

The Village Day Nursery

Inspection report for early years provision

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Inspector Christine Tipple

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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

The Village Day Nursery opened in 1991 and is one of a group of nurseries which are managed by a private company called For Under Fives Ltd. The nursery operates from a converted Victorian house in the village of Cottingham, in the East Riding of Yorkshire. Children are cared for over two floors and there is an enclosed side and front garden for outdoor play.

The nursery is open Monday to Friday from 7am to 6pm, all year around with the exception of bank holidays. A maximum of 50 children may attend the nursery at any one time. There are currently 44 children attending and of these 34 are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds and supports children with disabilities.

The nursery employs 12 members of child care staff. All hold appropriate early years qualifications at Level 2 to 4. The nursery receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are made very welcome by the staff at the nursery which supports them to settle well and to feel safe and secure. Children are provided with activities and resources which overall cover the areas of learning which supports them to make suitable progress. Staff ensure they have relevant information about the children which enables them to identify their individual needs effectively. Good relationships are established with parents and in the local community. The manager and staff have made positive improvements from the last inspection. Staff continue to seek further guidance to develop and improve provision for the children.

What steps need to be taken to improve provision further?

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

- review the organisation of the nursery environment to ensure children have ongoing access to a variety of resources which maximise their learning experiences
- provide ongoing opportunities for all staff to share best practice which supports quality improvement for the nursery.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good understanding of their responsibilities in regards to safeguarding children. The staff have updated their training to remain informed about child protection issues. The relevant safeguarding procedures and contact details of the support agencies are recorded and shared with the staff. The nursery has a comprehensive range of policies and procedures which are reviewed regularly and shared fully with staff and parents. The nursery's risk assessments cover all aspects of the nursery which children come into contact with and includes outings and electrical and fire safety. The premises are kept secure and an intercom system on the door enables staff to monitor who has access to the nursery. The recruitment and selection procedures for staff ensure all relevant checks are completed and recorded and a full induction programme is carried out. The manager completes yearly staff appraisals to support their ongoing suitability and to identify training and development needs. However, systems for staff to share good practice within the company which supports them to develop ideas and improve quality are not effectively established. The nursery has updated their self-evaluation which took account of comments from parents, staff and other community services which contribute to the nursery's ongoing improvement plans. The manager and staff have taken positive steps to meet the requirements of the last inspection. This includes support from the local authority and childcare network to improve nursery records and in the development of the outdoor area.

The staff work well as a team and are supportive of each other. The premises are suitably maintained and facilities for children to sleep and have their meals and snacks are appropriate. However, the ongoing opportunity for the children to access a wider range of resources and choices throughout the day is not sufficiently developed to maximise their learning experiences. The nursery promotes and supports children's needs well in an inclusive environment. The nursery guidelines and procedures support staff to challenge discrimination. Links with other services provide clear plans for children attending with disabilities. Children participate in activities which promote diversity and celebrate other cultures. Parents contribute to this by talking to the children and providing artefacts about their country such as South Africa.

The partnerships established with the parents are good. Daily contact with staff and the key person for their child offers consistency and supports the effective sharing of information. Opportunities are in place for parents to access their children's learning journey files, and additional parent sessions extend the details of their children's progress. Information for parents starts with a welcome pack which requests details about their child such as their routines and any additional needs. Notices and other information is displayed to keep parents up-to-date. The parents feedback is very complementary about the staff and the care and support their children receive at nursery. The staff have established good links with the local school and other providers in the community. The positive sharing of information provides consistency for the children's transition from nursery into school.

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

Staff know the children well and this is reflected in the positive and trusting relationships formed. The children have sufficient access to resources which enable them to follow their individual interests most of the time. The staff have a sound understanding of the Early Years Foundation Stage. The detailed planning process incorporates children's next steps which staff have identified through their observations and assessments of the children. This is monitored by the key person to ensure these are being suitably progressed. The staff use photographs and captions of the children at play and link these to the relevant ages and stages in relation to the areas of learning for each child. All information is kept in the children's individual learning journey files.

Children's personal, social and emotional needs are well supported and this enables them to behave well. Children are developing their skills to share and take turns and staff on occasion offers a gentle reminder about saying please and thank you. The staff interact well with the children which enables them to improve their language skills and develop their confidence when expressing themselves. Books are evident in all areas of the nursery including babies and toddlers. The children have reasonable opportunities to mark make and develop skills to support them when they start to write letters such as in their name. Children self-register as they arrive which supports them to recognise their name and sometimes other children's. The selection of activities for the babies and toddlers offers a suitable range of tactile resources such as treasure baskets. They have paints and other creative activities and evidence of their pictures are displayed or taken home. Older children have resources which enable them to make pictures and models and to take some decisions on what they want to do. Children enjoy the small world and role play areas and this enables them to develop their imagination and ideas. This includes using bricks to make monsters or a space ship.

Children use numbers throughout their play whether it is to count the ducks in the story or to check how many children should be at the sand pit. Games and baking all contribute to children's understanding of weighing out ingredients, sequencing and matching. They have access to a computer and related games which enhance their problem solving and literacy skills. Children visit their local community such as the library or to buy plants for the garden. Visitors to the nursery support children in keeping safe which includes road safety and stranger danger. Staff discuss with the children about using the resources and equipment in a safe way, to help tidy up or sweep the sand off the floor to stop anyone slipping. Children take an active part in the fire evacuation procedure which is managed regularly with them through the year. The nursery provides all meals and snacks. These are prepared and cooked mostly from fresh ingredients by the cook on site. There are three weekly menus which provide a range and balance of healthy choices for the children. Information is well displayed about managing cross infection in the nursery. Parents have details of the exclusion periods required for their children before they return to nursery. Facilities cater for children's personal care and enable older children to be independent in managing this for themselves. Babies

and toddlers nappy changing and rest times are monitored and recorded. Overall the children are active and inquisitive which supports them to be independent learners.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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	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	3
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Outcomes for children in the Early Years Foundation Stage

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	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	3

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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