

# Forget Me Not Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY265688

**Inspection date**

26/10/2010

**Inspector**

Judith Rayner

**Setting address**

9 Parkdale Road, Bakersfield, Nottingham, NG3 7GL

**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*.

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## **Description of the setting**

Forget Me Not Day Nursery registered in 2003 and is a privately run nursery. It operates from a converted house in the residential district of Bakersfield, close to the city centre of Nottingham. Children are cared for in four rooms according to their age and stage of development. Younger children are cared for on the ground floor, with base rooms for children aged over three years situated on the first floor. Children have access to secure, enclosed outdoor play areas which are situated to the rear and side of the property.

The nursery opens Monday to Friday between the hours of 7.30am to 6pm for 51 weeks of the year. It is closed on all main bank holidays and Christmas week. A maximum of 35 children aged within the early years age range may attend the setting at any one time. There are currently 42 children on roll who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register. Children come from the local community. The nursery has systems in place to support children with learning difficulties and/or disabilities and any children who speak English as an additional language. The nursery employs eight members of staff. All of these hold appropriate early years qualifications and three are working towards a further qualification. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery promotes a welcoming atmosphere to children, parents and carers. Children are happy, settled and make good progress in their learning and development due to staff knowing individual children's needs well. Staff adhere to the informative policies and procedures ensuring they mostly meet children's safety, health and welfare needs. The partnership with parents and carers is a key strength of the setting. The setting works hard to achieve their desired goals to improve the outcomes for children through a good self-evaluation process.

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

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

- continue to monitor the system for tracking children's progress to ensure their achievements are regularly identified
- further develop risk assessments to address the maintenance of the environment and some resources to ensure these remain stimulating and safe for children.

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

The clearly written policy, together with staff knowledge and understanding of their roles and responsibilities to safeguarding, ensures children are protected well. From the onset, parents and carers are informed of such procedures should the staff have any concerns regarding a child in their care. All staff hold appropriate childcare qualifications and are effectively deployed around the nursery, offering children good care and learning opportunities. Effective recruitment, vetting and induction arrangements are in place ensure that staff who are working with children are suitable to do so. Children are further protected because staff undertake mostly robust risk assessments, supported by daily visual checks, which ensure children are cared for in a safe environment. However, the system used to monitor some aspects of the maintenance of the environment and resources is not as robust. Records, policies and procedures are detailed and are regularly reviewed to ensure they are maintained appropriately. They highlight how the setting operates and how children are cared for.

Children's all-round development is successfully enhanced due to the mostly good range of resources that are accessible both inside and outdoors. They are age appropriate, safe and stimulating whilst promoting inclusion through positive images and experiences of diversity. This helps to create a positive and enabling environment for the children. All children are supported well. Children, whose first language is not English or with special educational needs are fully supported. This is because there are efficient systems in place to identify and work with external agencies to ensure all children make equal progress in their learning and development.

The setting places great value in ensuring that parents and families, along with the children, develop a sense of belonging. Parents are provided with regular newsletters to keep them well informed about future plans and events. They are also invited to attend regular consultation meetings with staff to discuss their children's achievements through written reports supported by discussions. A good, varied range of information is displayed around the nursery providing parents with the opportunity to understand how the nursery operates, how staff care for the children and what activities children are accessing. Parents speak very well of the setting commenting on the care their children receive, the friendly but professional approach and are also pleased with their child's learning and development. Appropriate systems are in place for supporting children in the transition of moving between the nursery to school.

All staff contribute to the process of self-evaluation, along with parents and children's views and ideas, which demonstrate good capacity for continued improvement. For example, children have put their ideas forward for the design for the outdoor area with a particular focus on road markings for the safety surface area. All actions and recommendations have been met successfully from the previous inspection. This ensures children are provided with better outcomes and staff understand their different roles and responsibilities. The managers recognise the importance of staff involvement and actively encourage them to be involved in

their staff meetings to discuss and contribute their ideas.

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

Children make good progress in their learning and development as staff know the children well and plan in accordance to their individual interests and stages of development. Children's progress is monitored through formal and spontaneous observations. From this, staff assess the stage and level of progress for each child and then plan what activity they will provide next to support the child's learning and development. These are mainly recorded well. Although there is a new system in place, not all written records clearly show how children have progressed through their stages of development. Therefore, some areas of children's learning may be missed as they have not been clearly identified. Staff interact with the children very well, showing care and consideration along with thought provoking questions and challenges.

Children have a positive attitude towards learning. They confidently participate in the good range of activities and first hand experiences that staff provide. Children from a young age show curiosity and are inquisitive. They explore their environment safely, crawling, pulling themselves up on soft play and pulling pull along toys around the room. Staff encourage the older children to solve problems themselves, such as, what will happen if they go outside without a coat on as it is raining. These purposeful discussions help to develop children's language for communication and encourage them to question and think critically. Children happily spend time inside and outdoors. They show great enthusiasm exploring the new outdoor sensory garden and have already planted herbs ready for the Spring. They also enjoy running around on the new safety surface, learning about spatial awareness and controlling body movements, such as, hopping, jumping and skipping. Children are developing their early writing skills through accessing a range of mark making resources and use these to write for different purposes. For example, children independently access the chalk board, pens, crayons and felt tips with paper. The mathematical skills of children are supported through counting from a young age in singing number rhymes to older children problem solving, adding together the numbers of children in the room. Children enjoy messy and sensory play. Babies feel and explore with water and cornflour and older children with different materials, textured paper and paint. Children enjoy singing and playing musical instruments. They learn about differing levels of sound from loud to soft and differing rhythms from fast to slow.

Children are provided with meals and snacks that are healthy, nutritious and support their individual dietary needs. For example, a lunch time meal may consist of cheese and potato pie, carrots and peas followed by bananas and custard. Children's individual dietary needs are adhered to because the staff find out from parents and relay this information to the cook who provides alternatives to the main meals. In addition, children have good access to fresh drinking water in their own non-spill cups and water bottles which they can help themselves to when they are thirsty. Babies fluid intake is carefully monitored by staff. Children's awareness

of safety is good. They are learning to take care of themselves by holding on to the banister when they go upstairs and regularly participate in emergency evacuation drills. Children learn about others similarities and differences through accessing a range of activities and resources that raise their awareness to diversity. For example books, music, dressing up, food tasting and acknowledging differing religious and cultural festivals such as 'Diwali'. Children also visit the local garden for the blind, experiencing a wide range of sensory plants and differing levels and surfaces on the ground. Children are establishing key skills to support their future learning. For example, they play with programmable toys such as toy tills and the computer. Their behaviour is good and generally play harmoniously as staff sensitively apply clear and consistent boundaries of what is expected of them.

## 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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