

Eslaforde Private Nursery

Inspection report for early years provision

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Inspector

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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

Eslaforde Private Nursery became registered in 2009. It operates from a converted church in Sleaford, Lincolnshire. It is situated in a side street between two main roads close to the town centre. Access to the nursery is via steps or a ramp. Car parking is available close by on the main roads or in near-by car parks. There are three separate indoor play areas where children are cared for in groups according to their age and level of ability. Space for children aged two years and above is on the ground floor whilst babies are cared for on the first floor. All children have access to a fully enclosed outdoor area. The nursery serves families from the local and surrounding rural areas.

The nursery is registered on the Early Years Register and also on the compulsory and the voluntary parts of the Childcare Register. It is registered to provide care for 33 children under the age of eight years, and accepts children from birth to eight years. An out of school facility operates, providing care for school-age children before and after school and during school holidays. There are currently a total of 40 children on roll; of whom, 32 are in the early years age group. Children attend a variety of sessions each week depending on the individual requirements of each family. The setting is open each week day from 07.45am to 17.45pm. It is open all year round, closing only for public holidays. The setting receives support from the development team from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a warm and welcoming environment where children settle well and are happy and secure. They express themselves confidently and are making good progress in their learning and development. Most areas of learning are covered very well. Staff show a strong commitment to their personal development and staff training needs are mostly identified well. Systems for managing the setting are highly effective. The well established partnerships with parents, extended services and other professionals contribute significantly to the outcomes for children. The setting drives continuous improvements through highly reflective self-evaluation and an effective development plan.

What steps need to be taken to improve provision further?

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

- provide relevant staff with training that will develop their knowledge, skills and confidence of equality and diversity
- ensure that children have greater opportunities to use information and technology in a variety of ways through both the adult planned activities and through their self-initiated play

The effectiveness of leadership and management of the early years provision

Staff safeguard children well by implementing vigilant procedures to prevent unauthorised access to the nursery. Doors are kept locked and visitors are greeted personally by the owner. Clear records indicate who may collect a child and staff never leave children unsupervised with persons who have not been suitably vetted. Visitors to the setting are given a laminated copy of the safety rules to read, sign a visitors book and are asked for relevant identification. Effective recruitment and vetting procedures are in place and ensure that children are well protected. Staff attend safeguarding training and have very good knowledge of procedures and how to put these into place should they have concerns about the welfare of a child. This is reinforced through comprehensive policies and procedures that form part of the staff induction process. Staff are extremely conscientious about safety and rigorously implement policies and procedures including risk assessments. Accident records are used effectively to identify anything that may constitute a possible hazard, and daily safety checks to the inside and outside areas further ensure children's safety.

All staff participate in appraisals that enable them to consider their performance and areas for their professional development. They participate in a variety of training to develop their skills and knowledge, although equality and diversity training has not yet been organised and some staff lack confidence in this area. In spite of this, the setting operates an equal opportunities policy, which welcomes all families and promotes anti discriminatory practice. Well organised activities and resources ensure that all children are fully included and no child is disadvantaged. Staff provide good support to children who have identified special educational needs and work closely with parents to ensure continuity of care. Effective procedures are in place to help make children's transition from one area of the nursery to the next a positive experience and regular staff meetings ensure that staff communicate with each other and share relevant information about children. All required documentation is comprehensively maintained and stored confidentially.

Owners, managers and staff have high aspirations for the quality of the setting. They share a common vision for achieving excellence and drive improvements forward to achieve this.

Self-evaluation is highly effective and determines purposeful and realistic goals for continuous improvement. This information is translated into a comprehensive development plan that ensures priorities are organised according to those that have the greatest impact on children. These improvements are driven forward through monthly reviews. In the short time since the setting opened the progress has been rapid and improvements have been extensive. For example, much work has been done to the building and environment, both indoors and outdoors. The setting has an excellent understanding of working in partnership. Significant links have been established with other early years professionals such as the children's centre, schools and nurseries in the area. Visits have been made to other outstanding settings and to early years specialists to share practice ideas and to obtain further resources that support these ideas. This is a highly motivated and

enthusiastic staff team who work extremely well together and show a strong commitment towards the children and parents. Excellent systems are in place for keeping parents well informed about the care and learning their child receives and for including parents in this process. Staff and parents have developed excellent relationships and have informal chats each day and exchange news. Arrangements are made for staff to talk to parents in confidence about their child or any aspect of nursery should a parents request this. Parents are welcome to join in with activities at the nursery and have helped with a garden and growing activity and a fund raising event. They receive regular nursery news and are kept extremely well informed about events and developments.

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

Children are cared for in a secure and safe environment that is warm and welcoming. Posters, photographs and displays of children's work decorate walls and give children a sense of pride in their achievements and a strong sense of belonging. Comfortable book areas, role play areas and the use of some domestic furniture help create an extremely comfortable and homely environment in which children gain a real sense security. Children move freely and safely around the rooms because activities are set out to maintain clear walkways and maximise play opportunities whilst ensuring staff can see all areas used. Children use a wide range of stimulating, well-maintained and developmentally appropriate toys and equipment which are organised so that they can access them as they wish, promoting choice, independence and inclusive practice. All children are fully included in this setting and activities and plans are organised around each child's individual needs and interests. Children increase their awareness of their own and differing cultures through planned activities, accessing toys and books that show positive images of culture, ethnicity, gender and disability, and through participating in activities that celebrate a range of festivals in addition to those on the Christian calendar. The children learn about their local community through outings and from people who visit the nursery to share their interests. They are very active participants in their learning and are articulate and effective communicators. They make their ideas and choices very clear to the staff who listen well to what they have to say and enable their choices, which makes children feel valued. Children show curiosity in their play and relate well to staff by asking questions and talking to staff about what they are doing. Children are very happy in this setting and behaviour is very good. They show concern and kindness and are helpful and considerate to the needs of others. They play co-operatively and understand simple rules. Children respond very well to staff when asked to do something and they contribute positively to the group through helping with things such as tidying away.

Children are confident and enjoy playing with friends. They particularly enjoy making up their own games and choosing what they would like to do. They invite staff to join in with their games and have lots of fun and laughter together. This is particularly evident in the outside area where children ask staff to join in with their parachute game, tag, twister and egg and spoon races. In the baby room babies approach staff for cuddles, which they readily receive. They recognise their friends

in photos and point to each when staff say a name. Babies benefit from consistent routines for sleeping, playing and eating and are given a good level of support by the staff who encourage them to actively explore their environment. They enjoy a wide variety of activities and resources such as crafts, books, music, singing, dancing and outdoor play. All babies eat together around a low-table instead of in high chairs. This brings them together as a family group and enhances their social learning in addition to enabling staff to support them well with their developing feeding skills. Babies and toddlers regularly enjoy a range of sensory and exploratory play using man-made and natural materials, which help them to make sense of themselves and their surroundings, and to become increasingly imaginative and creative. The staff have a good understanding of the early years foundation stage and plan for each area of learning. All areas of learning are covered in all rooms, although, there are minor limitations with the range of resources in the pre-school and toddler room that promote children's full awareness of technology. Children are regularly observed, and purposeful records of their achievements are maintained. These show that children make consistent progress in their learning and that staff plan for each child's next steps to ensure that they receive good levels of challenge and opportunities to consolidate their learning.

Children learn well about safety and as they progress through the nursery they show increasing levels of understanding about their responsibility towards this. They discuss how to be safe on outdoor apparatus. They consider who might need help and who they can climb on their own. They use towels independently to dry their feet when they come inside from water-play as they understand they might slip over. They learn about fire evacuation, road safety and how to care for their resources and environment. Staff who work with toddlers or babies consistently explain and reinforce safe practices whilst allowing children freedom to move around. Babies show that they feel safe with staff as they look over for reassurance when they try something challenging such as learning to pull up on furniture. Staff are attentive and always provide children with the praise and recognition they require to develop the desire to want to persevere or to try again. Children's understanding of healthy lifestyles is excellent. By the time they reach the pre-school room are they fully proficient at taking care of their own health and hygiene needs and understanding the reasons why. Younger children are extremely well supported by staff who guide them as they increase their skills and understanding. Young babies know they are well cared for because they are changed regularly by staff who are vigilant to their needs. All babies eat together around a low table instead of in high chairs. This brings them all together and enhances their social learning and enables staff to support them well with their developing feeding skills. All children have access to water at all times and snacks and meals are home cooked using fresh ingredients. Meals and all snacks are planned around the health eating policy that the nursery promotes and take full account of specific dietary requirements. Children get excited about meal times and talk about having pasta for lunch. They really enjoy eating snacks of fresh fruit and vegetables and growing vegetables of their own in their garden. Outdoor play and physical activity is highly emphasised in this nursery and the garden has a canopy to shade children from the sun. Children are developing healthy bodies and healthy, fulfilled minds with the positive skills and experiences that will contribute to their future wellbeing.

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	1

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	1
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	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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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