

# Park Families Dunsbury Way Nursery

Inspection report for early years provision

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**Unique reference number** EY401373  
**Inspection date** 27/04/2010  
**Inspector** Michele, Karen Beasley

**Setting address** Leigh Park Community Association, Community Centre,  
Dunsbury Way, HAVANT, Hampshire, PO9 5BG  
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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

The nursery was registered in 2009. It operates from The Undercroft Crèche and Play Centre, alongside the community centre in Leigh Park in Havant. The setting serves the local community and surrounding areas. It is run by a voluntary management committee. The setting has a ramp at the front and rear of the building to aid access as and when required. Toilet facilities are easily accessible. There is an enclosed outdoor area for continuous provision.

The setting is registered under the Early Years Register and the compulsory parts of the Childcare Register. A maximum of 26 children may attend the setting at any one time. There are currently 43 children on roll, of whom all are funded. This includes two children aged two years. The nursery is open Monday to Friday, term time only. Sessions are from 9am -12pm and 12.15pm - 3.15pm. Children can stay all day and for lunch if required. The provision supports children with special educational needs and/or disabilities, and children with English as an additional language.

The staff team are made up of four experienced practitioners, two part-time and two full-time, and a part-time Early Years professional. All staff hold a valid first aid, advanced child protection and food hygiene qualification. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are well met and they are settled, happy and enjoy their time at the nursery, making sound progress in their learning. They have easy access to a wide range of resources and many are confident and are developing high self-esteem. Practitioners systematically assess children's learning and development and provide a stimulating range of activities. They liaise closely with parents and others to provide continuity in children's care and learning. Staff provide an inclusive environment where diversity is valued and welcome.

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

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

- further develop opportunities to use a range of programmable toys, as well as equipment involving ICT
- continue to develop systems of self-evaluation within the nursery to identify and maintain continuous improvement

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

Practitioners' understanding of child protection procedures is good and they fully understand their responsibility to report any concerns. They organise the learning environment well and ensure that children can move freely and gain easy access to the good range of interesting resources. Practitioners ensure that children are provided with an inclusive environment and that they learn about valuing each other's differences. They also ensure that access to the premises is secure and that all adults sign in when they visit the setting. A detailed sound range of policies and procedures are in place and documentation and records are completed to ensure children's health and safety needs are sufficiently well met. Risk assessments are in place.

Management ensure that practitioners are appropriately qualified and vetted and that appraisal systems are effectively in place to help identify training needs. Safeguarding children and first aid training have been identified as an ongoing training issue for the majority of staff and many have attended courses recently or are booked to attend training courses in the near future. Staff are aware of their roles and responsibilities each day as they discuss who will supervise children in the outdoor play area. Any accidents or administration of medicines is appropriately recorded. Documentation is in place, which informs staff of any health or dietary issues children may have.

Parents are kept sufficiently well informed about their children's routines and the Early Years Foundation Stage (EYFS), via information displayed around the nursery and informative daily discussion with staff. They are encouraged to share information about their children's likes and dislikes and can talk to staff at any time. They have opportunities to participate in their children's learning and can help during a session if they wish.

Staff develop strong links with parents and local schools and parents reflect in writing how strongly they appreciate the nursery and the noticeable progress of their children. Staff seek information from new parents about their individual needs and complete forms that help staff identify children's starting points.

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

Children are happy, settled and many have good levels of confidence and self-esteem. They quickly settle to the routines of the day, and independently make choices from the wide range of resources available. Practitioners work hard to provide an interesting and stimulating learning environment. Resources and activities are laid out in learning areas, and posters and children's work clearly displayed. As a result, the environment is interesting and welcoming for all children and they know exactly which activities are available each day. They happily and confidently initiate their own learning as they problem solve by putting a train track together and play with friends pushing around trains on the track.

They move freely between the indoor and outside environments often taking resources with them to enhance their play, such as action figures and aeroplanes. Activities are sometimes planned by practitioners and at other times are requested by the children themselves. Observations and assessments are recorded in detail for each child. Planning and assessment records link clearly to the EYFS areas of learning and identify the next steps in individual children's learning to ensure that children are making the best possible progress. Practitioners close support and interaction ensures children have sufficient challenge and develop new understanding, which leads to them making good progress towards the early learning goals.

Children enjoy stories outside and concentrate well. They enjoy mark making with the good range of pens and paper available and some attempt to write their names on their work. Children show pride in their work, showing it to staff who praise their efforts. This develops their confidence and self-esteem. They talk about shape and size as they use wooden construction bricks to make models outside. Children develop their physical skills as they dig in the sand. Large groups of children crowd around a laptop to eagerly have a turn. Children use the mouse confidently as they spell and type out their names and identify animals on educational programmes. The setting has identified that the range of programmable toys, as well as equipment involving ICT is limited. Children use their imaginations well as they role-play in the home corner or pretend to go shopping with their babies and buggies. They learn about other people and cultures as they learn about different festivals, taste new foods or learn Makaton signage.

Children behave well and staff are cheerful and consistent as they skilfully manage any minor upsets and help younger children take turns. Children play safely as they lift chairs safely with staff discreetly supervising. This helps them develop awareness of risk and how to manage it. Children know they are safe as staff listen carefully to them and respond quickly to their needs.

A choice of healthy snack is offered to all children, such as a variety of fruits, cheese, crackers and vegetables. Children choose their own drinks from milk or water. They are aware that they can access drinking water throughout the day to fill their labelled water bottles so they are never thirsty. Practitioners talk to the children at snack and lunch time about the foods and the effect they have on their bodies.

After snack children are supported in cleaning their teeth and are encouraged to squeeze their own toothpaste. Practitioners explain to children the importance of good oral health, and are encouraged to carry this on at home. Children are encouraged to go out in all weathers with practitioners talking about the weather and appropriate clothing, for example, to wear sun hats and to apply sun cream, which the children are helped with.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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