

# Little Swans Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY103338

**Inspection date**

03/06/2010

**Inspector**

Kashma Patel

**Setting address**

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**Telephone number**

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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

Little Swans Day Nursery opened in 2001. It is privately owned and operates from premises in Yardley, Birmingham. Children use a fully enclosed area for outdoor play. There is level access to all the ground floor areas and a toilet for the disabled is provided. There are stairs to the first floor. There is a large car park at the front of the premises. The nursery is open from 07.30am to 06.00pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 78 children may attend the nursery, aged from birth to under five years. Children attend a variety of sessions, both full and part-time. The nursery receives funding for early education for three and four-year-olds. The nursery currently supports a number of children with special educational needs and/or disabilities and who speak English as an additional language.

There are 21 members of staff, including the provider and a cook, 15 of whom hold early years qualifications at level 3; management hold an Early Years qualification at level 4 and Five other staff are working towards level 2 or 3. The setting has achieved the Birmingham City Council's Healthy Setting award and a five star category in the Birmingham H for Hygiene Award. Children regularly visit the library for story time and computer sessions, and take part in other local activities and walks. The setting receives support from a teacher from a children's centre and the local authority. A specialist teacher also provides dance sessions.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning and development are well supported and promoted in an inclusive environment, which enables them to make good progress towards the early learning goals. Their welfare and safety is generally well promoted throughout the setting, however weaknesses in daily checks hampers on the effectiveness of routines. Positive partnerships are in place with parents, other agencies and the local community which creates an effective network to support both staff and children. Systems for self-evaluation are in place which demonstrates the settings commitment to improving outcomes for children.

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

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

- improve younger children's understanding of personal hygiene and care by ensuring appropriate hand washing routines are in place, particularly at snack time
- review and re-organise sleep routines to ensure children can rest and sleep

- safely without disturbance
- ensure that daily safety routines are effective, particularly in relation to checking the safety of the outside area.

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

Staff have a good understanding of safeguarding issues and are clear of their responsibilities to protect children. A safeguarding policy is comprehensive and in line with the Local Safeguarding Children Board guidelines. In addition to this, there are clear and robust recruitment procedures that include Criminal Record Bureau checks and references which ensure all adults working with the children are suitable to do so. Security within the setting is good, for example, systems are in place to ensure the identity of all visitors is checked and their arrival and departure recorded. Closed circuit television is installed and the main doors leading to the setting and some playrooms are also key coded, which restricts access from persons who may not be vetted. Children learn about being safe. For example, they help staff to tidy away toys and take part in regular fire drills which promotes their understanding of what to do in an emergency situation.

Processes for self-evaluation are in place which involves the staff, parents and children. Clear plans are in place for improvement, such as free-flow to the garden for older children. Although risk assessments are detailed and well considered, there is sometimes a gap between the safety policy and how effectively daily safety checks are carried out. For example, staff had not identified some potential hazards in the garden which could compromise children's safety.

Toys and resources are stored at children's levels and on low level shelving to enable them to make choices about their play and learning. A good range of books is available, of which many are in dual languages. Bilingual staff support children with English as an additional language by talking to them in their home language, which helps to reassure them. Staff further support children's understanding of other languages as they teach them numbers in Arabic and in Spanish. Children learn about the wider community as they take part in celebrations of festivals, such as Diwali and Eid, where they make diva lamps and henna patterns on paper. Children enjoy food tasting activities where they taste Asian sweets and savouries, such as samosas.

Partnerships with parents and other agencies are good. The setting is proactive and has worked well to form good links with other professionals, such as the area SENCO and the local children's centre where children use their sensory room. This ensures that children with special educational needs and/or disabilities receive additional support to meet their needs effectively. There are good opportunities for home learning. For example, staff send activity packs which contain crayons and shapes for children to use. Items from the top start bag are also sent home to promote children's physical skills. Parents contribute to children's learning in the setting as they read stories and carry out activities, such as teaching them to dance and to cook. Parents commented that they were very happy with the care and support they receive from staff. The setting has a website which details all

their policies and procedures. The website also includes letters and cards from children and parents.

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

Children are cared for in an environment which is accessible, inclusive and welcoming. This enables them to enjoy their time in the setting and make good progress in their learning and development. Staff ensure they collect information about children's starting points and interests, which is then used to plan a wide range of activities and play opportunities. Good levels of extension and support ensure children's learning is enhanced. For example, a counting activity incorporates concepts of simple addition and subtraction which develops children's problem solving skills. Staff carry out daily observations which are used to identify children's next stage in their development. Learning journals are developing which contain photographic evidence in the six areas of learning. Systems for assessments are in place, which are completed quarterly and staff are currently planning to update these.

Children demonstrate good levels of independence as they take turns to be the monitor at snack and dinner times. They help to give out cups, plates and drinks at meal times. Children write for different purposes as they access a wide range of writing materials, such as pencils, crayons and markers. For example, they make shopping lists and in the role play post office they write letters and post them. Younger children enjoy making patterns in the sand which develops their early skills in writing. Daily opportunities for name recognition promotes children's awareness of sounds and letters. Older children are able to write and recognise several letters from their names. Children access a well-resourced outdoor area where they enjoy a wide range of activities that promote their physical skills. They enjoy planting flowers and vegetables, such as geraniums, green beans and tomatoes, which promotes their understanding of caring for living things. A wide range of messy play, such as paint, scented play dough and jelly, enables children to develop their imagination and express their feelings. They learn about textures as they touch shells and play with seaweed in the water play. Babies develop their creativity as they access a wide range of musical activities and equipment that interest and stimulate them.

Children benefit from regular outings in the community. For example, at the library they access the internet, which promotes skills for the future. Their learning is extended as they use the computer at the nursery to further develop skills in technology. Staff reinforce acceptable behaviour through the use of individual behaviour charts. Children receive stickers for positive behaviour, such as kind hands, good sitting and listening. Staff ensure they reward children for their efforts and also consistently praise them to raise their confidence and self-esteem.

Children enjoy freshly prepared snacks and meals which meets their individual dietary requirements. Menus are seasonal and are displayed to ensure parents are made aware of their children's daily diet. Younger children are offered regular drinks throughout the day, while older children access their individual bottles of

water. This ensures children remain well hydrated. Overall, staff promote children's health as they follow clear hygiene procedures. For example, tables are cleaned with an antibacterial spray before snack and meal times. Older children develop a clear understanding of hygiene routines, such as hand washing before food. However, this is less effective for the younger children. As a result, the risk of cross infection is not fully minimised. There are quiet places throughout the nursery, where children can relax, however, the organisation of sleep time has not been carefully considered. For example, not all children have individual sleep mats and enough space to move freely. Consequently, some areas of children's health and safety are not fully promoted.

## 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	3
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	3
The extent to which children adopt healthy lifestyles	3
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

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