

Creative Days Nursery

Inspection report for early years provision

Unique reference number 206227
Inspection date 12/03/2010
Inspector Andrew Clark

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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).

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

Creative Days Pre-school and Out of School Club opened in 1990 and is privately owned. It operates from two separate ground floor buildings in the grounds of Heathfields Primary School, Hatton. It has full access. The setting supports children with special educational needs and/or disabilities. A maximum of 46 children aged from birth to eight may attend in any one session. Older children may also attend. There are currently 84 children on roll of which 80 are aged less than eight years. Of these, 66 are in the Early Years Foundation Stage, of which 35 are in receipt of funding for nursery education. The sessions run from 7.45am to 6.00pm five days a week all year round. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 12 members of staff. The managers and over half the remaining staff hold at least Level 3 qualifications. The setting is supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is an inclusive setting where all children achieve well. It meets the needs of the early years children. The managers provide enthusiastic and reflective leadership and the setting has a good capacity for further improvements.

What steps need to be taken to improve provision further?

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

- improve systems to monitor and evaluate all aspects of provision to ensure consistently high levels of provision
- improve the use of labels and signs to promote children's communication, language and literacy development
- improve the opportunities to promote all areas of learning through outside play.

The effectiveness of leadership and management of the early years provision

The quality of leadership and management is good. The managers work in close cooperation with the host school and local authority to ensure a good quality of provision and to support improvement. Staff hold good levels of professional qualifications and are strongly committed to driving further improvement. Self-evaluation procedures are good and reflect the views of staff, parents and children. However, procedures to routinely monitor all aspects of provision, including the staff's day-to-day work are not yet fully embedded. As a result, there are some minor differences in the quality of resources between the two buildings. Staff have clear roles and responsibilities and contribute well to the smooth running of the

setting. They are well qualified and experienced in supporting children with special educational needs and/or disabilities and this contributes to the promotion of good equality and diversity. Staff are ambitious to achieve continuous improvement and regularly improve and update their qualifications.

Children's welfare is at the heart of the setting's work. Procedures for safeguarding and to ensure all staff are suitable to work with children are good. Staff ensure that the premises are safe and secure through regular risk assessments. There are robust and secure procedures for the administration of medication and for recording accidents and injuries.

The engagement with parents and carers is good. This ensures children quickly settle in and make good progress, especially in their personal development. Parents and carers find staff are approachable and welcome the flexible approach to meeting their needs. They receive a good range of information about their children's progress. Parents and carers' views are regularly sought and these influence the setting's future planning. The setting has good links with other local providers and benefits from sharing resources and staff expertise with the host school.

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

Children are happy and busy. They take responsibility for many aspects of their own learning throughout the day. There is a good balance between activities that all children choose for themselves and those they are guided towards by adults. This encourages children to develop independence and self-confidence. Children make good progress because the setting is skilfully tailored to meet the needs of children at all ages and stages of development. The babies benefit from a good range of tactile resources in a safe and cosy environment. This promotes their early sensory and communication skills preparing them well for the next stages of development. The staff make regular and frequent observations of children's learning and use the information well to track their progress and plan for future learning. Early mark-making and counting skills are encouraged through well-planned role play activities, games and songs. Children thoroughly enjoy their learning and achieve well. However, the use of labels and signs to promote early communication skills is not developed consistently through all aspects of the provision. Staff question children well to deepen their understanding and provide good guidance by joining in their play. The promotion of children's healthy lifestyles is good. Good use is made of the ample outdoor space to promote physical development and other areas of learning. Outdoor resources are being further developed but do not fully reflect the range of learning opportunities available inside. There are well-planned menus for children's meals and snacks which contribute to healthy eating habits. Snack and meal times are social occasions and staff have good expectations for children's hygiene. There are good facilities and procedures for nappy changing and to support toilet training. This is supported by detailed regular communication with parents and carers. The setting encourages children's good positive contribution through resources and images reflecting different cultures and diversity. There are comfortable and secure areas

for babies and children to sleep or relax without disturbance and a good range of books and other activities to interest them.

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? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

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? | 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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| 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

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| 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