what staff provide. Information is shared with parents about the educational programme. The staff appraisal programmes are scheduled for the immediate future which will include identifying training and development needs for staff as recommended. Lastly, the staff are required to read the revised policies and procedures as a means to ensure there is consistency in these being implemented for children's welfare.

The manager and staff develop positive relationships with parents, who comment that they are very happy with their children's care environment, play and achievements. Information is shared with parents on a daily basis to promote continuity in care for children. Parents are provided with the necessary information about the setting through a variety of written materials. Flexible settling in procedures establish secure partnerships with children's key workers. However, information is not gathered from parents when children start, about what they already know and can do, to inform the initial planning, and insufficient information is obtained to support children with English as an additional language. Parents have access to their child's records, but they do not contribute to the observation, assessment and planning process. Partnerships with others delivering the EYFS to the children have not been established to further promote progression and continuity in their learning and development.

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

Children happily engage in their play in a positive and caring atmosphere. The children enjoy warm relationships with staff and grow in confidence as they learn what they have tried or done well, through adults reassuring words of praise and encouragement. Babies develop a sense of security because their home routines are respected meaning that they feed and rest according to their individual needs. Children respond to the staff's gentle reminders to share and take turns and mainly play cooperatively together from an early age. Staff present themselves as positive role models and are consistent in their approach in implementing the nursery's behaviour management policy.

Children learn about the benefits of following a healthy lifestyle as they enjoy playing outside in the fresh air throughout the year. Outdoor play is part of the daily routine and the varied equipment promotes coordination and further contributes to children's physical development. Staff use the outside environment as part of the children's learning either through planned activities or responding to spontaneous situations. For example, the children show excitement and interest as they discover the effects the cold weather has on the water in making ice. The older children use expressive vocabulary as they describe the frozen ground as being 'crunchy', and listen to the sound they make as they walk on it. Learning to keep themselves safe is positively nurtured through staffs gentle reminders and discussion as they play, for example to walk slowly on the icy paths and not to run

around the play room. Children are fully aware of the need to wash their hands at appropriate times: when they come in after outdoor play they say 'lets wash our hands now'. This understanding is nurtured from an early age when the babies hands are wiped after nappy changing. Children are provided with nutritionally balanced snacks and meals, with food cooked from fresh ingredients on the premises each day. Meal times are social occasions where children enjoy being together and there is lively conversation with staff. Children's awareness of healthy options is enhanced when they help to grow vegetables and experiment with new tastes and textures. Discussion with staff and use of recycled items in play contributes towards children's understanding about the importance of protecting their environment.

Staff are continuing to develop their knowledge and understanding of observation and assessment procedures and the impact for children's learning and development. Each child has a personal profile which evidences their learning journey through the observation and planning records, photographs and samples of the their work. Staff use the EYFS framework to identify children's individual next steps in learning and development and to inform future planning. However, the planning is not consistent across the six areas of learning to support children's progress towards the early learning goals. In line with the principles of the EYFS staff are following children's interests and planning activities in response to this knowledge and observations. Consequently children's concentration levels are developing from an early age as their interest is sustained in the activities they pursue. For example, toddlers concentrate as they learn to pour and use different tools in water and sand play.

Children's early literacy skills are supported well. All ages of children show an interest in books and learn to handle them with care. Stories are read to children individually or in small groups, they enjoy participating in action rhymes and have free access to mark-making resources which contributes to their future skills. Children use a range of resources and media to express their creative ideas including painting, junk modelling, play dough, role play and construction. The older children build vehicles of their own design which they integrate into their play plan using the rail track, carriages and play people. Staff understand the value in children linking resources from different designated areas of play, such as the wet sand being used in the role play, and play dough being transported in the vehicles. With this flexible approach children are able to explore their own ideas and develop problem solving skills to make them succeed. Children are curious and interested in the world around them, for example, watching what adults are doing, asking questions and sharing their language and ideas.

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

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| 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

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| 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 | 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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| 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

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| 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

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| 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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