

The Village Day Nursery

Inspection report for early years provision

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Inspector Diane Lynn Turner

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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 Village Day Nursery opened in 1991 and is one of a group of nurseries owned by a private company known as For Under Fives Ltd. It operates from a converted Victorian house in the village of Cottingham, in the East Riding of Yorkshire. Children are cared for over two floors and there is an enclosed garden for outdoor play. There is no lift access to the first floor. The nursery is open each weekday from 7.00am to 6.00pm, all year around with the exception of bank holidays. Care is also offered for children of school-age before and after school and during the school holidays.

The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register to care for 50 children under eight at any one time, all of whom may be in the early years age group, with no more than 18 under two. The nursery is also registered on the voluntary part of the Childcare Register. There are currently 75 children on roll, 72 of whom are within the early years age group. There are 12 staff employed to work with the children, two of whom hold a childcare qualification at level 4, six at level 3, with one working towards level 3 and one towards level 2. The nursery receives support from the local authority early years consultant and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Children are cared for in a welcoming environment where they are offered a good range of meaningful activities which ensures they are well-occupied and make good progress in their learning and development. Children's individual needs are met well because staff forge good partnerships with parents and any other professionals involved in their care which ensures they receive any additional support they may need. Good links are in place with other providers in the local area and systems are in place to help staff monitor the quality of the provision. Most of the required documentation is in place, however, there is no robust system for ensuring a record of the information used to assess staff's suitability is maintained. This means the management is unable to demonstrate that the necessary checks have been carried out, which has a significant impact on the safeguarding of children, and the overall effectiveness of the setting.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure there is a robust system for keeping records of the information used to assess staff's suitability and demonstrate the necessary checks have been carried out (Suitable people) (also applies to the compulsory and voluntary parts of the Childcare Register) 18/06/2010
- ensure the daily record of the children looked after on the premises includes their hours of attendance (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register). 18/06/2010

To improve the early years provision the registered person should:

- improve the risk assessment to ensure this covers all aspects of the outdoor area
- provide opportunities for children to develop their independence at meals times.

The effectiveness of leadership and management of the early years provision

Overall, staff demonstrate a sound understanding of their responsibilities in regards to safeguarding children. They regularly attend training to keep their knowledge of child protection issues up to date and aspects of this area are a regular item on the agenda for discussion at staff meetings. Effective systems are in place to ensure the premises remain secure at all times, including the use of an intercom system, and safety assessments are carried out on the premises and for outings. However, these are not always used effectively in identifying risks to the children's safety. For example, staff do not ensure the nettles and thistles are removed from the garden and that the activity frame in this area is firmly secured into the ground, all of which pose a potential risk to children's safety. Clear systems are in place for the recruitment of any new staff and for their induction. However, the registered person is unable to provide documentary evidence to show that all members of staff have had the necessary suitability checks carried out, or to demonstrate how their ongoing suitability is assessed. This is a significant breach of the welfare requirements in regards to safeguarding children. A daily record of children's attendance is maintained but this is not used consistently to record their hours of attendance, which is also a breach of the welfare requirements.

The friendly staff team work well together and they all participate in training to improve their knowledge and skills. On the inspection visit they were led effectively by the deputy manager, who demonstrated she is very capable of taking charge in the manager's absence, and of dealing calmly and efficiently with any unexpected incidents. The premises are appropriately maintained overall, with children's art work featuring as a prominent part of the displays, showing their efforts are valued and appreciated. Resources are well-maintained and are effectively presented, promoting children's choice and independence. For example, toys are within easy reach of babies and boxes are labelled with pictures to help the older children identify the contents. Staff understand the value of using self-evaluation as means

of assessing the quality of the provision and identifying areas for development, in order to promote continuous improvement. All the recommendations from the last inspection have been successfully addressed and improvements have recently been made to the garden, including installing an area of hard surface to enable the children to use wheeled toys effectively.

Staff promote equality and diversity well, ensuring the nursery is welcoming and supportive of all children and their families. They help children to learn about customs and cultures from around the world through celebrating festivals, such as Diwali, and the support given to children who may have special educational needs or disabilities is a real strength of the nursery. For example, staff work closely with any other professionals involved in the children's care and provide sensitive support to ensure they are included in all the activities. Staff establish and maintain good relationships with all parents which ensures the children's time in the nursery compliments their home life. Parents are provided with good information when the placement begins and on an on-going basis and the comments they make about the care and the staff are very positive. Partnerships with other providers in the local area, such as the local school and pre-school are good, fostering a shared approach to the children's care and learning.

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

Children are supported well in their learning, and as a result, they develop good skills for the future. They are able to choose freely from activities that interest them and take part in adult-led activities focusing on topics, such as 'people who help us', which enables them to learn about different roles within society. Staff sensitively support the children as they play, reminding them, for example, where to place their hands as they use the climbing frame and they use good strategies to gain the children's attention during whole group activities, such as story, when they encourage the children to sing the 'quiet song' before this begins. They understand that very young children benefit from tactile experiences to help them make sense of the world and provide activities, such as using sponges and paint to make marks, and the opportunity to feel the softness of a rabbit's fur as part of a topic on pets. Staff keep accurate records to monitor the children's progress across all six areas of learning, and readily praise their successes as they play and learn.

Children are supported well in developing their personal, social and emotional skills. As a result, they behave well, develop friendships and make a positive contribution to the setting. For example, the older children are given the responsibility of taking messages to staff in the other room. They show a caring attitude towards the babies and toddlers as they join them in the outdoor area, gently pushing them on the small swing and being careful not to bump them as they run around. The children demonstrate good conversational skills as they discuss what they enjoy doing at the setting and show a sense of security because they clearly know the routines for the day. They learn to use number for a purpose as staff encourage them to count how many are present as they move from room to room and show an understanding of capacity as they fill containers in the water, stopping at the correct moment to prevent this overflowing. However, the older

children have limited opportunities to develop their independence at meal times as they are not encouraged to serve their own food or pour their drinks.

Children are kept healthy because staff follow good procedures in their every day routines, such as wearing disposable aprons and gloves when changing nappies, and ensuring shoe covers are worn by adults when entering the baby rooms. The children are provided with a range of healthy meals which are freshly prepared each day. For example, they enjoy dishes, such as salmon risotto for lunch. All children have access to the outdoor area at various times throughout the day, benefiting from fresh air and physical exercise. As a result, they develop good control of their bodies and confidently test their skills as they use equipment, such as the climbing frame. Through various activities the children learn to take care of their bodies. For example, photographs show them learning to care for their teeth as they enjoy a visit from a dentist and staff promote hand washing as part of the children's routines from an early age, with the toddlers showing a good understanding of the process as they turn on the tap. Staff effectively help the children to keep themselves safe. For example, they ensure they regularly participate in fire drills and that the youngest use the stairs safely. They teach them how to cross the road safely when they visit the local market to buy plants for the garden, and the importance of applying sun block and wearing a hat when out in the sun.

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?	4
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability to care for children, or have regular contact, Records to be kept). 18/06/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability to care for children, or have regular contact, Records to be kept). 18/06/2010