

Early Learners Centre Day Nursery

Inspection report for early years provision

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Inspector

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Setting address

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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

Early Learners Centre Day Nursery was registered in 1994 and is run by North Nottinghamshire College, Worksop. It operates from purpose built premises situated in the grounds of the college. A maximum of 24 children aged two to five years may attend the setting at any one time. There are currently 36 children attending who are within the Early Years Foundation Stage. The provision also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. Children come from local and wider communities.

The nursery is open each weekday from 8.30am to 5.30pm during school term times, they offer a holiday club during the school holidays which opens at 8.30am until 4.30pm. All children share access to a secure enclosed outdoor play area. The nursery currently supports children who speak English as an additional language.

The nursery employs eight members of staff. Of these, seven hold appropriate early years qualifications and two staff are working towards a further qualification. One staff member holds an Early Years Professional Status. 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 settle well in the nursery and receive a very good level of care because the qualified staff work closely with individual children and their families. Staff demonstrate that they fully understand the welfare requirements, and have fully embraced the Early Years Foundation Stage. All children make good progress in their learning and development because they enjoy a range of play opportunities, both indoors and outside. Outcomes for children are good, and children's safety and well-being are given high priority. Effective partnerships with parents and carers ensure individual children's needs are fully met. All members of staff are enthusiastic in their roles and work successfully together, they are starting to reflect upon their practice and identify aspects for improvement.

What steps need to be taken to improve provision further?

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

- develop further the use of reflective practice and self-evaluation to identify current strengths and priorities for development that will improve the quality of the provision for children.

The effectiveness of leadership and management of the early years provision

Children are protected because staff have a sound understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified staff team keep the premises secure and supervise the children at all times. The nursery has robust recruitment procedures in place. Detailed risk assessments are carried out to provide a safe environment. The management team have started to complete a self-evaluation process, which is involving all the staff. The nursery has good monitoring systems in place for all the record keeping systems. The staff update policies and procedures appropriately. The senior management team routinely make good use of a range of monitoring activities relating to the provision and outcomes for children.

Successful liaison with parents and carers contributes to improvements in children's achievement, well-being and development. The nursery places great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first start the setting. They complete information sheets and forms about what their child can do and their individual likes and dislikes. This information helps staff to have a sound knowledge of each child's background and needs. The nursery has termly parents' evenings in which all parents are invited, to spend time with the staff in discussing their child's development and progress. All staff are focused on helping all children to make good progress in their learning and development, and in promoting their welfare. Parents speak very positively about the nursery and state that the key strength is the well-established staff team.

They make the most of diversity to help children understand the society they live in. The resources are good, fit for purpose and support children in their development. The outdoor play area with the covered area and physical equipment offers children some lovely experiences. For example, children climb in the large sand pit and have the sensory experience of being in the sand without their shoes and socks. Staff are aware of how to support children with special educational needs and have appropriate systems in place in order to fully support a child. They effectively support children with English as an additional language and work very closely with the parents in learning for themselves the children's home language in order to settle and communicate with the children.

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

Children make good progress towards the early learning goals. Staff provide a wide range of activities that take into account children's individual learning needs. They provide a well-balanced day that contains suitable periods of time where children follow their own initiated ideas as well as some adult-led activities. Staff plan what

to have out with care and take account of each child's interests and learning needs. From the time they arrive, the children are eager to explore whatever is available to them and they meet every new challenge with a real enthusiasm. Through their interaction with the children the staff draw out learning and ensure appropriate levels of challenge are available for all. Children are eager to play and join in with the activities, they get excited at what they are doing. Their levels of concentration are very good as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning. For example, children enjoy themselves with the porridge and the three bowls and spoons as they learn through play about small, medium and large.

Children's social skills and ability to communicate with others are rapidly enhanced, so that they are developing the underpinning skills needed for their future success. All children behave very well as staff use appropriate strategies to encourage children's good behaviour, for example, distraction or positive praise. Children have lovely warm relationships with the staff and have lots of fun with them. They approach the staff as and when needed, demonstrating that they feel safe. The children play cooperatively together and have definite friendship groups in place. Children help and support each other whilst playing. For example, they pass items to each other as needed and whilst playing in the home corner they make pretend meals for their friends. They learn about keeping themselves safe through the discussions and activities provided. For example, during circle time they learn how to keep themselves safe in the sun by using sun cream, wearing hats and drinking water to keep hydrated.

Children follow good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. They benefit from varied menus that take account of children's dietary needs and introduce them to a range of healthy foods. Meals are cooked from fresh ingredients, and children learn good table manners as they sit together for meals in small social groups. Children enjoy their meals and eat well. They demonstrate good coordination skills, for both their large and small muscles. For example, they balance well on the stepping stones and crates and use wheeled toys with good control. Children use and develop their small muscles and hand-eye control in all that they do. All children are starting to develop their awareness of diversity through activities and resources. They access a range of resources to help them positively explore and value differences and similarities in the wider world.

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