

Best Friends Day Nursery

Inspection report for early years provision

Unique reference number EY408273
Inspection date 15/12/2010
Inspector Sue Birkenhead

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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

The Nursery was registered under the current private ownership in 2006 and re-registered in 2010. The nursery operates from within Abbeygate School in Hoole, Chester. Children are cared for within the main nursery building situated in the school as well as a designated mobile classroom. Children have access to enclosed outdoor play areas, a vegetable garden and nature garden. A maximum of 51 children within the early years age group may attend the setting at any one time. The nursery is open five days a week from 7.15am to 6.15pm all year round. The setting supports children with learning difficulties and disabilities.

Children attend from the local community and surrounding areas. There are currently 55 children on roll aged from eight months to four years. Of these, 55 are within the Early Years Foundation Stage and 14 receive funding for nursery education. This provision is registered by Ofsted on the Early Years Register. The setting employs 19 members of staff plus the manager who is also the owner. With the exception of two staff the remainder hold a wide range of early years qualifications. The setting receives support from the local authority early years advisory team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision is good. As a result of the effective learning through play approach the nursery provides a very welcoming, inclusive environment where children are happy and settle well. Staff work well as a team to provide consistency in meeting the welfare, learning and development requirements of the individual children. Consequently, they make good progress towards the early learning goals. Excellent initiatives ensure very effective relationships between parents, carers and outside agencies develop, which significantly contributes to the children's care and learning. In addition, the procedure for maintaining links with others settings is fostered well. Through the very enthusiastic and committed leadership, systems for self-evaluation are well established and support the settings excellent commitment to the continuous development of the setting. This is clearly demonstrated.

What steps need to be taken to improve provision further?

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

- review and update risk assessments to ensure they reflect all aspects of the environment that need to be checked on a regular basis
- update the record system in place for the recording of complaints.

The effectiveness of leadership and management of the early years provision

Children are positively safeguarded because robust procedures ensure the suitability of staff employed. Staff have a clear understanding of the indicators of abuse and are familiar with procedures for reporting concerns following the effective safeguarding and whistle blowing policies in place. Through the completion of daily safety checks and the development of some risk assessments, on the whole, positive systems ensure children's safety. Risk assessments are currently under review because they do not fully cover all aspects of the environment that need to be checked. A good level of qualified staff are employed within the nursery and, through the excellent support they receive from management, they continuously develop their knowledge and skills. As a result, all staff continue to develop their professional qualifications as well as attend an extremely high level of additional training, which effectively promotes better outcomes for children. Managers are working towards all room leaders reaching a level four qualification in early years.

The management team and staff work together well. As a result, effective systems for staff deployment, monitoring and evaluating nursery practices are developing well. The enthusiasm of the management team and staff support the superb commitment to the continuous development of the setting. In addition, management value the advice and guidance they receive from the early years consultant. On the whole, required documentation that contributes to the safe and efficient operation of the nursery is consistently completed, well organised and respects a confidential approach. Any complaints the nursery receive are documented. However, the format they use does not relate to the Early Years Foundation Stage framework. Written policies underpin the good nursery practices and are shared with parents.

Excellent initiatives encourage the development of effective partnerships with parents. During the settling-in periods they provide an account of the baby routines at home. In addition, information they exchange makes staff aware of the children's developmental starting points on entry to the setting. They actively become involved in their children's learning as they complete observations at home and attend the planned parents' evenings to discuss their progress. The regular newsletters, access to the nursery website, which is regularly updated, keeps them up-to-date with changes and nursery events such as the fundraising for outside charities. Future events the nursery plan involve inviting dads for breakfast. A very good level of information is on display and many parents receive a daily log which outlines the children's well-being and activities as well as encouraging a two way flow of information. Parents say they are very happy with the care and education their children receive, find staff very supportive and believe their children are making good progress.

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

Key persons and the supporting 'Buddies' know their children well and are aware of their individual needs, interests and preferences. As a result, positive relations are developing and children make good progress in their learning. The displays throughout the nursery contribute to the welcoming and inclusive environment where children's sense of belonging is effectively promoted. Staff continually assess the learning environment, deploy resources well and involve visitors from the local community, such as the police and fire service. They involve older children in the 'plan, do and review' systems and babies have easy access to stimulating play materials which mean children become active learners. Staff positively interact with children to extend and challenge their learning and enjoyment according to their needs. In addition a good level of support is provided to children with learning difficulties or disabilities to ensure they are fully included.

Activity planning is consistent throughout the nursery, reflects individual children's next steps and all areas of learning. The child's individual 'learning journey' contains photographic evidence and regular observations, which are used to inform the weekly activity planning. They are linked to the developmental progress report and monitor clearly the children's progression towards the early learning goals. Children engage in good opportunities to promote their understanding of the natural world. They nurture and watch the fruit and vegetables as they grow and use magnifying glasses and binoculars to explore insects and their surroundings when using the nature area. They enjoy taking part in the 'stretch and grow' sessions led by an outside organisation and the 'Jacepello' music sessions, which are staff led and contribute to the development of their physical skills. They instigate their own game of throwing the ball to each other and help younger children in their play outdoors.

Children's understanding of number and problem-solving is incorporated into all activities. For example, children of all ages take part in number action rhymes. Older children successfully sort and match the cards, competently count to 20 and, when looking at opposites, use positional language. By exploring play materials, younger children are learning to operate simple interactive resources to create music and flashing lights. Older children develop the necessary skills for operating the programmable toys, the computer as well as the digital camera. They all enjoy exploring various textures, which include more natural materials as well as the sand, water daily and a range of different media for collage from a young age. Older children learn about letters and sound associated with their own names and make attempts to write their name or words through copying. Opportunities in all the rooms and outdoors enable children to make marks in a variety of ways to support the development of their handwriting skills independently or with support. For example, the children use chalk boards, paint and shaving foam. They begin to give meaning to marks they make as staff label pictures they produce and older children write words, such as, 'merry Christmas' to display on the Christmas frieze. All children can access books independently and select books to look at. Young children are seen selecting a book and holding it out to staff for them to read, indicating their enjoyment of books which contributes to the development of their

literacy skills. Outcomes for children are positive, therefore contributing to the development of their future skills.

Young children indicate they feel safe as they hold out their arms to familiar staff and are happy to leave adults to explore their surroundings. Children take part in emergency evacuations and staff complete regular head counts during outside play. As a result, children learn to stay safe. They develop a good understanding of personal hygiene through daily routines and older children confidently explain why they wash their hands. The excellent approach to promoting healthy lifestyles includes the very balanced and nutritious diet, and the many opportunities to promote the children's physical skills indoors and outside. Meals are prepared by the experienced and enthusiastic catering team who take pride in the provision of healthy meals they serve. For example, they prepare meals using fresh ingredients daily, they only serve organic foods to babies and ensure all children's dietary needs are effectively met. In addition they actively contribute to the theme days and times of the year to reflect cultural variations. The setting has received the 'Platinum level Eat Well' award from Chester City Council. Children have access to a range of resources and activities to positively promote diversity and acknowledge cultural differences. Positive techniques for the effective management of children's behaviour fosters the development of their self-esteem and confidence. As a result, children behave well and develop good use of their manners.

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? | 2 |
| The capacity of the provision to maintain continuous improvement | 1 |

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 | 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 | 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 | 1 |

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 | 2 |
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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 | 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 | 1 |
| 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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