

St Marys Day Nursery

Inspection report for early years provision

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EY403567

Inspection date

05/05/2010

Inspector

June Rice

Setting address

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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

St Mary's Day Nursery was registered in 2009. It is privately owned and is run from a converted building situated in Bawtry, near Doncaster. The nursery uses the whole of the ground floor of the building for care and children have access to an enclosed outside play area. The nursery is open each weekday from 7.30am to 6pm, excluding bank holidays. The nursery is registered to care for a maximum of 46 children under eight years. This provision is registered on the Early Years Register and the compulsory part of the Childcare Register. All children share the same facilities.

There are 62 children on roll, of these 11 are in the early years age range. There are 12 permanent staff members, all of whom hold relevant childcare qualifications. The provision currently receives early education funding for three and four-year-olds, and supports children with special educational needs and/or disabilities, and those with English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision demonstrates a very positive attitude towards continued improvement. For example, staff continue to update their knowledge and understanding of care and education by attending relevant training; such as safeguarding, autism, letters and sounds, and first aid. The provision has successfully included staff and parents in the evaluation of the care and education it provides, and this has given them a good understanding of its strengths and areas for improvement. Space is used very effectively and promotes children's growing independence. There are well-established professional working relationships with parents and other early years providers, including feeder schools. Staff have worked together to develop sound observation and assessment systems that enable them to monitor children's progress and identify the next steps in children's learning. However, there is no clear link between the planning of activities and children's next steps.

What steps need to be taken to improve provision further?

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

- develop children's opportunities to become more involved at snack time.
- further develop the system for planning to ensure relevant and motivating learning experiences are linked to children's next steps

The effectiveness of leadership and management of the early years provision

The provision demonstrates a very good understanding of the need to work in partnership with parents and others to safeguard children. Staff have a clear understanding of child protection issues and are confident they are able to implement procedures effectively. Access to the building is monitored effectively and a visitors book is maintained. All policies and procedures are written and on open display to users of the provision, to ensure they have a clear understanding of how the provision works. All required documentation is in place. The provision has carried out a self-evaluation process that includes feedback from staff and parents. This has given them a good understanding of the provisions impact on children's learning and well-being. Staff have developed very sound working relationships with parents who give extremely positive feedback. The provision has worked consistently to develop and nurture the links with other early years providers and this enables them to work together effectively, to ensure children continue to make good progress. For example, when children transfer from another early years provision, appropriate information is shared to ensure a smooth transition and continuity of learning and care. Inclusive practice is promoted effectively by the provision which promotes equality for all through resources and activities that introduce children to diversity. For example, resources depict our diverse society and provide positive images of children and adults from different backgrounds and abilities; children learn about different festivals and taste food from different cultures. Visual timetables are used around the setting to help children understand the basic routine of the day. However, meal and snack times are very formalised and children have little opportunity to contribute positively to the experience.

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

Children freely and safely access resources, toys and activities both indoors and outdoors. The outside play area is used very effectively and provides an interesting and stimulating environment. This provides children with the freedom to explore and be physically active which helps to promote and encourage their physical development; for example, they use large play equipment, play ball games and ride different modes of transport. Children learn the importance of good hygiene practice and healthy eating; they wash their hands after using the toilet and before meals and snacks. They enjoy freshly cooked meals that take account of their individual dietary needs, fresh fruit and the occasional biscuit. Children behave in ways that are safe for themselves and others. They are developing an understanding of dangers and how to stay safe as they move around independently. They practise an emergency evacuation, know not to run, or stand near or behind closed doors. They are helped to stay safe through the implementation of policies, procedures and risk assessments which identify actions taken to manage or eliminate risks indoors and outdoors. Staff implement appropriate procedures to help reduce the risk of cross-infection; for example, they use disposable aprons and gloves when changing nappies, and exclude children

who are infectious in order to protect others.

Children are helped to develop skills that will contribute to their future economic well-being. They are very active learners in an environment that supports their learning through play. Staff demonstrate a very good understanding of how children learn and they use good questioning techniques that help children think. Children are provided with opportunities to make a positive contribution, join in and make friends; for example, they are encouraged to join in small group activities, and are supported as they learn to share and take turns. Their problem solving, reasoning and numeracy skills are encouraged through activities children find interesting. For example, they are encouraged to count and recognise different sized groups of items from their shopping bag. Some children count confidently to five, others to 10; children are encouraged to add to the sequence of numbers one to five, and name the numbers up to 10. Good prompts encourage children to look and think about what comes next. Children smile proudly as they receive lots of praise and are awarded stickers for good counting.

Toddlers are very happy and settled. They listen to music softly playing in the background as they move confidently around their play area. They enjoy the challenge of a shape jigsaw, encouraged by staff to name colours and shapes, and then move willingly to one a little more challenging. Others elect to play with sand, feeling the texture as it moves through their hands. Children show a growing interest in books, they select one and sit on comfy cushions close to staff and look at the illustrations as they carefully turn the pages. Children select musical instruments and enjoy listening to the different sounds they make as they shake bells and rattles, and use drum sticks on a drum pad. They become engrossed in role play and use different utensils to make a meal then offer it to their friends. Babies benefit from the freedom to move around in a safe environment. They are supported by cushions and enjoy reaching out for items of interest. They stretch and roll over onto their stomachs, and reach out and grasp toys with their hands and fingers. Babies benefit fully from the opportunities to explore different materials, such as, foam and jelly. Some are unsure while others enjoy the experience of squashing it between their hands and fingers. Children are invited to listen to a story and are encouraged to use their good listening skills; they enjoy the story and remain in the group for sharing time. Children enjoy sharing with their friends what they have done over the long weekend with their families. Children enjoy other group activities, such as, a parachute game. They are encouraged to recognise colours as they are asked to choose which one they wish to hold, and they listen very carefully to simple instructions. Staff use simple language in their instructions such as up, down and stop, and children use slow, soft and rapid movement to control the movement of the soft balls in the centre.

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	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

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