

Newtown Road Day Nursery

Inspection report for early years provision

Unique reference number	EY406930
Inspection date	11/10/2010
Inspector	Valerie Block
Setting address	8 Newtown Road, CARLISLE, CA2 7JH
Telephone number	01228 512337
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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

Newtown Road Day Nursery opened in 2010 and operates from premises in the centre of Carlisle, next to Cumbria Infirmary. It is owned by Sedgwick Nurseries Limited. This company owns another nursery in the area. There are two adjoining playrooms upstairs for the use of children under the age of two years. There are two adjoining playrooms downstairs for children aged two years to five years and they also have use of a conservatory adjoining these rooms. There are three secure, connecting outdoor play spaces accessible from the conservatory.

The nursery is registered on the Early Years Register for 27 children, including nine children aged under two years. It is also registered on both parts of the Childcare Register. There are 32 children in the early years age group currently on roll and two older children attend the out of school service. The setting supports children who have English as an additional language. The nursery is open on weekdays from 7.45am to 5.45pm. It is closed on bank holidays and for a week over the Christmas period.

There are five members of staff who work with the children, four of whom hold appropriate early years qualifications. One staff member is working towards relevant qualifications. One manager has an Early Years degree and holds Early Years Professional Status. Staff have developed links with other early years settings.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for and are progressing well in this welcoming nursery. Staff are well qualified and are warm and caring to the children who they know well. Management systems uphold inclusion and support staff well. Self-evaluation is robust and areas for improvement are identified well and worked towards. There are effective partnerships in place with parents and other settings providing the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- improve the play equipment on offer to children that supports children's learning about diversity
- improve links between children's identified next steps in learning with planned activities.

The effectiveness of leadership and management of the early years provision

Children are effectively protected by staff who all have a very good understanding of safeguarding. Rigorous recruitment and suitability procedures ensure children are cared for by suitable persons. A detailed set of clear, regularly reviewed policies and procedures ensure the effective, safe and inclusive running of the setting. These are available to parents and staff. Detailed risk assessments and rigorous health and safety practices ensure children are safe indoors and outdoors.

The managers and owner show good leadership of the staff team, encouraging staff to take up regular training to increase their skills for the benefit of the children. Self-evaluation tools are used, taking account of relevant parties' views. Staff regularly monitor and review the planning, environment and what they offer the children, parents and carers, to ensure inclusive practice is maintained. They are awaiting advice from a consultant to improve the access to the building.

The setting has established very positive relationships with parents and carers and provides good information for them and sends newsletters regularly giving them ideas as to how they can extend children's learning at home. Parents' views are collated through questionnaires and their comments show a high degree of satisfaction with the nursery. The management group are open to suggestions from parents and use these to help them plan for the future.

The building and learning environment is bright, well decorated, well equipped and welcoming. However, use of the outdoor area is not always accessible to children at present due to organisational issues and this limits their choice to some extent.

The manager and staff effectively promote equality of opportunity and work with parents and other agencies to support children's diverse needs. Beneficial links have been established with the staff at the local school and this supports children's welfare, learning and development. Children, parents and carers feel valued and develop a sense of belonging as they receive a warm welcome. Children's work is creatively displayed and resources are very accessible to aid independence. Positive images of diversity are shown in posters and literature as well as the play equipment. However, this is limited in the play rooms for children under the age of two years. Several children who speak English as an additional language attend this nursery. Staff value children's home language and customs whilst helping them develop communication and literacy skills in the English language. They use resources available to them for the benefit of the children. For example, they have an arrangement with a community centre to borrow play equipment and they use the library to supplement books on offer to the children. They are keen to use training resources and use advice received from local authority advisors to assess their own performance and improve quality for the children.

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

Children are well settled and are making good progress as staff have a good understanding of the Early Years Foundation Stage and are well trained. They demonstrate good skills with the children, engaging their interest and encouraging thinking and language. They work with parents and other providers of the Early Years Foundation Stage to assess children's unique profiles and needs and use this information to plan activities that are relevant and interesting to the children. Observations are used to provide summative assessments, using parents' information as part of the process. However, children's next steps in learning are not always clearly identified and used to plan future activities. Children become confident as adults praise their efforts and value their work. Children show they feel safe as they form affectionate relationships with the staff and other children. They begin to develop confidence to explore their surroundings and are comfortable being separated from their main carer, often for the first time. Children show independence, responsibility and a great interest in their well-planned learning environment as they investigate their surroundings, seeking out accessible materials and happily tidying away.

Role play areas have been imaginatively arranged to encourage children's enjoyment and interest. Children enjoy pretending to be at a hairdresser's shop and look through magazines, talking about hairstyles and try to read words on bottles, enthusiastically asking staff what the bottle holds. They dry each others' hair with the hairdryer and play together well, taking turns and sharing play equipment. Staff play alongside children, encouraging their language and suggesting play possibilities whilst following the children's interests. Outside, young children really enjoy playing with water and paint brushes, painting the wall. They also enjoy exploring soil in the natural area and learn to take risks as they are helped to use the slide safely.

Children are beginning to understand about issues relating to self-care and safety. Staff remind children about washing their hands after using the toilet to prevent illness. In addition, they have introduced teeth cleaning after meals. Children behave very well and the staff work at encouraging their social skills. For example, at meal times they sing the please and thank you song and so children learn acceptable social etiquette. Staff also use praise to reinforce good behaviour and provide a calm environment for children. Children learn to develop computer skills as they play on appropriate computer games, using the mouse to select answers. They are therefore developing skills for the future. Staff talk to children in an age-appropriate way about how they can help to preserve the earth's resources, such as taking care not to waste water when washing hands. Children therefore begin to consider others and the world around them. Children's good health is promoted as they enjoy sitting together to eat their healthy snack and home-made lunches. They have access to water throughout the session.

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	2
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

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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