

Laroche Daycare Nursery

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

Laroche Day Nursery was re-registered in 2006 to include the first floor of the building. It operates from a converted vicarage serving the local community in Rochdale. Children are accommodated in five playrooms with access to an enclosed outdoor area. The building has disabled access. The nursery is registered to care for 63 children in the early years age group. The group offers care for children in the later years age group providing out of school care and this provision is registered on the compulsory and voluntary parts of the Childcare Register. There are currently 94 children on roll who attend for a variety of part-time sessions. The nursery provides support for children with special educational needs and/or disabilities. The nursery is open 7.30am to 6.00pm Monday to Friday all year round. There are 21 members of staff, of whom 19 are qualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are happy and settled. Staff have a good understanding of the Early Years Foundation Stage framework and provide a colourful and welcoming environment for children. Observation and assessment arrangements are in place, although, these are not currently fully developed. The children's safety and welfare is generally promoted. Staff work closely with parents, local schools and other agencies to meet the needs of children. All documentation is in place and the setting demonstrates sufficient capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- use information from observations consistently to inform planning for individual children in order to help them progress towards the early learning goals
- provide opportunities for children to develop and use their home language in their play and learning as well as opportunities for them to learn English.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through staff being qualified and vetted and having a good understanding of child protection procedures. The staff are aware of their roles and responsibilities in safeguarding children and attend training to update their knowledge. Children's safety is promoted through written risk assessments of

the premises and outings and daily checks carried out to all rooms used by children. Appropriate safety measures are in place to create a safe and secure environment, such as, safety gates, visitor's book and a secured entrance. An emergency escape plan is in place and practised regularly with children contributing to their safety while on the premises. All written policies and procedures are in place to ensure the safe management of the provision. For example, the daily register is maintained and staff have valid first aid certificates. Space and resources are organised to allow babies and children to move around freely and safely.

The manager leads the staff team through regular meetings and motivates staff through involving them in decision making and valuing their input. Staff and management evaluate practices to identify future action plans and to bring about improvements. For example, they have recently introduced story bags and visual aids in the book corner and created more space for children by removing barriers in one of the playrooms. These improvements enhance the enjoyment and safety of children attending the setting. Feedback is sought from parents and children through giving out questionnaires and steps have been taken to complete actions from the last inspection, such as, keeping detailed records of accidents. The staff are supported in attending ongoing training to increase their knowledge and skills. A Working with parents policy is in place and staff work closely with parents to meet the needs of children. For example, toilet training is introduced together and methods agreed in order to ensure consistency for the child. Staff forge good home links and parents are involved in children's learning through daily chats, parents' evenings and the sharing of children's files at anytime. New parents receive appropriate information, such as, an information booklet, sample menus and a range of policies. Information regarding the uniqueness of each child is obtained from parents, such as, the child's first language, dietary requirements and ethnic origin.

Children gain an awareness of the cultures of others and learn to value diversity through staff planning themed activities. For example, children make lanterns for Divali and enjoy food tasting at Chinese New Year. All children are included in activities through the staff changing or adapting activities to suit all children. Children with English as an additional language are sometimes supported in their home language through the use of key words and pictures to indicate their needs and preferences. However, staff are not always consistent in this practice which impacts on the wellbeing of some children. A range of play resources, such as, figures depicting disability and signs in different languages help children become aware of the wider world. The children are prepared well for transition from the setting to school as the provision has established strong links with local schools providing the Early Years Foundation Stage framework by sharing information, organising visits and taking photographs of classrooms and play areas to share with children in order to ensure progression and continuity of care and learning. Children benefit greatly from the setting working effectively with other agencies, such as, speech therapists and the Special Educational Needs Coordinator through inviting them into the setting to devise and discuss the delivery of individual development plans to help all children progress and achieve.

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

Staff help children to learn by spending time talking to them. Staff have a good understanding of the Early Years Foundation Stage framework and provide a learning environment covering different areas of learning, such as, construction, role play and mark making. Staff find out children's starting points on entry to the setting and observation and assessment arrangements help children make some progress in their development. However, the information from observations is not always used to plan for individual children hindering their progress towards the early learning goals. The children know that print carries meaning as labels and signs are displayed. Children have confidence to speak with others and frequently initiate conversation. They realise tools can be used for a purpose as they ably use cutters and rollers in the play dough. Children feel pride in their achievements as they create three dimensional structures and proudly say 'it's a rocket'. Babies seek to do things for themselves as they feed themselves with a spoon. Children use number names in singing and enjoy filling and emptying containers with water. Children move in a range of ways, such as, crawling through barrels, kicking footballs, climbing steps to the slide and jumping. Babies reach out for and begin to hold rattles well. Children use their imagination in art and engage in imaginative play as they cuddle the dolls.

Babies and young children develop their senses through exploring a range of wooden and metal objects, different textures and mirrors. Children freely choose what they want to play with and at times enjoy adult-led activities, such as, stories and singing. Staff help children to learn to keep themselves safe through appropriate discussions. Children and babies show they feel safe as they move around freely and explore the surroundings. A key worker system contributes to children's care and wellbeing by helping new children settle, liaising with parents and ensuring individual needs are met. Children benefit from fresh air and exercise everyday. Appropriate action is taken when children are ill and use of paper towels helps prevent the spread of infection. Children understand the importance of hand-washing as staff explain 'It's to get rid of germs.' Children enjoy healthy food at meal and snack times and water is available keeping their bodies healthy and hydrated. Staff treat children with kindness and consideration and, as a result, children have fun and enjoy themselves. Children enter the setting confidently and enjoy positive relationships with each other and staff. Children feel a sense of belonging as their photographs and art work are displayed. Children are valued as they are gradually admitted to the setting through visits with parents. Children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 2 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| 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 | 3 |
| 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