

Lorraine Day Nursery

Inspection report for early years provision

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Inspection date	19/03/2010
Inspector	Rasmik Parmar
Setting address	20 Blackwall, Halifax, HX1 2BE
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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

First Class Childcare at Lorraine's Day Nursery was established under the current ownership in 2002. It is owned by the First Class Childcare Limited nursery chain. The nursery and out-of-school care operate from a converted two storey building and this is situated within Halifax town centre, West Yorkshire. The setting caters for children from the local community and surrounding areas. It is open each weekday from 7.30am until 6pm throughout the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 92 children may attend at any one time. There are currently 74 children aged from birth to five years on roll. The nursery supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

There are currently 15 members of staff. Nine members have the level 3 qualification in early years and five members have the level 2 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 good.

The children are very happy and enjoy their time within the setting. The uniqueness of every child is recognised and their learning and welfare needs are successfully promoted. Good procedures are effectively implemented to keep the children safe and secure. There are strong partnerships with parents and information is fully shared to promote positive outcomes. Reflective practice ensures improvements are identified and implemented, which impacts positively on the children and demonstrates a capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to build links with other providers offering the Early Years Foundation Stage to ensure there is consistency and coherence in the children's learning
- further develop staff's understanding of the Early Years Foundation Stage in order to maintain consistent records of achievement for all children.

The effectiveness of leadership and management of the early years provision

Staff are fully aware of their responsibilities to safeguard children. There is a robust safeguarding policy in place, which is clearly understood and shared with parents. Recruitment procedures are secure and all staff have undergone the necessary checks to ensure their suitability. Staff work well together as a team, undertaking clear roles and responsibilities. The children play in a safe and secure environment, due to the staff's thorough understanding of assessing risks in the surroundings, both inside and outside. Written risk assessments are of a good quality and are effective in identifying and minimising potential risks to children. Fire safety is carefully considered and staff encourage the children to become involved in learning about keeping themselves safe through regularly practising drills. Comprehensive policies and procedures underpin the good practice at the setting and these are implemented effectively by all staff.

The setting is bright, welcoming, clean and safe. Space and resources are organised well to support the children's learning in all areas. Equipment and resources fully promote equality and diversity: they are of a good quality and suitable for the ages of the children, supporting their learning and development. The children confidently and independently help themselves to resources they want to play with and tidy them away when they have finished; this helps to build their sense of belonging. Staff are deployed effectively around the rooms to support children at their chosen activity. The children celebrate festivals and use resources in their play which help them become aware of and explore the wider world. The children are well cared for in a fully inclusive setting where no child is disadvantaged.

Staff demonstrate a clear understanding of the benefits of working closely with parents. A good range of information is obtained from parents about their children's individual care needs and development levels prior to starting, which helps the children to settle. Regular communication, both verbally and through regular newsletters, ensures parents receive a clear account of their child's day and the progress they are making. Parents are actively involved in the day-to-day activities of their children. They are invited to 'stay and play' sessions where they can play with children, and they have also been invited to have breakfast with the children. Highly effective systems like this help to establish strong links with parents who provide very positive feedback about the setting.

Effective partnerships are in place with local schools where children will be moving to. The staff ensure a smooth transition from nursery to school as they provide a transition report for the teachers for the children's benefit. The teachers visit the nursery to introduce themselves to the children and find out background information. Staff are in the process of visiting one setting where a child also attends, so as to establish links with them and produce an individual education plan. However, links with other settings providing the Early Years Foundation Stage where children attend, have not been established.

The management team use a process of self-evaluation effectively to reflect on the

strengths of the provision and highlight areas for further development. Since the previous inspection they have worked with staff to improve their practice and therefore the outcomes for all children. The staff have been supported in developing their knowledge and understanding of the Early Years Foundation Stage, and in setting targets for their own professional development. They have opportunities to review and update their practice through discussion at regular staff meetings.

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

The systems in place for the children's learning and development help to ensure that they are challenged and supported in making good progress. The records of assessment include written observations and photographs of children engaged in play. These observations are then used to record the children's progress and help staff identify next steps for each individual. However, not all key persons, responsible for groups of children, have an effective understanding of the Early Years Foundation Stage. This impacts on their ability to maintain consistent records of assessment for each child, resulting in different levels of progress being made by children in reaching the early learning goals. Plans and activities are adapted to suit the children's learning styles, interests and preferences, ensuring the children are motivated and inspired to learn. In this way they work towards moving children on in their learning, for example, by providing alternative resources to help children practise and extend their skills.

The children are generally well-settled and develop close relationships with others in their groups. They enjoy opportunities for free choice in their play, and become happily engaged in their exploration; for example, babies investigate colourful toys and role-play equipment as staff sit alongside them on the carpet. Older children explore independently and in groups, they like to explore creative materials as they paint pictures and make collages. The children are involved in a good range of activities, both inside and out. They use language well to communicate, making their needs known and talking about events in their lives. Some children draw recognisable figures and some can write their name. Staff engage children in conversation and encourage their thinking, for example, about sounds, shapes and numbers. The children enjoy singing familiar songs and like to join in with the relevant actions, which encourages their awareness of counting. They count and solve problems. Children have opportunities for exploring various materials such as sand and paint, collage and modelling.

The children are well-nourished and their health and dietary needs are consistently met. A healthy range of meals and snacks are provided which are prepared from fresh ingredients. Careful consideration is given to the nutritional balance of the meals and snacks provided across the day. Foods eaten from a variety of cultures encourage the children to appreciate and taste foods, in order to widen their horizon about the wider world. They discuss how the food will make their muscles strong, and are starting to build an awareness of the benefits of a healthy diet. The children regularly use toys and equipment to promote their physical development. They benefit from being outside in the fresh air, increasing their

physical skills, as they play on the large climbing frame or ride on tricycles. The children have a very good understanding of how to keep themselves safe as staff support them through discussions, appropriate books and stories, and by drawing their attention to posters around the nursery about road safety and not to talk to strangers. They clearly feel safe and secure because they are at home and very relaxed within the setting, due to warm and purposeful interactions from the staff. The children practise the emergency evacuation procedures on a regular basis; they are secure in the familiar boundaries and expectations, which are reinforced by the staff, and are beginning to understand that they are there to help keep them safe.

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	2
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	3
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	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

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