

# Shanklin Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	226988
<b>Inspection date</b>	29/07/2010
<b>Inspector</b>	Judith Chinnery

<b>Setting address</b>	443 London Road, Stoneygate, Leicester, Leicestershire, LE2 3JW
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<b>Type of setting</b>	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

Shanklin Day Nursery has been operating since 1994 in the area of Stoneygate, to the south of the city of Leicester. It occupies a large Victorian detached house. Children have access to the five rooms which are on the ground and first floors of the house. There is a secure enclosed outdoor play area. The first floor is accessed via the stairs only. There are also some steps down to the garden.

The nursery is registered to provide care for 37 children under the age of eight at any one time. There are currently 69 children on roll under the age of five. This includes three and four-year-olds who receive funding. The nursery supports children who speak English as an additional language and children who have special needs and or disabilities.

The nursery opens five day a week, all year round, with the exception of bank holidays. Children attend all day from 8am to 6pm, for morning session from 8am to 1.30pm or for afternoon sessions from 1.30pm to 6pm. The nursery employs 12 members of staff including the manager. All staff hold appropriate early years qualifications except for a student. The manager holds Early Years Professional Status and the leader of the pre-school room holds a foundation degree in early years. The nursery receives support from the Local Authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well settled and overall are making good progress in their learning and development. Staff know children well and are effective in meeting their individual needs. The safeguarding of children is given a high priority and ensures that all children are safe and well protected. Strong partnerships are well established with parents and other professionals to support children's care and learning. The setting's partnerships and sensitivity in meeting children's needs ensures that children are included in the activities and life of the setting. Managers implement robust development plans and recognise areas to drive forward improvements and maintain the quality of care offered to all children.

## What steps need to be taken to improve provision further?

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

- extend the use of open ended activities and questioning to enable children to further develop their skills in thinking critically and creatively
- develop further staff's knowledge and understanding about different cultural groups and artefacts so that children's appreciation of other cultures and beliefs is extended more effectively.

## **The effectiveness of leadership and management of the early years provision**

The setting is led by a well-established management team who work closely with the staff to protect children. Effective recruitment procedures are in place to ensure that all staff are suitable to work with children. The child protection policy and procedures support managers and staff effectively in safeguarding children. The setting ensures that safety requirements are met, for example, there are hinge protectors on doors, latched gates on the stairs and a secure entrance. This means that children are able to move around the setting safely. Managers regularly review their policies and practices which promote equality and diversity. Systems for assessment and planning for children's learning are firmly centred around the individual child which means that any gaps in children's achievements can be quickly addressed. Whilst there are resources which reflect different cultures, managers and staff are currently undecided how to make best use of them resulting in children's understanding of other cultures and beliefs not always being consistently promoted.

Managers and staff have forged strong partnerships with parents and carers. There is a wealth of information about the setting, the community and about their own children made available to parents so that they can participate and become involved in their children's learning. Parents are able to contribute what they know about their child so that their wishes are met and the needs of their child promoted. The staff have established effective partnerships with other professionals such as medical staff and physiotherapists in order to support the needs of children with disabilities and learning difficulties with sensitivity. Children can access resources safely and easily and staff work directly with the children in order to support their learning and development. Managers and senior staff also work along side more junior staff effectively acting as good role-models. Managers are ambitious in their vision for the setting and involve the staff in striving to continually improve. For example, they use staff meetings effectively to review policies and implement training in different areas. Managers are well aware of the settings strengths and areas to improve and involve staff and parents in drawing up action plans which bring about significant improvements in the setting.

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

Children settle very quickly when they arrive in the setting and become engrossed in activities with their peers and key staff. The staff know the children really well and build warm and close relationships with them. Children learn how to keep themselves safe in the setting because staff are vigilant and remind them to be careful, for example when using the stairs. Children's health is also promoted well. Children are very active and really enjoy being able to get outside. Young babies are able to crawl easily and practise walking whilst older children are able to run, jump and use the slides to develop their physical skills. Children enjoy healthy food at meal times including a variety of fruit and vegetables, some of which they have grown themselves. Hand washing routines are well established and help children

develop good habits effectively.

Children achieve and enjoy themselves in this setting and develop good skills for the future. They are making good progress through the early learning goals. Staff regularly observe the children, record their progress and identify the next steps they need to take in their development. This means that activities provided for the children are based on their interests and needs. Babies really enjoy exploring the sand, feeling its texture and seeing what it will do. Older children are able to explore and use paint to create their own pictures. Children are curious and keen to become involved in activities because the staff encourage and support them well. Staff look out for children who are less confident to ensure they are also included in the activities on offer. Staff share stories and books with the children, listen to them and generally ask questions to encourage children's language development. Consequently older children speak well with adults and other children and love to explore words and sounds. For example older children are fascinated by using passwords, some recognisable and some made up in games to get out of prison or other fantasy situations. Staff also make good use of labelling words in other languages such as Korean or Polish to support children who are learning English as an additional language. Children count by rote confidently and enjoy sorting and matching with different resources. Younger children make use of resources and opportunities to explore and experiment with early mathematic skills such as filling and emptying containers to learn about volume. Children are excited to learn about the natural world around them as they pick the potatoes they have grown and check the progress of the beetroot and carrots. Children enjoy many opportunities to use paint and other craft materials to explore and be creative. Older children are adept at organising their own fantasy plays with dressing up clothes and other items. Generally staff support children of all ages and abilities well. However, less experienced staff sometimes miss opportunities during activities for children to be independent or solve problems for themselves. This is because some activities and questioning are not sufficiently open-ended to enable the children to follow up ideas or explore spontaneously.

Children behave really well in the setting. Younger children respond well to the support of staff to share and take turns. The staff are consistent in their approach and offer clear explanations and sensitive reminders about appropriate behaviour. Consequently older children are beginning to take some responsibility and are eager to do things for others such as holding open the gate for others. Children are developing a respect for themselves and others, their cultures and beliefs when they take part in celebrating birthdays and festivals such as Chinese New Year and Diwali.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **Annex B: the Childcare Register**

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

Met