

Dearne Valley Day Nursery

Inspection report for early years provision

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Inspection date

05/01/2011

Inspector

June Rice

Setting address

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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.

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

Dearne Valley Day Nursery opened in 1999 and is one of a chain of established nurseries run by the company. It operates from a single storey building which is purpose built and located next door the Dearne Valley College, in the residential area of Wath-upon-Dearne, near Rotherham. Children have access to an outside play area.

Dearne Valley Day Nursery is open each weekday from 8.00am to 6.00pm all year round except bank holidays. This provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for a maximum of 120 children under five years. They also offer care to children aged over five years to 11 years. Children occupying these places share the same facilities as the children in the early years age range.

There are currently 170 children on roll within the early years age group. There are 37 permanent staff members, of which 26 are qualified. Three hold a level 5, two hold a level 4, and eighteen hold a level 3 qualification. The provision currently receives early education funding for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision demonstrates a very positive attitude towards continued improvement. The provision is committed to working with parents, schools and other professionals to ensure they continue to plan effectively for children's individual care and learning needs. Space is used very effectively and promotes children's growing independence. This ensures children continue to make good progress in an environment in which they feel safe and secure, and enjoy learning through play.

What steps need to be taken to improve provision further?

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

- obtain more detailed information from parents about children's starting points and capabilities to support the planning for children
- develop further the use of open-ended questions in order to ensure children continue to be supported to extend their thinking to help them make connections in learning.

The effectiveness of leadership and management of the early years provision

The provision demonstrates a very good understanding of the need to work in partnership with parents and others to safeguard children. Staff demonstrate a

clear understanding of safeguarding procedures and possible signs and symptoms of abuse. They are very confident in their ability to implement procedures effectively in order to protect children. Access to the provision is monitored, a visitors' book is maintained and written procedures are in place in the event of lost or uncollected children and safeguarding. These procedures are provided to all parents when their children join the nursery. This ensures parents have a clear understanding of how the provision works. All required documentation is in place. Robust risk assessments identify possible hazards and the action taken to reduce any risks.

The provision has recently carried out a self-evaluation of its impact on children's learning and well-being through reflective practice. This includes regular input from staff and feedback from parents through questionnaires. The provision continues to nurture the links with local schools and other early years providers to promote working together to ensure children continue to make good progress. The system for observations, assessments and planning clearly identify children's progress. These observations are linked to the Early Years Foundation Stage and used effectively to plan their next steps of learning. However, procedures to gather information about children before they commence at the nursery does not provide sufficient information about children's starting points. Inclusive practice is promoted effectively by the provision which promotes equality for all through resources and activities that introduce children to diversity.

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

All children, including babies and toddlers, freely and safely access a good range of resources, toys and activities both indoors and outdoors. Children are physically active and this is encouraged by the effective use of the outside play area which children are encouraged to access independently throughout the day in all weathers. Children enjoy the freedom of open spaces, they safely and skilfully use climbing and balancing equipment, stepping stones, and they ride bikes. Children show some understanding of the benefits of physical activity, for example, when asked why exercise is good they say 'it helps me run a lot.' Children clearly understand healthy habits. For example, they wash their hands before meals and after using the toilet, wipe their nose and dispose of the tissue immediately. They put on warm clothes and suitable footwear before going out in the rain. Children benefit from freshly cooked meals and help themselves to snacks. However, at lunch time there is no opportunity for children to develop their self-help skills. For example, staff put out drinks, spoon food onto plates and hand the bread out. Staff take appropriate steps to prevent the spread of infection. They use disposable equipment when changing nappies and exclude children who are infectious in order to protect others. Children behave in ways that are safe for themselves and others. For example, they move around the environment with care, move out of the way of others to avoid colliding and use equipment safely. They practise emergency evacuation, talk to fire-fighters and read stories about road safety and stranger danger. Babies show confidence in exploring their surroundings and enjoy finding out what they can do. They are happy to leave staff by rolling, crawling and toddling over to the resources they find interesting.

They show through their body language that they appear happy, safe and secure, by snuggling into an adult while being bottle fed. Older children clearly name members of staff they would go to if they were upset.

Children are observed to be well behaved, they are happy to work in small groups and chat to each other about what they are doing. They show a growing respect for each other, share resources and move a chair out so a friend can sit next to them. Children are provided with opportunities to develop their skills. They learn to communicate, problem solve and to understand the wider world through a good range of resources and activities. Staff listen carefully to children, they ask simple questions and give simple instructions to aid children's learning. However, the use of open-ended questions is not consistent enough and opportunities to extend children's learning are not always followed through effectively. Inclusive practice is well promoted. Children are observed to be treated as individuals and are encouraged to respect diversity. For example, children with English as an additional language have their language celebrated with displays of simple words in their home language. Photographs and displays show children celebrating the festival of breaking the fast. Posters, books and small world equipment provide positive images of people from around the world.

Children select mark making equipment, draw pictures and give meaning to their marks by explaining what they are doing. For example, they draw a circle saying 'mummy' and name the different features of the face as they draw them. Babies choose a prickly ball and roll it in their hands; they grasp it keeping it close to their body until something else takes their interest. They crawl and lay on their belly to reach out. They grasp the mirrors and bells with their hands and repeat the movement many times as they realise they are making the bells ring. Children listen carefully to a story that encourages their colour recognition. They confidently name the colours then go on to sing a story about rainbows. This leads to a lovely conversation about what helps to make a rainbow. Children enjoy craft. They show lots of concentration as they explore wet sand squashing it between their fingers. They show interest in making music and using technology. They select a tom-tom and say 'look I'm making music' and others use good mouse control as they complete a simple task on a computer. Children are able to follow their own imagination. For example, while painting they decide to explore the mixing of powder paint and water. They use fingers to mix it and concentrate as they pour water from a large vessel to a small vessel then back again, all the while watching very closely to make sure they don't overfill. They take a step back and use the small pot to splash paint onto the picture and smile brightly at the affect. Children are provided with opportunities to participate in activities such as planting and growing. They are involved in creating planting areas and grow vegetables and plants which they use in activities. For example, they use pumpkins to make lanterns for Halloween and taste the pumpkin flesh they remove.

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

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