

Childcare4U

Inspection report for early years provision

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Inspector

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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

Childcare 4U was registered in 2006. It is a privately owned day nursery and operates from self-contained premises in a residential road in Beaconsfield New Town, Buckinghamshire. Children are grouped in rooms according to age and stage of development, with the upstairs rooms used by children aged three to five years. All share access to a sensory room and an enclosed outside play area.

The nursery serves the needs of families in the area and the local community. The group is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 63 children aged under five years. There are currently 82 children on roll. The setting welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery operates each weekday from 07.30 to 18.30, excluding Christmas and Bank Holidays. Children attend for a variety of sessions. There are 20 full-time and two part-time staff currently working with the children, 18 of whom hold a recognised early years qualification. The setting receives support from the local authority inclusion team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in the reassuring and nurturing environment created by the nursery's dedicated and caring management team and staff. Babies and children are fully included and make good progress because partnerships between the setting and parents are strong. They work very effectively together to ensure each child's individual welfare, learning and development needs are fully reflected in the provision and consistently met. The setting's robust evaluation procedures ensure that the provider, manager, staff and carers all have meaningful opportunities to review and contribute to the ongoing improvement of the nursery.

What steps need to be taken to improve provision further?

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

- ensure consistent enforcement of the no shoe policy in the baby room to ensure that children's welfare remains safeguarded from foreign objects being brought into their room base
- ensure all staff are fully confident in their knowledge of the safeguarding policy and procedure
- devise a more rigorous system to monitor children's development records to ensure they are regularly updated

- provide more daily opportunities for children to develop writing for a variety of purposes both indoors and outdoors.

The effectiveness of leadership and management of the early years provision

Children are safeguarded due to all the staff working very well together as a team to promote children's welfare, learning and development and a positive, happy atmosphere prevails throughout the nursery setting. Children are further safeguarded because the staff have a generally good understanding of child protection issues. The staff are confident in their ability to recognise possible signs and symptoms of potential abuse or neglect, and have accessed relevant training. However, not all staff are fully confident in the referral procedures if they had to take matters above the management team. Robust systems are in place for managing the recruitment and induction of staff and to check their suitability. Policies and procedures are regularly reviewed and evaluated to ensure that they cover all necessary aspects. The premises are secure and free from hazards due to ongoing maintenance, thorough daily safety checks and robust risk assessments, and consistent monitoring of the condition of toys and equipment.

The management team has exceptionally high aspirations for quality which is evident through the constructive methods of self-evaluation. The opinions of staff, parents and children are listened to and acted upon. The self-evaluation form is extremely comprehensive and detailed; it shows rigorous monitoring and analysis of what the setting does well and what it needs to improve. For example, the nursery has already identified the need to further develop aspects of literacy and to continue to train staff on child protection. Actions taken by the setting are well targeted and have had a very good impact in bringing about sustained improvement to the early years provision. For example, the garden has been redesigned and staff now have use of 'grab and go kits' to support areas of learning outside such as light and sound, music and movement and numeracy. The management team effectively motivates staff and enables them to develop through the staff appraisal system and by offering staff every opportunity to attend training. Their personal development and ability to confidently adapt to new initiatives or ways of working are endorsed by regular attendance at in-house training and lunchtime seminars. Overall, staff make up a well-qualified and knowledgeable team supporting the children.

The nursery is a relaxed and happy place for children and families. Through their good working relationships the management team and all the staff create a most welcoming environment which is both reassuring and stimulating. Children enter the nursery confidently and have the benefit of being accommodated in age related base rooms, which helps them to feel settled and safe. All rooms are brightly decorated with the children's work, and each child has their own named coat peg and drawer, which gives them a sense of ownership and belonging. Children use a varied range of safe, good quality and developmentally appropriate resources. These are well-presented by staff, and children are able to choose from the inviting range stored at low level in all rooms. The nursery is highly committed to providing a fully inclusive provision that successfully meets the needs of all

children. Children with special educational needs and/or disabilities are fully involved as staff seek advice, support and welcome regular visits from outside agencies to improve their knowledge and ability to ensure all children thrive at the nursery. Children learn about equality and diversity because they all have access to a wide range of resources to extend their play and promote positive images of disability and religious and cultural differences.

Staff have developed excellent relationships with the parents, which significantly contributes to the care and well-being of the children. Parents receive questionnaires regarding the service provided, and are asked for ways in which the nursery can be improved. The management team efficiently uses this feedback to enhance and further strengthen all aspects of their child-centred provision. Feedback from parents is extremely positive. They comment on the friendly, caring and dedicated staff, the male staff role models, and the extra activities such as fitness with Phil, French and Pilates. A wealth of information is available for parents, including a detailed welcome pack, newsletters, and daily dairy sheets. Staff obtain information from parents in order to gain a greater insight into children's individual needs and how best to support the children and enable them to reach their full potential. Staff and parents work together with other professionals to ensure that this takes place where concerns in their child's development are identified. Parents are strongly encouraged to become involved in their child's learning. They are kept fully informed of their child's development and progress through regular discussions, six-monthly progress reports and transition reports when their child moves to a new room. Parent presentations also take place once a year on subjects such as potty training and the Early Years Foundation Stage. This has a beneficial impact for the children as everyone is working together to promote their welfare, learning, and development to a high standard.

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

Children make good progress in their learning and development due to the effective organisation and knowledge of staff. Settling-in visits are offered to new children, and parents complete a document called 'All About Me'. Using this information, staff observe the child as they settle, which gives them a good basis to start planning for the child's developmental needs. Staff are confident in their delivery of the Early Years Foundation Stage. They use effective teaching methods and a good balance of self-chosen play and adult initiated activities to extend children's learning. The use of a qualified teacher who visits the pre-school children three times a week is an added benefit to the children's learning, providing a focus on phonics, numbers, shape and colour. Planning throughout the nursery is clear and links to all six areas of learning. Staff regularly make observation notes on children's learning and use these notes to track children's progress towards the early learning goals. Not all children's development records in the toddler and pre-school rooms however, have been regularly updated to clearly show progression in learning. Therefore it is not always clear how staff can be fully planning for the next steps in their development, although when talking to staff, it is evident they

know the children very well.

Children develop into very confident individuals. Their strong exploratory impulse is developed from when they are babies. They enjoy a range of activities that promote the development of their senses. They explore different textures as they make marks in paint, foam and sand, and they experiment with different objects on the sensory board on the wall. Babies are very content and take pleasure in making a variety of sounds. They receive lots of cuddles from staff. Toddlers enjoy playing with the toy animals in the shaving foam. They happily join in with singing and clearly enjoy the physical play session outside with balancing equipment. Older children also spend some time playing with a mix of shaving foam and jelly and comment that the foam is cold and soft. Children develop in self-esteem as staff praise their efforts, and show independence as they serve their own meals in the pre-school room. Children show an interest in books as they independently choose books to look at in the book area. Children can choose to take part in French lessons if they wish to and develop an understanding that print carries meaning as they recognise their name cards and key word labels on display around the room. However, staff are not currently maximising opportunities for spontaneous mark-making in some areas used by the children, both inside and out, such as the role play area. Singing number rhymes helps reinforce children's understanding of basic calculation, and older children show curiosity in numbers. Children benefit from good opportunities to explore their environment and the natural world. They help water and care for the vegetable plants outside, go on local walks to places such as the library and welcome visitors to the setting, such as the animal man. They are beginning to learn about their own and other's beliefs as staff incorporate festivals and learning about different cultures into the planning. Children have very good opportunities to develop their physical skills at the nursery. They enthusiastically take part in fitness, Pilates and ballet sessions and play with balls, ride on wheeled toys and use stepping stones to practise balancing.

Children stay healthy because they are provided with freshly prepared meals which are nutritious, varied and well balanced. Older children clearly show a good understanding of healthy eating as they talk about foods which make them grow big and strong, such as bananas and milk. Arrangements to minimise cross infection and ensure good standards of hygiene are generally very good, although staff do not consistently enforce the 'no shoe rule' in the baby room, which brings the possibility of foreign objects being brought into their room base. Staff are vigilant in observing the whereabouts of children and position themselves appropriately to ensure all children are well supervised. They make good use of situations that arise during the day to help teach children how to keep themselves safe, such as explaining why they cannot be silly with scissors. Regular fire drills are held and records are kept of these. Children are very well-behaved and cooperative. Staff use constant praise and encouragement to reinforce good behaviour. They are good role-models and model calm and polite behaviour. Children learn to share, take turns and respect each other, and are beginning to show an excellent awareness of responsibility within the setting. Staff provide children with the necessary resources, activities and opportunities they need to help them gain important skills for the future.

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	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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