

Charnwood Day Nursery

Inspection report for early years provision

Unique reference number EY301377
Inspection date 06/01/2011
Inspector Hayley Lapworth

Setting address 120 Charnwood Road, Shepshed, Loughborough,
Leicestershire, LE12 9NP

Telephone number 01509 508012

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Charnwood Day Nursery is a privately owned provision which operates from a converted two-storey house near the centre of Shepshed in the Charnwood district of Leicestershire. The nursery is accessed via a step leading into the entrance hall. The nursery is registered on the Early Years Register to care for a maximum of 45 children from birth to the end of the early years age range. There are currently 50 children on roll. The nursery opens five days a week from 7.30am to 6.30pm. Children attend a variety of sessions.

Babies and toddlers are based in three playrooms with associated toileting facilities on the ground floor of the nursery. Pre-school children are based in a first floor playroom with adjacent toilet facilities. There is an enclosed outdoor area for outside play.

Including the manager, there are 11 regular childcare staff, nine of whom hold recognised qualifications at Level 3, two of whom hold a Level 2 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are fully safeguarded and good attention is given to helping children develop healthy lifestyles. The environment is suitably inclusive; there are sound partnerships with parents and other providers and clear strategies for working with other professionals. Systems for observing, assessing and planning for children's learning are secure in some cases and some staff competently implement the managing children's behaviour policy. Strategies for self-evaluation are in the early stages of development and have not yet been fully implemented.

What steps need to be taken to improve provision further?

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

- ensure the behaviour management policy is adhered to by all members of staff. 21/01/2011

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

- make systematic observations and assessments of each child's achievements, and use this information to identify their next steps in their learning
- further develop systems of self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The management and staff create an environment in which children are well protected from abuse and neglect, and where all staff are trained effectively to enable them to promptly respond to any concerns about children's welfare. Senior staff access extended courses in safeguarding children. Staff demonstrate a secure knowledge and understanding of their duties, safeguarding requirements and regulations. Robust recruitment procedures ensure that all new staff, volunteers and students complete the necessary checks to confirm their suitability to be in contact with children. Daily risk assessments are effective in ensuring that any potential hazards to children's safety are both identified and minimised. This includes a risk assessment for the venue the nursery use, in the event of an emergency evacuation being required. The good use of available space and effective deployment of staff help to ensure that children are fully supervised at all times.

There are suitable strategies in place to care for children with special educational needs and/or disabilities. Staff work alongside parents, carers and other agencies to support the children's needs so that they are included in the life of the setting. They are aware of the benefits of working in partnership with other providers where children attend more than one setting. This ensures information is readily shared and used to promote children's achievement and well-being. Staff are developing methods to support those who speak English as an additional language. The nursery provides a friendly informal environment where visitors, children and their families are made to feel welcome. Children's photographs, pictures and art work displayed on walls help children feel valued and offers a sense of belonging.

Management and staff are beginning to develop sound working relationships with one another. The team consists of 11 staff, many of whom including the manager have been recently recruited or are returning from maternity leave. There were three recommendations raised at the last inspection, all of which have been suitably addressed. Systems for self-evaluation are being developed and a written assessment has been partly completed. However this is not presently fully effective in identifying all areas for development.

Partnerships with parents are suitably promoted. Staff exchange appropriate information with parents and others to ensure consistency of care. Parents are valued and asked to share what they know about their children's individual needs at the onset of care. Also on an ongoing basis they are encouraged to make their children's key workers aware of their achievements at home. Parents receive information on a daily basis through a variety of methods. For example, verbal communication, posters on display and newsletters. They are also invited to attend consultation evenings twice a year. Parents spoken with during the inspection commented positively on some aspects of the provision. For example, how happy their children are to attend and the friendliness and approachability of the staff.

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

Most children are happy in the nursery environment and are making satisfactory progress towards the early learning goals. Staff have a suitable understanding of the Early Years Foundation Stage and how young children learn. They provide them with a suitable range of adult-led and child-initiated activities. Staff interact and support children's learning, knowing when to withdraw, to allow the children to learn from one another. Children and their parents are consulted to determine the children's individual interests, which are then incorporated into the planning. All children have a developmental file and most include examples of their artwork and of photographs of them enjoying their learning. However, detailed observations and assessments are infrequent for some children. Therefore, the next steps in their learning journeys are not always identified. Consequently this restricts the children reaching their maximum potential.

Children's personal and social skills are developing well. Many children show a great deal of care and concern for one another. For example, when children arrive back from having a midday nap, their peers warmly greet them with a cuddle, offer them their comfort blankets and toys they know they like to play with. Older children protect one another during 'super hero' role play and like to help one another learn new skills. For example, during outdoor play they say 'look do it like me put your feet on the pedals' when riding on the bikes. Many babies and children also share warm relationships with staff. On arrival at the nursery they are comforted with a cuddle until they are ready to go and play. Consequently they feel secure and are confident in their surroundings.

Policies and procedures are in place and all staff are encouraged to read them every six months. These include a confidentiality policy which reminds staff not to share information about the children on social networking sites. Some staff successfully implement the policies and procedures in practice on a daily basis. However, others do not always effectively implement the handling children's behaviour policy. As a result some children are not learning right from wrong or how to behave well.

Children develop an awareness of the importance of a healthy lifestyle. They adopt good hygiene practices and making healthy choices about what to eat and drink. They enjoy a good selection of organic food, for example, a typical main meal consists of vegetable curry and rice with fruit yoghurt coulee for dessert.

Staff are able to offer them appropriate care in the event of an accident as most staff are qualified in first aid. The first aid supplies are effectively monitored to ensure no items are out of date. All ages of children participate in regular physical exercise and outside play. This ranges from a walk in the local community to riding bikes and playing musical instruments in the outdoor play area.

Children's safety is securely enhanced. Children are regularly involved in practising the fire drill. They are encouraged not to become complacent about which exits to use and to think about how they would get out if the fire was in a specific area of

their nursery. Consequently they are learning how to keep themselves safe.

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	2
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

