

Cornerhouse Day Nursery

Inspection report for early years provision

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Inspection date

20/01/2011

Inspector

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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

Cornerhouse Day Nursery is owned by Cygnets Day Nurseries Ltd. It opened under new management in 2005 and operates from seven rooms in a converted detached house in Bournemouth, Dorset. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 44 children in the early years age group may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year and is in receipt of funding for early years education. All children share access to an enclosed outdoor play area. There are currently 36 children aged from birth to under five years on roll. The nursery employs 12 members of staff who work directly with the children; most of whom hold appropriate early years qualifications. The manager is currently working towards a degree in Early Years Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are generally making sound progress in their learning and development; confidently settling into the nursery and developing relationships with both staff and their peers. Children's health and safety is effectively supported as they learn to be independent in their personal care. However, at times, the organisation of activities is not well considered and some staff do not clearly understand the assessment systems. Self-evaluation is beginning to take place to monitor and evaluate practice, helping to maintain continuous improvement. Staff work with management to improve outcomes for children and a mentoring programme helps to support less experienced staff.

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 activities to meet the learning and development needs of all children
- improve staff's understanding of observation, assessment and evaluation to ensure activities support children learning and development
- improve the balance of indoor and outdoor play through extending the use of the outdoor play area.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a sound knowledge and understanding of safeguarding issues ensuring children are safe within the nursery. Senior staff are clear about the procedures to follow in the event of any concerns being raised about a child. The premises are secure with cameras monitoring the entrance to the premises, and sign-in procedures for children and visitors. Risk assessments and daily checklists are completed to ensure all areas of the nursery are safe. Systems to recruit staff are robust, ensuring those who work with children are safe to do so.

Staff group meet regularly to discuss and review practice. The staff and management have met all the actions and recommendations from the last inspection, and there have been significant staff changes. A mentoring programme has been set up to support newly qualified or less experienced staff and this is beginning to show positive results. The new team work well together and demonstrate a genuine affection and interest in the children in their care. Systems to improve practice are in place but have not yet shown significant improvement in all areas. The staff work together to complete the Ofsted self-evaluation form and attend training to update their skills. The setting also works regularly with the local authority to improve practice and support staff.

The environment is bright and colourful, with photographs of the children displayed to support their sense of belonging. Visual resources in the baby room, such as a silky canopy holding stars, provide a focus for younger babies. Resources and activities provide positive images of cultural diversity, providing children with opportunities to learn about the wider world. The outdoor area is well-resourced but is not currently used to its full potential.

The nursery has developed a strong partnership with parents. The manager provides them with monthly updates to keep them informed of any changes and progress. Parents have access to lots of good quality information about childcare issues and a regular newsletter. Parents are invited to confidential meetings to discuss their child's progress and development. They state that their children love being the nursery as it is friendly and welcoming and recognise staff to be caring and sensitive to children's individual needs. Staff liaise closely with the local authority and childcare professionals and there are effective systems in place to share information about children's learning and development with other early years settings where children may attend.

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

Children come into the setting happily and are greeted warmly by staff and other children. They work cooperatively to build a long train track, discussing their achievement excitedly and counting the carriages together. As children use their imagination in the role play area, staff participate in their play enthusiastically.

Staff generally interact well with children, with some staff using open-ended questioning to help children think for themselves. However, some activities are not well organised. For example, in an activity for children to determine which fruits will sink or float, there is insufficient water in the tray. Consequently the learning intention is not met. Children enjoy molding the damp sand and happily focus on the task. Younger children build with connecting bricks as staff use conversation effectively to support their language development.

Babies enjoy good levels of interaction, spontaneously clapping and dancing along to action songs. Most babies and younger toddlers are very confident, although those who are less certain turn to a familiar adult for reassurance. Staff challenge stereotypical views sensitively, for example, when a child says that his pink toothpaste is for girls, staff explain that lots of boys also like pink. Older children are developing information technology skills, using a computer with educational programmes to recognise colour, shape and numbers and develop mouse control.

Regular observations are completed on each child to record their development, although some are more effective than others and do not always evaluate children's achievements effectively. The observations used for future planning for individual children and staff integrate their next steps into play generally well. However, some staff are not sure of the purpose of several planned activities, due to their level of experience. Each activity is evaluated, but these are mainly descriptive, rather than evaluative. The manager recognises this and ensures mentors are supporting staff in this area.

Children's health is well supported as they learn about healthy lifestyles through projects and discussion. They understand and carry out hand washing routines enthusiastically before snack time and taste the familiar and unfamiliar fruits such as pomegranates, pineapple and coconut. Staff follow good nappy changing procedures limiting the spread of infection and healthy meals are cooked on the premises. Staff eat alongside children, providing good role models for behaviour and a calm and social atmosphere. Children clean their teeth after lunch, promoting good health habits from an early age. Pre-school children make their own pizzas, using healthy toppings of fresh tomatoes, cheese and ham. Children learn about keeping themselves and others safe through good reinforcement from staff. For example, staff encourage children to help mop the water up from the floor and remind them to carry objects carefully as they tidy up. Fire evacuation is practiced regularly to ensure children can leave the building quickly and safely. Comprehensive policies are in place to support children's health and safety and staff follow these effectively. Children behave generally well and staff remind them to use good manners, using positive praise when children are kind or helpful and stickers for further encouragement.

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	3
The effectiveness of safeguarding	3
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	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	3
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