

East Dereham Day Nursery

Inspection report for early years provision

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Inspector Jacqueline Mason

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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

East Dereham Day Nursery is privately owned. It opened in 1989 and was re-registered in 2009 following a change of ownership. It operates from a large converted house and out buildings situated in the centre of the town of East Dereham, Norfolk.

The nursery is registered on the Early Years Register to care for no more than 63 children under eight years. Of these, not more than 12 may be under two years at any one time. It is also registered on both the compulsory and voluntary parts of the Childcare Register and operates Funstop Out-of-School Club as well as the nursery provision. The nursery is open each weekday from 7.30am to 6.00pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery currently supports a number of children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery employs 23 members of staff that includes management, nursery, out-of-school, kitchen and bank staff. All staff working with children either hold appropriate early years qualifications or are working towards one.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery has an extremely positive ethos of inclusion that ensures all children's care and learning needs are met. Outcomes for children are consistently outstanding. Children make excellent progress in their learning and development, supported by a well-qualified, caring and highly motivated team. The health and safety of children is effectively managed and all policies and procedures, necessary for the efficient running of the nursery, are in place. Staff have exceedingly good relationships with parents and others who provide care for the children. All management and staff are involved in the self-evaluation process to purposefully identify the nursery's strengths and address any areas for development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further experiences to support children's social skills, with regard to providing plates for those children bringing a packed lunch.

The effectiveness of leadership and management of the early years provision

The nursery is organised exceptionally well to ensure that the needs of all children are met. Staff significantly enhance the development and welfare of children as they have a clear understanding of safeguarding requirements. All staff attend training in child protection to ensure that they are fully aware of the signs and symptoms of abuse and are confident to report concerns. Comprehensive risk assessments are carried out to ensure that children are able to play safely both indoors and outside. Furniture, equipment and resources are of a high quality and suitable for the ages of the children attending and the environment is conducive to learning. The nursery is clean, bright and welcoming to children and parents. Some redecoration work is planned in some rooms to further enhance this. Children clearly thrive as a result of the setting they are in. Staff, visitors and children are consistently signed in on the registers as they arrive and marked out as they leave to ensure it is known who is present at any time.

Leaders and managers communicate effectively and purposefully with staff at all levels, leading and developing a culture of reflective practice and self-evaluation. They have high expectations and inspire staff, resulting in staff that are motivated and committed to the nursery, actively seeking to identify and manage areas for development. Through this, outcomes for children are consistently high. The staff teams within each room are forward-thinking and develop action plans of realistic ideas for further improvement. Each action has a target date to ensure that it is moved forward to a successful conclusion. The views of children and parents are also sought through daily discussion and more formal communication such as written questionnaires. Any comments are immediately addressed, resulting in partnerships which are highly effective. Parents feel welcome in the nursery and report that 'staff are excellent, they are very friendly and the nursery always has a relaxed atmosphere'. In addition the nursery has built effective links with others who provide care and education for the children to ensure progression and continuity of learning and care.

Equality and inclusion is at the heart of all that the nursery does with the children. Staff are highly effective in ensuring that all children are fully included and work with outside agencies to meet special educational needs and/or disabilities. Staff are effective to meet the needs of children who speak English as an additional language. Each child's individual needs and routines are recognised and catered for exceptionally well. Staff highly value the input of parents and recognise them as having the greatest knowledge about their child. Recent improvements to the way that children's learning journeys are shared with parents has resulted in them having a greater input into their children's learning and development as staff include parents' views when planning the next steps in children's learning. A highly effective key worker system is in place in the nursery that ensures each child has a named adult to take responsibility for their care and learning needs, talking to parents to make sure that the child is being cared for appropriately for each family. All necessary policies and procedures are in place to ensure the efficient management of the nursery. They are robust and effective to support the welfare

and development of children and they are routinely shared with parents. As a result, parents are able to make full informed decisions about their children's care.

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

Children are eager to attend and make significant gains in their learning. This is because they are motivated by staff who are well-qualified and enthusiastic. The quality of teaching is exceptional. Staff work closely with parents to establish children's starting points, their likes and dislikes. As a consequence staff plan effectively to ensure that children's learning and development is supported through the provision of an extensive and varied range of activities and resources that are interesting and fun. This stimulates children's curiosity to help them make rapid progress in their learning and development. Activities are evaluated and children's learning observed and assessed to ensure that future planning promotes the next steps in their learning. All staff know the children very well and skilfully adapt activities, both adult-led and child-initiated, to enable children to participate at their own level.

Children's health, physical and dietary needs are met to a high standard. Children have ownership of their health and well-being and demonstrate a good understanding of the need to wash their hands after toileting and before eating, confidently talking about germs and how they might get into their tummies. Snack times promote children's awareness of their own needs and older children are able to have snack when they feel hungry rather than at a pre-determined time. Fresh fruit is provided and staff talk to children about the benefits of healthy foods. Children are currently growing vegetables in the nursery garden and links to the local community are developing as children are able to access an allotment with staff to grow and harvest fruit and vegetables. Special dietary needs can be catered for. Parental preferences to provide a packed lunch are respected. Children all sit together at lunch time and this is generally promoted as a social time between children and staff although those children bringing a packed lunch eat directly out of their lunchboxes. Younger children are given the contents of their lunch boxes item-by-item and this is placed directly on the table rather than on a plate. This impacts on children as it does not sufficiently promote good social skills or table manners.

Staff provide experiences that stretch children's learning through asking extending questions to develop and challenge children's thought processes. Responses made by children are respected and their vocabulary is extended based on their own experiences and the adult's input. Unplanned opportunities for learning are readily seized upon by staff. For example, during this inspection the children found a spider in the home corner. A member of staff caught the spider and showed it to the children as it ran over her hands. She asked questions to challenge children's thinking about the spider and finally asked them where was the best place to put it now it had been caught. The garden has a mini-beast area and children suggested that it should be put there. They helped the member of staff take it outside. Children mostly have free-flow of movement between the indoor and outdoor spaces. The outdoor space is well-planned and includes opportunities for children

to develop in all areas of learning. For example, in the outdoor area there is opportunity for children to develop their writing and mark-making skills, through the imaginative use of mark-making materials, such as shaving foam sprayed on a table in which children can make marks using their fingers and other, more unusual items, for instance wellington boots.

The exceptional organisation of routines within the setting helps children to develop a strong sense of security. They know what happens next throughout the day and this helps to contribute to their feelings of belonging. Children in Sunshine's take part in group activities and become absorbed in the adult-led activities, singing about 'silly-soup' and confidently predicting the name of the shape, or colour, or numeral of the item pulled out of the 'silly-soup pot'. Children patiently wait for their turn to stir the 'soup' and interact with each other exceptionally well. Children have excellent relationships with each other and are totally at ease in the care of the staff. They are developing a substantial understanding of the wider world because staff plan interesting activities to help them learn about their immediate environment. For example, children made a recent visit to the local fire station and a visit from the local police station is planned as part of National Safeguarding week. The nursery plans for other occasions, such as National Family Week and National Father's Storytelling week. During these, staff plan activities to encourage families to come into the nursery to take part in activities such as story time, and also to see what the children do at nursery on a daily basis, further promoting parents as children's chief educators.

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?	1
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?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

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