

City Way Day Nursery

Inspection report for early years provision

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Inspection date	11/01/2011
Inspector	Beryl Witheridge
Setting address	18 City Way, Rochester, Kent, ME1 2AB
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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

City Way Day Nursery is a privately owned multi-functional nursery. The nursery has been registered since 1999. It is situated on the main road into the town of Rochester. The nursery offers the use of four ground floor play rooms for different ages and functions including a baby room, toddler room and two pre-school areas. The nursery also provides a breakfast, after school club and holiday club for school age children.

The nursery operates all year round. The facility for child care is open from 7.30am until 6.00pm, Monday to Friday. The breakfast club operates from 7.30am until 8.30am; the after school club from 3.15pm until 6.00pm. The holiday club operates during school holiday periods from 8.00am until 6.00pm, 51 weeks of the year.

This provision is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. It is registered to care for no more than 78 children under eight years; of these, not more than 15 may be under two years at any one time. There are currently 102 children on roll. Of these, 70 children are within the Early Years Foundation Stage. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities, and also supports a number of children who use English as an additional language.

There are 24 members of staff who are employed in the nursery; of these, 23 staff hold relevant qualifications, and one staff member is attending a qualification course. The nursery is currently working towards the Medway Quality Assurance Scheme. The nursery gains support and advice from the area Special Education Needs Coordinator and Local Authority Early Years Team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery recognises and promotes the unique needs of each child and supports their welfare and learning. Children explore within safe boundaries and enjoy being with staff and one another. The partnerships between the setting, parents and other agencies are well established, and help to ensure that the care and learning needs of the children are being met. The nursery has identified areas for improvement within their provision. However, the strengths and weaknesses of the provision are not clearly evaluated or recorded.

What steps need to be taken to improve provision further?

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

- practise the emergency evacuation routine regularly so that all children know how to protect themselves in an emergency
- ensure that all policies and procedures are explained to, accessible to and understood by all parents
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development in order to improve the quality of provision for all children
- provide children with more opportunities to become independent such as pouring their own drinks at snack time

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively through the policies and procedures that help to promote their welfare at all times. All staff have an up-to-date understanding of child protection issues, know where to access important information, and know what to do in the event of a concern. They are fully aware of their roles and responsibilities towards the children in their care. Information regarding safeguarding and who to contact is also displayed on the parents notice board in the entrance hallway. Systems for recruitment and vetting are robust and help to ensure that all adults working with the children are suitable to do so. This includes induction and a six month probation period. Regular monitoring of staff performance helps to promote children's welfare effectively and identifies areas for training and staff development. Risk assessment is clear and covers all areas of the setting, and daily checks help to identify and minimise the risk of accidental injury to children. Risk assessments for each outing are completed and recorded. Children take part in emergency evacuation practises, but these are not being carried out often enough to ensure that all children know how to protect themselves in an emergency.

The nursery has a commitment towards continuous improvement but is not clearly recording or evaluating their strengths and weaknesses. Staff are able to talk about the areas they want to develop and where they feel they are doing well, such as the welcoming atmosphere they provide for children and parents. The previous recommendations from the last inspection have been fully addressed, helping to improve practice for the children attending. The provision of toys, resources and experiences are good, and enable children to make independent choices as well as learn through effective adult support.

Equality and diversity is embedded into every day practice. Staff monitor their practices to ensure the needs of all children are supported. Children have plenty of opportunities to learn about diversity in society. The needs and wishes of all children and their families, including those with special educational needs and those learning English as an additional language, are fully addressed. All experiences are available to all children, providing them with opportunities to learn and develop.

Good partnerships support the needs of individual children and their families. The nursery works with other agencies and professionals who are involved in the care of the children and their families. Effective liaison helps to offer children continuity of care and learning.

Children benefit from effective partnership working between the staff and their

parents. Parents receive a prospectus when they first visit with their child; this informs them of the policies and procedures that the nursery holds, but does not give them any details. The only copy of policies and procedures is held in the office, and staff acknowledge that parents have not asked to see these, so they are not fully informed about the practices of the nursery. Staff work closely with parents and share a range of information about their child with them, so parents feel their children are well cared for by staff who know them well. They are happy with their children's progress and feel that any concerns are dealt with swiftly. Formal parents' meetings are held twice a year when they are able to talk to the keyworker about their child and share their records, but there is also an open door policy and parents are able to speak to staff at anytime. Daily contact books keep them informed of their child's day in the nursery. Parents are encouraged to have an input into their child's future learning. Communication is an essential feature of the nursery with regard to supporting the children and their families.

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

Children show they feel safe within the nursery. They are happy, settled and secure because staff provide close care; they are attentive and aware of children's individual needs. They sit with the children either on the floor or at the table, working with them and supporting them in their play. Staff provide cuddles and hugs as they help children, who have just started to attend, to settle. Children gain in their confidence and are developing their language skills. Individual needs and interests are identified and recorded in their profiles. Starting points are clearly recorded and cover all areas of learning. Staff offer opportunities that build on children's known skills and areas of interest, through their knowledge of the children. Observations and assessments are undertaken and these are clearly identifying children's next steps, which help to support future learning when planning activities. The planning covers the areas of learning and identifies the areas children require help and support with. The profiles clearly show how children are progressing, and it is possible to see that progression as they grow and develop and move on through the nursery.

The resources are organised and accessible to the children. There are different areas of play including the imaginative play area, the book/quiet area, messy play, and construction. Children are able to make decisions about what they want to play with, as well as taking part in adult led activities. Children enjoy singing and dancing; one child finds a soft toy which she is cuddling, and when she hears a musical toy playing a tune, she starts to dance with the toy. Another child uses the electronic keyboard to make her own music. Children show great skill when playing with the construction; one child builds a tall tower, trying to reach the sky. He is highly amused when it collapses and falls to the floor. He then makes a more substantial tower and proudly shows everyone his successful achievement.

Children receive praise and encouragement at all times.

Children have access to a safe and secure outdoor play area. They are very excited when they go outside as it is very windy; there is a lot of laughter and screaming. One child instigates 'We're Going on a Bear Hunt'; she rounds up other children, and with a member of staff they move around the garden acting out one of their

favourite stories. Other children are playing in the house and are trying to see how many children they can get inside, one child counts them all as they come out one by one. Others enjoy riding on the bikes or going down the slide while others are chalking or making pictures on the wall with paintbrushes and water. They make good use of this area. Each room has an allocated time on the rota to ensure that all children, whatever their age, have access to this resource.

Children are introduced to healthy drinks, snacks and meals during the day. They are able to make decisions about what they would like to eat at snack time; they have the option of toast, fruit, breadsticks and crackers. However, the staff pour the children's drinks for them, restricting children's ability to be independent. They have a cooked meal at lunch time and tea in the afternoon; some children also have breakfast if they arrive early in the morning. Children's allergies and dietary requirements are recorded, and a four weekly menu is rotated to ensure children receive variety. The menu is displayed in the hallway so parents are aware of what their children are eating. Drinks are available at all times. Children have grown some of their own food, such as strawberries and runner beans. Staff are planning to repeat this activity and introduce more fruit and vegetables to the children. Children are being encouraged to understand the need for good hygiene routines. They are reminded about washing their hands after going to the toilet. They use anti-bacterial gel before eating their food. Staff use gloves when handling food, and gloves and aprons when changing nappies. They are providing positive role models to the children.

Effective behaviour management procedures ensure that children are learning to develop responsibility for their actions. They have 'Golden Rules' that are displayed on the walls, and staff are heard to remind them about handling scissors safely and not running indoors. Children play cooperatively together and respond well to praise and encouragement; even the youngest children are seen to share and take turns when playing with the telephones and shape sorters. Children's work is displayed on the walls; they sometimes help to put them up themselves, and this gives them the incentive to do well as they develop good levels of confidence and self-esteem. Staff are good role models to the children; they deal with any behaviour issues quietly, calmly and firmly. They are always polite and encourage the children in all they do. Overall, an inclusive and welcoming service is provided.

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	2

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	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	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

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	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: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met