

## Inspection report for early years provision

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<b>Unique reference number</b>	EY404390
<b>Inspection date</b>	01/11/2010
<b>Inspector</b>	Debbie Kerry

<b>Type of setting</b>	Childcare on 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Meadcroft Nursery opened in 2010 and operates from two rooms in an extended house situated in Freckenham, near Newmarket. All children share access to a secure enclosed outdoor play area. The building is accessed via a low step.

A maximum of 22 children may attend the nursery school at any one time. It is open each weekday from 7am to 6pm throughout the year. Children can attend for a variety of sessions and there are currently six children attending who are within the Early Years age group. The nursery is in receipt of funding for early education. This provider is registered on the Early Years Register and the compulsory part of the Childcare Register.

The nursery currently employs two members of staff; of these both hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development in the Early Years Foundation Stage is supported appropriately by the qualified staff. Staff are getting to know children's individual needs well and undertake regular observations to support their learning and development. The nursery is developing their practice and the majority of the welfare requirements are being met well. The setting is beginning to implement procedures to evaluate and monitor their good practice and with help from the local authority, they have clearly identified areas for improvement to benefit children's continued learning and development.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure that there is a suitable person in charge who holds a full and relevant level 3 qualification (Suitable People). 30/11/2010

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

- develop partnership working to provide opportunities for parents to share in their children's learning, and develop systems to liaise with other providers delivering the Early Years Foundation Stage to ensure progression and continuity of care
- develop further the observations and the systems for monitoring children's progress so the next steps in their learning can be identified and ensure that they are linked to the six areas of learning

- improve the children's meals to ensure that they are healthy, balanced and nutritious
- ensure that regular evacuation drills are carried out and details recorded of any problems encountered showing how they are resolved.

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

There are clear procedures in place for staff to follow regarding safeguarding children to ensure that their welfare is effectively promoted. Staff have a good understanding of their responsibilities, so that maintaining children's welfare remains a high priority. Effective risk assessments ensure that all areas are safe for children to access and ensures that safety is maintained and monitored, enhancing children's welfare. The procedures for the emergency evacuation have not yet been implemented to ensure that children's safety is effectively promoted. Staff are developing good relationships with the parents of children in their care. This helps children to feel settled and secure whilst they attend the nursery. Parents are kept fully informed about their child's learning and development through daily verbal feedback. Staff ask parents for updates on children's achievements and activities undertaken at home. However, this is not yet fully established to enable staff to plan for children's individual interests and needs and limits parents' involvement in their child's learning. The setting has several new children starting who will also be attending other early years provisions. The provider is keen to develop links with these settings to maintain children's continuity of care.

The nursery has a clear range of policies and procedures in place to support their good practice to ensure that all children in the Early Years Foundation Stage are fully supported. However, the provider has committed an offence for failing to notify Ofsted of any changes to the person who is managing the early years provision, within required deadlines. This is a specific legal requirement of the Statutory Framework in the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion. Consequently this has had an effect on the overall judgement. The provider has taken action to advertise and interview a suitable replacement however, the post has not yet been filled. The nursery supports staff with their training and development and is keen to complete a full evaluation of their setting. They have received support from the local authority to review and identify areas for development. As a result, a clear action plan has been put in place to show what steps the nursery has taken to maintain continuous improvement.

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

Children are provided with a range of fresh fruit for snacks that helps to promote their health. However, the meals provided for children do not include enough healthy, balanced nutritious options. Parents are free to provide their own food to meet their children's own individual dietary needs and staff ensure that this is

stored correctly. All children's individual health and medical needs are fully supported through the range of clear policies and procedures they have in place. Children have access to large equipment in the garden, where they can climb, slide and ride to support their physical development well. This helps them to develop a positive attitude to exercise and promotes their health.

Children are provided with a wide range of resources and activities to fully promote their learning and development. Resources are set out in low-level shelves. This enables children to make choices and self-select resources to meet their individual interests and learning needs. Staff are fully involved with the children which ensures that they can get the best from the activities provided and make good progress. Children help at tidy up time; this encourages them to learn about being responsible and caring for resources and their environment. Children are encouraged to share and take turns with resources so that they learn expected codes of behaviour. Children communicate well with staff and through effective questioning they are developing their thinking skills. Children enjoy looking at books and listening to stories read to them by staff. This helps them to develop an interest in literacy and to know that the written word has meaning. Children's creativity is supported as they use tissue paper and material for collage to make autumn pictures. Children learn about the wider world and other cultures and beliefs through a range of activities throughout the year. The nursery has ordered additional resources to increase children's learning around diversity and other cultures further.

All staff have a good knowledge of the Early Years Foundation Stage and work together to plan a range of activities around children's interests to support their progress. Regular observations on children are made to identify their interests and capabilities when they start, however, the next step in their learning is not yet identified. Children's individual interests are included in the weekly plans and show a mix of adult-led and child-initiated activities to promote children's learning. Children's records are beginning to show what they can do and have achieved. However, the observations are not yet linked to the six areas of learning to show that children are receiving a balanced curriculum to support their learning and development.

## 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>	3
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>	3
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report. 30/11/2010