

ABC Day Nursery

Inspection report for early years provision

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Inspector Mary Anne Henderson

Setting address St Andrews Church Hall, Lawson Terrace, Newcastle,
Staffordshire, ST5 8PB

Telephone number 01782 613100

Email

Type of setting Childcare on non-domestic premises

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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

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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

ABC Day Nursery opened in 1984. It operates from three rooms within St. Andrew's Church Hall in Porthill, Newcastle-under-Lyme. The setting has sole use of the premises during nursery hours. It serves the local community and surrounding areas.

The nursery is registered on the Early Years Register. They are registered to care for a maximum of 32 children at any one time and are currently caring for 36 children from babies to under five years old. Children attend for a variety of sessions throughout the week.

The nursery is open five days a week, Monday to Friday, from 7.30am to 5.30pm all year round. The nursery supports children with special educational needs and/or disabilities and those children who speak English as an additional language. There are seven members of staff working with the children six of whom have a recognised early years qualifications. One member of staff is working towards a recognised early years qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff and management ensure positive relationships are fostered with parents and their children. They also develop positive relationships with other providers of the Early Years Foundation Stage to ensure inclusion. The risk assessment systems are thorough and includes all outings involving the children. The systems in place to evaluate the setting and to ensure children's good progress towards the early learning goals are not yet fully effective. Also, systems to ensure children care for their environment and access a broad range of resources that reflect diversity are not yet fully effective. The capacity to make further improvement on an ongoing basis is sound.

What steps need to be taken to improve provision further?

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

- ensure parents are fully included in the self-evaluation processes of the setting
- devise systems to use observations to plan for children's next steps across all areas of their learning and development and to track children's progress towards the early learning goals
- encourage children be involved in caring for their environment through routines such as tidying away their toys
- ensure children have access to a broad range of resources that positively reflects diversity

The effectiveness of leadership and management of the early years provision

The leadership and management of the nursery is satisfactory. Staff are warm and caring towards the children and they ensure outcomes for children are sound. The staff develop partnerships with other providers of the Early Years Foundation Stage to ensure inclusion for all children on roll. There are sound risk assessment procedures in place which keeps children safe. The children are effectively safeguarded because all staff have a good understanding of the procedures to be followed. All staff are suitably checked and vetted.

The staff support children with special educational needs and/or disabilities and those children who speak English as an additional language. For example, they work closely with the parents and other professionals to ensure children's needs are identified and met. Equality of opportunity is fostered by staff because they ensure all children are fully included in the activities. Systems in place to self-evaluate ensures input from the management, staff and the children. However, the systems do not yet fully include all parents. The capacity to make further improvement on an ongoing basis is sound.

Engagement with parents is sound. Parents have free access to their child's learning and development files at all times, which provides parents with information about their child's ongoing developmental progression. However the systems to ensure observations are fully utilised with regard to planning children's next steps and tracking their learning and development are not yet fully effective. Daily verbal exchanges of information between the parents and the child's key worker ensures children's needs are continually identified. The parents have free access to the setting's policies and procedures at all times.

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

Children find out about their environment, identifying features and noticing the natural world. They like to visit the local dingle where they collect leaves, feed the ducks and notice the changing seasons. They also like to walk down to the shops and the local post office to post their letters. Children like to choose books and listen to stories when the mobile library visits the nursery. The children are beginning to recognise the importance of keeping healthy and those things that contribute to this. They like to visit the local park to use a range of large equipment which supports their skills in climbing and balancing. They also like to ride their trikes and scooters each day in the outdoor play area. Children learn about healthy eating and the importance of good hygiene through routines and activities. They have a healthy balanced diet which includes meat, fish, vegetables and fruit each day. They also know to wash their hands before eating and after visiting the toilet. Children are beginning to learn about the importance of staying safe as learn about road safety while on outings and during outdoor play as they use the painted zebra crossing as part of their imaginary play. They are all

included in the fire evacuation procedures of the nursery. Children make independent choices about what they want to play with during child-initiated play times. However, they are not always encouraged to tidy away their toys before moving onto another activity or before they sit down ready for their lunch. Children are confident and show a sound awareness of feeling safe. They enjoy the company of their peers and the adults and interact well with one another. Children seek the assistance of the adults if they need comfort or assistance with their chosen activities. They show a sound sense of belonging as their art work is displayed around the nursery walls for them and their parents to enjoy.

Children are beginning to use information and communication technology to support their learning. They enjoy using the table top computers to explore a range of programmes to support their problem solving skills. This includes programmes that encourage them to think about numbers and calculation. Children explore colour, texture, shape and form in two and three dimensions. This includes scooping and touching cooked spaghetti and blowing paint through straws to make picture to take home or display at nursery. They also like to mould and cut the play dough. Children enjoy water and sand play in the indoor areas. They like to write their name in the damp sand and receive praise for their achievements from the staff.

The children are beginning to understand that people have different needs, views, cultures and beliefs. They explore festivals such as Chinese New Year and Divvalli through arts and crafts, story and reference books and trying various foods from around the world. However, children do not have free access to a broad range of resources to reflect positive images of diversity including positive images of disabled people.

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?	3
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?	3
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	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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