

Queen Street Day Nursery

Inspection report for early years provision

Unique reference number	317419
Inspection date	05/02/2010
Inspector	Carys Millican
Setting address	19 Queen Street, Penrith, Cumbria, CA11 7XF
Telephone number	01768 890 692
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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

Queen Street Day Nursery was established in 1987 and the present owners opened in 1993. The privately owned day nursery operates from a Grade II listed, two storey building in the centre of Penrith. Children aged two years and over are accommodated on the ground floor and babies and children under the age of two years are accommodated on the first floor. There are toilet facilities on the ground floor and the first floor. There is an enclosed area at the rear available for outside play. The nursery serves Penrith and the surrounding area. It opens five days a week all year round from 08.30am until 5.30pm.

The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 20 children may attend the nursery at any one time. This includes a maximum of 12 children aged under two years at any one time. There are currently 23 children aged from birth to under five years on roll. Children attend for various sessions. The nursery supports a number of children with special educational needs and/or disabilities and supports children with English as an additional language.

The nursery employs 10 members of staff. Of these, seven hold appropriate early years qualifications. The nursery is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in the care of highly experienced, qualified, committed and extremely dedicated practitioners who recognise children's unique qualities and build on their individual interests, to provide a highly effective interesting and stimulating learning environment. Children are kept safe and secure through the highly comprehensive policies, procedures and records maintained. The highly effective partnership with other professionals and the constant engagement with parents contributes highly to children's ongoing development and learning. The management and staff are fully aware of the importance of introducing effective partnerships with other settings children attend. They have a clear vision for embedding ambition and driving improvement, through the self-evaluation process that is effectively used to ensure the ongoing development and continuous improvement of the setting.

What steps need to be taken to improve provision further?

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

- consider ways of enhancing children's accessibility to mark making opportunities within the indoor and outdoor environment
- ensure inclusive practice is fully promoted at mealtimes, with regard to the

provision of plates for children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded. Staff fully promote children's safety and welfare in all aspects of the nursery provision. Robust safeguarding policies and procedures are effectively implemented by fully trained staff, who have an excellent understanding of their role and responsibility should a child protection concern arise. The management complete detailed risk assessments and ongoing health and safety checks throughout the day, to ensure children's safety at all times. Regular fire evacuation practises are maintained, to ensure children are evacuated quickly off the premises should an alarm be raised. The staff have been at the nursery for a number of years and provide a stable environment for both the parents and children. Rigorous recruitment procedures and ongoing suitability checks are in place, to ensure children are cared for by suitable persons. Any visitors to the setting have their identity checked and they are supervised at all times. A detailed set of policies and procedures that are regularly reviewed ensure the smooth running of the setting. Daily registers show the attendance of children and their key workers.

The co-owners of the nursery and their highly skilled staff are dedicated, committed and experienced practitioners, who work extremely well as a team. They have a clear vision for the future development and improvement of the setting, for example, to improve the outdoor play area. Training is continually addressed as part of the regular discussion held at staff appraisals and meetings which ensure staffs ongoing development is supported effectively. The staff are very confident about the strengths of the setting and acknowledge any areas for development. Both managers and staff meet regularly with development workers to review everyday working practices to continually improve the outcomes for children. Systems are in place to obtain suggestions and feedback from parents, who are regularly consulted. This information informs the nursery's ongoing self-evaluation process. The deployment of staff and resources is exceptional. The nursery rooms are effectively organised, to enable children to make choices and decisions in their play. The nursery offers the children a happy and welcoming environment. The space and provision provide an excellent variety of resources and range of activities which cover all areas of learning. Staff deploy themselves exceptionally well to ensure children are challenged and supported at all times as they play.

Children benefit from the excellent engagement with parents. The daily contact with the staff and the role of the key person all contribute to the effective sharing of information. The reception area provides parents with a wealth of visual and written information. The interesting home made photograph albums and books provide parents with a good insight into the range of play and learning experiences their children take part in. Regular newsletters and questionnaires keep parents informed and enable them to offer their comments on the nursery. Parents express a high regard for the care and service the nursery staff provide. They find the staff very caring, friendly and approachable, and their children are progressing well.

Parents have the opportunity to make comments in the children's diaries and are able to discuss any issues with the staff. They are also fully encouraged to help extend children's learning at home. Children take home library books and enjoy taking home a Teddy bear for parents to complete his weekend diary. The management and staff understand the importance of forming links with the local school or settings children also attend in order to complement their learning. The transition into school for children with special educational needs or English as an additional language is managed in a very positive way.

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

Children are happy, confident and independent individuals who benefit from the excellent care, activities and play opportunities provided. They are exceptionally well supported by highly skilled, qualified practitioners, who have a superb understanding of the Early Years Foundation Stage. The key person system provides children with effective support to achieve good outcomes, therefore children make excellent progress towards the early learning goals. The staff observe the children and contribute to their ongoing assessments. This enables staff to evaluate the activities to ensure these offer the children sufficient support and challenges for them to progress. Children individual needs and interests are used effectively to plan activities that support their interests enabling them to achieve successful outcomes. They develop a sense of belonging. Resources are stored at low level which aid independence, choice and decision making. Their art work is creatively displayed in the form of colourful wall displays and innovative mobiles. Positive images, resources and activities support children's understanding of difference and diversity of the world around them.

Children are very well behaved. They develop excellent relationships with the staff and work well both independently and with their peers. Children use their imagination as they play with modelling dough pretending to make pizzas. They problem solve when constructing train tracks. Children show a sense of achievement, as the staff constantly praise them during activities. They develop a strong sense of self. Children help staff at meal times where they take responsibility for handing out cups and snack. Children's love of role play is effectively promoted through the provision of familiar resources which enable children to use their imagination well. They enjoy singing songs such as action songs where they have to pair up with each other. Children enjoy looking at books and competently use tools. Children's learning is skilfully promoted by staff using open ended questions and skilfully extending their play. Mathematical opportunities, children's language and communication skills are skilfully promoted in all activities. Mark making materials are available for children to independently access, however, children do always access them and they are not integrated into the different areas of learning.

Children enjoy physical activities. They take part in stretching exercises indoors and play with large apparatus outside. Children explore their environment. They have developed a sensory garden and grow vegetables in the spring and summer months. Children learn about composting and recycling. They grow vegetables and

fruit such as strawberries and tomatoes in containers and enjoy the thrill of picking, cooking and eating at snack time. Children understand why they should wash their hands before eating and after going to the toilet. They are provided with healthy nutritious fresh fruit snacks and their independence is promoted as they pour their own drinks. Staff ensure the environment is clean and well maintained. They clean worktops and use plastic tablecloths on the tables. Children are provided with suitable eating utensils, however, not all children are offered plates to place their pack lunches or fruit snack on.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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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