

Sally-Anna's Day Nursery

Inspection report for early years provision

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Inspector Sue Anslow

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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*.

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Description of the setting

Sally-Anna's Day Nursery is one of four settings run by the same private providers. The day nursery has been running for ten years but was registered in new, purpose built premises in 2009. It operates five playrooms for children aged between three months and five years, with a safely enclosed outside play area. The nursery is situated on the edge of a residential estate in Church Lawton, just outside Alsager. It is open every weekday from 7.30am to 6pm all year round.

The nursery is registered on the Early Years Register. A maximum of 97 children may attend the nursery at any one time. There are currently 112 children aged from three months to under five years on roll, some in part time places. The nursery caters for children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 20 members of staff, 18 of whom hold early years qualifications. Three members of staff are currently studying for Early Years degrees. The nursery provides funded early education for three and four-year-olds and receives support from advisors in the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The excellent facilities, wide ranging resources and experienced staff team provide and maintain exceptional provision for all the children. Skilful teaching ensures that children learn and develop to the very best of their ability, and general welfare requirements are very well managed. The uniqueness of each child is valued, and staff work hard to support their different ways of learning. Families are welcomed and the services provided by the nursery reflect the needs of the local community. Continuity is promoted through highly effective partnerships with parents and strong links with local schools. Self-evaluation at all levels reflects the rigorous monitoring of what the setting does well and any areas for development. Actions are realistic and well targeted and bring about sustained improvement in the early years provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop written information for parents with regard to what happens in each of the classrooms
- further developing the garden areas to provide interest, challenge and excitement for all ages.

The effectiveness of leadership and management of the early years provision

Appropriate policies and procedures are in place to keep children safe and secure within the nursery. Staff are familiar with the safeguarding policy and are aware of the correct procedures to follow should there be any concerns. The children's safety is given exceptionally high priority at all times, with risk assessments carried out on equipment and the premises, both inside and outside. Daily checklists are displayed in each room and the garden is checked carefully before children go outside. Security is rigorous as staff check the identity of everyone arriving at the nursery, and full use is made of closed circuit television, finger print identities, passwords and key pads.

The majority of staff hold first aid certificates and any accidents or illnesses are managed well. Appropriate steps are taken to promote and protect children's health, from the provision of freshly prepared meals and snacks to the exclusion of children with any infectious illness or condition. Children benefit tremendously from having an outside play area at the nursery, which they use daily to enhance their physical well-being. A supremely inclusive and welcoming service is provided at the nursery, with all children able to participate in the many games and activities. Staff strive to engage with each child and their family, and challenge any negative behaviour or discrimination. Adults identify children's individual needs as early as possible, and together with input from other agencies if appropriate, they ensure each child gets the support they need.

The nursery is managed extremely well and the team of well qualified and experienced childcare staff work well together. Recruitment procedures are sound, and rigorous checks are carried out to ensure the safety and well-being of children and their families. Staff feel valued and empowered through individual and group meetings where their ideas, skills and areas for development are addressed. Their lively, enthusiastic and motivated attitudes create a warm and welcoming atmosphere in the nursery. Staff are encouraged to update their knowledge and skills as far as possible, and three members of staff are currently undertaking the foundation degree in Early Years. Systems for monitoring and evaluating the children's learning and development are well established, and regular reflective practices ensure the outcomes for children are optimised.

Excellent partnerships with parents are well established from the start, with emphasis on continuous communication at all times. Parents are given lots of information about the nursery and there are many opportunities for discussions with key workers. Staff in the pre-school room have developed a file of relevant information for parents about the activities and events which happen in that room. This is going to be repeated in all rooms in the nursery. Information about the Early Years Foundation Stage framework is readily available, and parents can discuss their child's development and progress with their key worker at any time. Staff encourage parents and carers to be involved in nursery life and contribute to the children's experiences as much as they can. Parents have a good understanding of what their children are learning and how they can help them at home through their child's home diary and learning journey file, regular

newsletters and annual parents' evenings. Seeking the views of parents and carers is very important to the nursery staff as it enables them to provide the best possible outcomes for all children attending. Parents are appreciative of the flexible care offered and the attention to any individual requests. Staff liaise closely with early years advisors and teachers in local schools to support children's ongoing development in all areas.

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

Children make excellent progress in their learning and development through the expertise of staff and the provision of superb facilities and resources. They learn through play and the provision of meaningful real activities, for example, sweeping up the sand with a dustpan and brush or cutting up fruit for their snack. Children in ground floor rooms thoroughly enjoy the free flow of activities between the inside and outside play areas, and all groups enjoy a good balance of quiet and active play. They gain an understanding of the world around them and learn to respect each other and their surroundings. Independence is encouraged and children love being chosen to be the 'line leader' or 'small officer-in-charge'. They happily set the table for lunch and pour their own drinks. Behaviour is exemplary because children are busy and interested in everything that is going on. Staff encourage children to think for themselves by asking questions, for example, 'what do you think will happen to the sand if we pour water onto it' or 'how many children will be in the line now that another child has joined us?' Through staff's good role modelling and enthusiastic praise, the children's self-esteem is optimised. They gain confidence and are eager to help their friends carry large pieces of equipment or tidy up the room ready for lunch. Activities are planned to meet the needs of individual children. A rigorous system of observation and assessment means that staff can organise specific activities to interest and challenge each child. Starting points are assessed on entry and next steps are identified for all children, ensuring appropriate experiences are provided which enable them to achieve and move forward. The children's involvement in the planning process is actively encouraged and their ideas and suggestions are fully incorporated. For example, a visit to the doctor prompts staff to change the role play area to a doctor's surgery so children can act out their experiences. New children are helped to settle in gradually, with staff and parents working together to support the transition between home and the nursery. 'Circle times' are used to discuss daily plans, and children enjoy choosing what they want to play with from a set of photographs. Later on they get together to talk about what they have been doing, remembering how they wove coloured ribbons through the fence or cut the dough into different shapes.

Learning through play is the key to children's development, whether it is saying 'hello' to each other in different languages each day or making stick puppets to add to the 'song box' of props, which they use to illustrate stories and songs. A wealth of natural play materials introduce children to different textures and sounds, and babies particularly benefit from having a well resourced sensory area in their room. Staff are currently planning a sensory garden for the children to inspire interest and exploration. They plant vegetables and herbs and have fun

measuring the height of the sunflowers against the fence. They watch the birds feeding from the bird table, and young toddlers listen to baby birds tweeting outside their window. Children learn about people who come from different countries and people who look different from themselves through a wide variety of activities and resources. They celebrate festivals throughout the year and love tasting different foods, such as Hungarian goulash, Thai curry and Mexican tacos. Children are closely supervised and their health and welfare are paramount at all times. They have a clear understanding of safety procedures and why these are needed. They practise evacuation procedures regularly and are reminded to be careful on slippery floors or when using sharp forks. Healthy eating policies are followed as children enjoy meals and snacks with plenty of fresh fruit and vegetables. Menus are devised using locally sourced produce and children are eager to try 'Gruffalo Pie' or 'Elephant's Breath'. Good hygiene procedures are practised and children brush their teeth after eating. Fresh air and exercise are promoted daily, and children can rest or sleep comfortably if they are tired. The structure of the nursery and staff's relationships with the children and their families develops an environment of confidence, self-esteem and positive attitudes to learning.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

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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	1
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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