

Auntie Jayne's House

Inspection report for early years provision

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Inspector Jean Evelyn Thomas

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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

Auntie Jayne's House is a privately owned day nursery. It opened in 2007 and operates from three rooms in a purposely converted building. Children have access to an enclosed outdoor play area. The nursery is situated in Thingwall, Wirral. It is open Monday to Friday from 8am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 12 children may attend the nursery at any one time. There are currently 22 children aged from birth to under five years on roll. Funding for early years education is in place for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are five members of staff employed, all of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and inclusive environment. Children are happy, secure and motivated to pursue play and to learn. Consequently, they make good progress towards the early learning goals, although the quality of the underpinning recording systems is inconsistent. Children's welfare needs are well met as the staff establish strong partnerships with parents and share information appropriately with them. All staff are qualified and attend training on a regular basis to further develop their knowledge and understanding. The self-evaluation process reflects on practice and identifies areas for further improvement.

What steps need to be taken to improve provision further?

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

- clearly identify starting points in partnership with parents to establish a baseline for children's learning and development, and ensure planning for individual children is effectively tracked to promote progress across the six areas of learning
- further develop systems to liaise with others who deliver the Early Years Foundation Stage to children to ensure continuity and progression.

The effectiveness of leadership and management of the early years provision

The staff team has a good understanding of safeguarding issues and its responsibilities if concerned about a child's welfare. Staff are confident to follow procedures and link with other agencies to ensure children are safe. All required records and documentation are in place.

Detailed risk assessments on the premises, and also for outings, ensure that safety is continually monitored and reviewed. The emergency evacuation procedure is practised regularly to help children to learn to look after themselves. Children develop responsible behaviour for their environment; for example, through helping to tidy up and using equipment and toys safely. This contributes to nurturing children's understanding about sustainability and not wasting the earth's resources.

Robust recruitment, employment and induction procedures ensure all staff are suitable. Monitoring systems and regular appraisal meetings support staff and identify future training needs. Staff are deployed effectively and work well together as a team, and they understand their roles and responsibilities. All staff are enthusiastic about providing good quality care. The nursery's self-evaluation process is continuing to evolve. Staff's sharing of knowledge gained from training and the use of reflective practice result in a proactive approach to driving improvement. Parents' views and comments are actively sought and bring about change. For example, parents suggested healthier options for the menu ingredients. These have been researched by the manager and are now regularly used. The recommendations from the last inspection have been successfully met. Resources have been purchased to reflect positive images of the diversity of society, contingency staffing arrangements are in place to cover staff absences and comprehensive risk assessments contribute to the children's safety.

Positive attitudes towards diversity and difference within all children are strongly promoted to help children to learn to value different aspects of their own and other people's lives. Linguistic diversity is valued and opportunities for children to develop their home language in play and learning are provided. An effective key-person system is in place, which impacts on the care and well-being of the children. The organisation of resources encourages children to become independent and active learners from an early age.

The partnerships with parents are key strengths within the nursery. The nursery builds strong relationships with parents through the initial settling-in process, ongoing discussions and the availability of the owner/manager. Effective two-way communication systems result in information being shared and exchanged to support each child's individual needs being met. Throughout the nursery there are displays about the Early Years Foundation Stage to inform parents about the educational programme the children are following. Systems, such as the sharing of children's learning journals, the 'take home' teddy bear and the daily diary, actively encourage parents to become involved with their child's learning. Parents speak extremely highly about the service provided. They appreciate the secure relationship their children develop with their key person and the friendly and caring atmosphere the staff team creates. Links are established with primary schools, which supports the smooth transition for children moving to school. However, information sharing with other providers delivering the Early Years Foundation Stage to the nursery children is not sufficiently developed to promote the integration of care and education.

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

Children are very happy and settled. The staff team is caring and supportive, which enables children to feel safe and secure and form trusting relationships. Children are equipped with firm foundations to build learning skills as staff value their work, activities and opinions, and recognise and foster their social skills, enabling children to become effective learners. Outdoor learning is valued by staff to provide children with the space and the stimulus of different play experiences. Staff acknowledge that the outdoor provision complements children's different styles of learning. Children's individual starting points are discussed by parents and the key person during the settling-in period. Care details are recorded; however, information on development is not clearly established to form a shared baseline for children's learning. Staff regularly observe children as they play and identify the next steps in learning for each child. However, there are inconsistencies in the systematic approach of observation, assessment and planning across the six areas of learning.

Children are enthusiastic learners and take a lively interest in everything they do. They demonstrate good levels of concentration and the relaxed, supportive atmosphere enables them to freely express themselves. Children respond to the classical music being played in the background by dancing in an uninhibited manner. Children confidently communicate with each other, staff and visitors. They gain the skills needed to read and write. Children of all ages enjoy mark-making using a variety of materials. Some of the older children can write their own names and many recognise the first letter sounds of their names and also of their friends' names. All ages of children enjoy books. Staff further promote children's language development and imagination as they encourage the children to talk about the characters and what is going to happen next in the story being read to them. Mathematical concepts are regularly reinforced in daily activities and play. Staff ask questions to challenge children to use their knowledge of numbers to find out who has made the most play dough sausages. Communicating, literacy, numeracy and information and communication technology are promoted well, which has a positive impact on children's future economic well-being.

From an early age children confidently make their own choices and learn to make decisions. In the baby room they select play materials stored on shelving or in boxes at floor level. The babies make their wishes known and clearly indicate to staff what they want, such as the play tent being brought out. They show perseverance and problem-solving skills in moving their chosen items inside the tent. They smile with pride and delight at their achievements. Older children have fun initiating and developing their own ideas with appropriate support from staff. They use a selection of large cardboard boxes, tubes and sheets of material to make their pirate ship. Children waft light-weight trays in the air and explain they are creating the wind to sail the ship. Staff's involvement further enhances children's learning and vocabulary. As suggested, the children use the tubes as telescopes and talk about what they can see. This is a lively and energetic activity embracing all of the areas of learning and sustaining children's interest. Staff know when to leave children alone to explore, make their own discoveries and solve

problems.

Children learn about members of their local community through organised visits to the nursery from the fire service, police officers and the librarian. Outings within walking distance of the nursery further enhance their understanding of the world around them. Children develop a keen interest in nature during their time in the large outdoor play area. Outside they access larger equipment, such as sit and ride toys, balancing tyres and a tyre swing. This helps children to develop control and coordination over their bodies. Children's health and well-being are effectively promoted through the provision of a well-balanced diet of fresh foods which are all prepared and cooked on site. All dietary needs are effectively met. The nursery is pursuing a healthy nursery award through the local health authority, which encompasses lifestyle and exercise as well as diet. Children are well behaved and learn to be considerate towards adults and each other in the calm, consistent atmosphere, in which staff act as positive role models.

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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