

Stanley Day Nursery

Inspection report for early years provision

Unique reference number

EY335672

Inspection date

19/07/2010

Inspector

Lindsay Helen Dobson

Setting address

Stanley Day Nursery, 78 Lake Lock Road, Stanley,
Wakefield, West Yorkshire, WF3 4HP

Telephone number

01924 835094

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Stanley Day Nursery has been registered since 2006 and is situated in Stanley, on the outskirts of Wakefield. The nursery opens from 7am to 6pm Monday to Friday throughout the year, except for bank holidays. Children are cared for on two floors in four main care rooms. They also have access to a wet room and a sensory room, plus access to an enclosed outside area. The nursery offers a service which transports children to and from local schools in the area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 55 children, all of whom may in the early years age range. There are currently 139 children on roll who attend on a variable basis, of whom 83 are in the early years age range. The nursery provides nursery education funding for children of eligible age. The nursery cares for children with English as an additional language. There are 22 staff working with the children, the majority of which hold appropriate childcare qualifications. The nursery works closely with the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development and enjoy their time in the vibrant learning environment. The manager and staff have gained a clear and knowledgeable awareness of the Early Years Foundation Stage requirements through ongoing professional development. The uniqueness of every child is recognised and their learning and welfare needs are successfully promoted. Sound procedures are effectively implemented to keep the children safeguarded and secure, although some documentation in relation to this is not fully in place. There are strong partnerships with parents and information is fully shared. Reflective practice ensures improvements are identified and implemented, which impacts positively on the children and demonstrates the capacity for continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure risk assessments are readily available and reviewed at least annually to ensure children safety (Suitable premises, environment and equipment)(also applies to both parts of the Childcare Register) 02/08/2010

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

- update the record of risk assessments to include any assessments of risks for

- outings and trips undertaken with the children
- ensure children's starting points are recorded to establish the basis for their learning and development

The effectiveness of leadership and management of the early years provision

The children are safeguarded well as the manager and staff have a thorough awareness of safeguarding issues. This is achieved through training to ensure knowledge is current and from supporting documentation within effective policies and procedures. From discussion, it is clear that the welfare of every child is paramount and training is cascaded to all staff to ensure up-to-date awareness. Staff are deployed so that good supervision is effectively assured and additional staff on the premises ensure ratios are well maintained throughout the day and children can access small group sessions in the wet and sensory rooms. Risk assessments are carried out in all areas used by the children and particularly on any additional activity, such as the current work being undertaken in the nursery garden and the construction of log cabins for use by the children. However, copies of the up-to-date, reviewed assessments for the individual nursery rooms are not available during the inspection and this is a breach of regulations. Some documentation is completed to protect children when away from the setting on visits; however, the record of risk assessments does not include assessments for the individual outings undertaken. Records, policies and procedures required for the efficient management of the setting are in place, shared and understood by all. Robust systems for recruiting and checking the suitability of new staff and an appropriate induction process are in place. All staff receive regular feedback through appraisals, where development and training needs are identified, resulting in a team commitment to professional development.

The management team work well together to motivate staff and drive improvement. Roles and responsibilities within the nursery are clearly defined and regular meetings enable staff to share good practice and review outcomes for children. Systems for self-evaluation are very effective and the nursery has an accurate view of its strengths and the areas for development. Completion of the Ofsted self-evaluation form has enabled the nursery to identify and secure future improvement. Recommendations raised at the last inspection have been well met and further steps have been taken, for example, the innovative and thoughtful provision of a large wet room. Children can freely play in this room and it has opened up vast opportunities for learning and development experiences which were previously unavailable. Children thrive and have great fun as they play with the bubbles and use shaving foam to draw pictures and write their names on the walls. They develop a freedom in the water which enables them to express themselves and develop confidence in their own abilities. Resources such as dolls, jigsaws and books help to promote children's awareness of the wider world and our diverse society. Children begin to understand about different cultures and lifestyles as they engage in role play and celebrate festivals throughout the year. They are becoming aware of others and developing a caring attitude as they participate in charitable causes, such as sponsoring, supporting and learning about children in Malawi.

An open and friendly approach with parents contributes to establishing a highly effective working partnership. The nursery actively seeks parents' views about the service through the use of a questionnaire. Their comments are very positive and they are particularly pleased with the progress their children are making. A good amount of information is shared with parents through newsletters, parents' evenings, daily record sheets and books about their child's day and welfare. Children's individual files with evidence of their work, photographs and achievements are also shared, and parents are able to contribute their own comments. Links are established with the local schools that are also involved in the delivery of the Early Years Foundation Stage for children.

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

All children enjoy their time within their vibrant learning environment. The staff have created a welcoming and extremely well-organised setting. This facilitates a wealth of choice to encourage self-initiated play and a balance of adult-led activities, affording experiences that span all six areas of learning. Consequently, children are encouraged to make choices and decisions. Children feel a real sense of belonging through secure relationships and the effective key person system. They also have their photographs and names in various places in the setting: for self registering, on their pictures and artwork and on their drinks containers. Individual children's learning journeys contain photographs and written observations, which aid staff to assess learning and plan for their next steps. However they are not recording information from parents about children's starting points to use as the basis for their learning. The formal and spontaneous recording of achievements adds variety to the learning journeys and makes them interesting to the reader. Quotes from children are recorded and illustrate observations well. As a result, children are making good progress towards the early learning goals.

The abundance of children's artwork and photographs on display reflects the creative opportunities enjoyed by all children, including babies. Contents within 'touch baskets' offer self-discovery experiences of natural materials and staff ensure children's inquisitiveness is addressed. They listen to children's questions with interest and answer them positively. Where possible, they support them to work out or find their own answers through the provision of additional resources and books. Children of all ages see clear labelling around the play rooms enabling them to understand that print carries meaning. The children continuously engage in conversations with the staff who are very good at asking them open ended questions, which make them think for themselves. All children enjoy looking at books, independently and in groups. The more able children listen to the story of the 'Gruffalo'. They know the story well and join in with the familiar text. Staff use pictures displayed on the wall as well as the pictures in the book to enable children to follow the story. Children's developing knowledge and understanding of the world is promoted throughout the nursery. Toddlers have access to early information technology resources such as phones, cameras and household equipment, for example an iron and cooker. More able children use the computers; they show good mouse and keyboard skills and a sound understanding of the

computer programmes they enjoy. Children of all ages have been involved in planting and growing in the nursery's sensory garden, they are beginning to understand that plants need rain and sun to grow and the more able children talk about growing tomatoes and picking strawberries.

Children's physical development is fully promoted. Babies have good opportunities to develop their muscles with plenty of room to crawl and move around. Resources encourage their coordination as they learn about cause and effect when playing with the activity centres. They laugh and giggle as they push the buttons and hear the sounds. Toddlers happily start the day with their 'Wake up Shake up' session, where they move to the music and join in with the songs. Lots of photographic evidence shows all children climbing, balancing and swinging on the equipment at the local park, which they are using very frequently at the moment as the nursery garden is further developed. Staff encourage children to learn about how physical activity supports their healthy lifestyles. They provide children with easy access to drinks throughout the day, ensuring they remain hydrated and the nursery's cook provides a range of meals and snacks which include fresh fruit and vegetables. Children are learning about safety as they practice emergency evacuation on a regular basis and are developing a sound understanding of road safety when on outings. Children's behaviour is positively promoted throughout the nursery as staff embrace children's efforts by displaying them on the 'achievement tree' in each room.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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 and Safety of Premises and Equipment)(also applies to the voluntary part of the Childcare Register) 02/08/2010

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 and Safety of Premises and Equipment) 02/08/2010