

# Regent Private Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	400129
<b>Inspection date</b>	07/12/2010
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<b>Setting address</b>	19-21 Regent Road, Skipton, North Yorkshire, BD23 1AT
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<b>Email</b>	
<b>Type of setting</b>	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

Regent Day Nursery opened in April 1988 and is privately owned. It operates from a converted semi-detached house on the outskirts of Skipton. The children have access to three playrooms; the children under two years being on the first floor and children aged two to five years on the ground floor. It has extensive outside play facilities. The nursery serves the local community and the wider district including Harrogate and Leeds.

The nursery is registered to care for a maximum number of 36 children and there are currently 56 children on roll. This includes 16 funded children. Children attend for a variety of sessions. The nursery is open each weekday from 7.30am until 6pm all year round. This provision is registered with Ofsted on the Early Years Register.

There are three part-time staff and seven full-time staff, six of whom have Level 3 qualifications and one of whom is currently working towards a qualification. One member of staff has a degree in Early Childhood Studies. The setting receives the support of the Early Years Development and Childcare Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

On the whole there are adequate systems in place to promote the welfare needs of children and good attention is given to meeting their learning and development requirements. Children take part in a wide range of activities and make good progress in all areas of learning. Relationships with parents, carers, and links with external agencies, are very good. Inclusive practice is promoted well and children are very much valued and respected as individuals. The provider assesses the effectiveness of the setting adequately on the whole and identifies areas for improvement. A satisfactory capacity to continuously drive improvement is demonstrated, in order to ensure that outcomes for children develop positively.

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

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

- make sure that at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare) 04/01/2011
- maintain in the records of information used to assess suitability of staff the dates on which CRB checks were obtained (Suitable people) 04/01/2011

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

- fit a drain cover where children pass to access the outdoor play area

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

On the whole safeguarding procedures and practices ensure that children are protected. Full risk assessments are effectively implemented. Security procedures are adhered to, so that children remain safe. There is a notice reminding parents to close the lobby door for the safety of all children and they must ring a bell to gain admission. All visitors to the setting are recorded. The policies and procedures for the nursery are reviewed, signed and updated when needed, and all necessary written consents are obtained from parents. All accidents and medication given are recorded, and are countersigned by parents; these include injuries which are sustained at home. The staff team are appropriately vetted and the numbers of their criminal records bureau checks are kept but not the date they were obtained. This is a breach of welfare requirements. Though the majority of staff have completed first aid training only one holds a current certificate which is not sufficient to ensure constant cover. Unfortunately, this member of staff was absent for a couple of hours on the day of the inspection which is a breach in requirements and compromises children's safety in case of a medical emergency. Arrangements are in place for two of the other staff to update their lapsed certificates in two months time.

The staff are well deployed to meet the needs of children. Children can safely and independently choose their toys and games which are stored at their height. All resources used by children are of good quality, suitably challenging and appropriate to their ages and stages of development. The premises are clean and well maintained. However, there is no cover on the drain where children pass to go to the outdoor play area, which potentially compromises their health.

Inclusive practice is promoted well and children are valued and respected as individuals. Good account is taken of children's interests when planning and they determine the direction of their play. Children are invited to introductory sessions with their parents or carers before they begin so they can meet their key person and the staff can get to know them. The uniqueness of children is valued. The staff meet each week to discuss and plan the next steps for their key children. They have good knowledge of the children and their families. Toys and resources reflect diversity and the wider world. The customs, music and food of all cultures are celebrated with children so they learn to value their own way of life and those of others.

The staff are enthusiastic and committed to driving improvement in order to improve outcomes for children. They have attended further training, such as achieving a degree and one is working towards a Level 3 qualification. Parents' views are sought and their ideas and wishes are taken into account, for instance one parent remarked that her child does not like fish. As a result the

manager swapped around the menus for the two days when the child is present. The actions and recommendations raised at the last inspection have been implemented fully. As a result, the policy for child protection meets requirements and partnerships with parents are strengthened by the sharing of children's development records. A new system has been developed to make children's files easier to understand and to create space for parents to make their own observations and comments.

Relationships with parents, carers, and links with local schools, are very good. Before children leave, the teachers from local schools visit the nursery to introduce themselves. They talk to the children and to the staff to ease the transition between the settings. Parents have daily discussions about their child with their key person. A large cloakroom on the ground floor has comfortable adult seating and notice boards for parents. Photographs of children engaged in recent themes or visits are attractively displayed on the walls and books in line with the ongoing theme, are set out on a table. Parents feel welcome and they stay for longer periods to look around and chat with staff and their child about the books and photographs. They have free access to their child's development record and work in close partnership to extend their child's learning at home. Parents receive copies of the policies and procedures of the nursery.

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

The children make good progress in their learning and development and there are good systems in place to ensure that the six learning areas are consistently covered. Observation and assessment records are made by the children's key person, these include what children are interested in, what they are learning, and their next steps for progression. Detailed information is gathered from parents before children start so that staff can plan suitable activities on admission. Weekly plans of activities are informed by observing children to reflect the direction that they wish to take, thereby sustaining their interest and promoting children's self-esteem and creative ideas. For instance, one of the children speaks about the lovely lights he has seen on a Christmas tree, so the staff give the children dark paper, paints and fine brushes to create their own impressions of this scene. These pictures, all unique, are prominently displayed on the wall which demonstrates to children that their work is valued. A 'trains and transport' theme is planned because a child currently has a passion for trains.

Effective practices are employed to ensure that children learn how to keep themselves safe. For instance, children are reminded not to step on the wet floor when it is mopped after lunch. They learn about fire safety because the drill is practised on a regular basis.

Through discussions, involvement in food preparation and themed topics on food, children learn well about healthy eating. They are given fresh fruit and vegetables each day and eat with good appetites. The menus are balanced and nutritious.

Children try foods from around the world, for example they recently enjoyed sweet potato mash. Healthy lifestyles are promoted and outdoor play is a regular feature of the routine. Children benefit from the fresh air and exercise as they play out in the snow. Babies are given lots of opportunities to practise their physical skills on rockers, slides, tunnels and small climbing frames. These activities build coordination, muscle tone and children learn what their bodies can do.

Children delight in learning about the world around them. The nursery has its own frog pond to which children have regular, supervised access, so the staff teach them about the care and life cycles of animals. Children also learn first-hand about other animals such as snakes, spiders and rats because the manager organises visits from Zoo Lab.

Children communicate well. Babies use facial expressions, sounds and gestures to convey their meaning and staff respond with enthusiasm to further their language development. The staff play games with babies such as peek-a-boo, which makes them giggle infectiously so that others join in too. Children like to look at books and listen attentively at story and singing time. They talk to the staff and to their peers and engage in conversations as they eat lunch at the table. The staff support children well as they play; they are polite and respectful. As a result, children are polite, helpful, very well-behaved and they consider the needs of others. Children have a good sense of belonging in the setting and have friends they like to play with. The children receive plenty of praise, encouragement and cuddles from staff and they are all confident and happy.

## 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	3

### 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	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
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	2

### 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

<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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