

Dysart Nursery

Inspection report for early years provision

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21/01/2011

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

Dysart Nursery opened in 2002. It is privately owned and managed and operates from detached premises in the Cosham area of Portsmouth. The nursery has two fully enclosed outdoor play areas.

The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register to care for a maximum of 26 children at any one time. There are currently 19 children on roll who are all in the early years age range. Currently there are 10 children in receipt of government funding for early years education. The nursery supports children who speak English as an additional language and those who have special educational needs and/or disabilities. The nursery is open from Monday to Friday, all year round with the exception of Bank Holidays. Opening hours are 7.30am to 6pm. Pre-school sessions are from 9am to 11.30am and 1pm to 3.30pm.

There are currently eight members of staff employed to work with the children. The majority of staff are qualified for their roles. The nursery receives support from the local authority early years development worker.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is well run and is staffed by a committed team of staff who know all of the children very well. Children are cared for in a happy and stimulating environment where mostly all child's individual needs are well met. Children enjoy playing outside in the garden. However, they do not have the opportunity to climb and use large equipment using their gross motor skills. All of the recommendations made at the last inspection have been addressed and the nursery is working well to sustain continuous improvement for the benefit of the children.

What steps need to be taken to improve provision further?

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

- provide a range of large play equipment that can be used in different ways, such as boxes, ladders, 'A' frames and barells
- further develop systems of self-evaluation to identify and maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as staff have a clear understanding of the steps to take should they have concerns regarding any child in their care. Written procedures relating to safeguarding are available to all staff and parents to promote children's well-being. Children are cared for in a safe and secure environment and staff are well deployed to ensure children's safety. Risk assessments are carried out for the internal and external areas of the provision and for outings. Unvetted people are never left unattended with the children, and new staff are appropriately vetted before starting work with the children.

All recommendations from the last inspection have been addressed and all of the required paperwork is in place. It is stored confidentially and is shared with parents as necessary to promote the welfare of the children. Staff and visitors' attendance is well logged, clearly showing the times of arrival and departure for all adults. The register of children's attendance is consistently recorded. Children make good progress in their speaking and listening skills because staff interact well with the children and take time to listen to them. Those children who have special educational needs and/or disabilities make progress, relative to their starting points and capabilities. Staff sensitively and gently encourage all children to communicate in more than single words and use gestures and laminated pictures of the nursery routine if necessary.

Children are well supervised and ratios are maintained at all times to reduce the risk of accidents. The manager and her staff are hands on with the children enabling them to monitor practice in each area. Staff benefit from having a comprehensive induction and are involved in annual appraisals where their training needs are discussed and courses planned for future development. All staff are aware of their roles and responsibilities and work well together to provide a relaxed and well-organised environment for all children. Resources are maintained to a good standard and are stored accessibly to allow children constant access to age appropriate equipment that reflects diversity.

Staff work well with parents to ensure each child's individual needs can be met. New parents are invited to visit with their children to help them to settle. Parents inform staff of their children's home routines, likes and dislikes which enables staff to plan appropriate activities. Information is gathered regarding home languages, any specific needs, dietary requirements and involvement of other agencies. This information is used and recognises each child as an individual. Parents receive daily feedback about how their children have been. They are invited to regular meetings with their child's key person to discuss their progress and identify the next steps in their development.

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

Children are well occupied and engaged in a wide variety of activities. They show confidence and independence as they select their own resources from child-height storage. Throughout the nursery children are happy as the staff are attentive to their needs. Babies are cuddled as they are fed their bottles and older children enjoy helping to care for the younger ones. Children greatly benefit from the good levels of interaction they receive from the staff. Behaviour is good as staff act as positive role models and successfully distract children from unwanted situations, often by introducing another activity. Throughout the nursery, children are learning phonics of their names at welcome time and during play. Children talk about a train journey, they buy tickets with toy money and line chairs up to make a train. They discuss about where they are going and what they can see out of the windows. A train is made by gluing boxes together and children draw faces on paper and cut them out to use as people looking out of the windows.

Children learn how to keep themselves safe by practising good hygiene procedures such as washing hands, brushing their teeth and safe evacuation. Children benefit from daily opportunities to be out in the fresh air. They observe spiders in their webs in the garden with magnifying glasses and discuss the difference in size and patterns. They enjoy playing outside in the garden which has some equipment to develop their gross motor skills such as riding bikes and trikes. However, children do not have the opportunity to climb and use large equipment using their large gross motor skills.

At snack and meal times children are encouraged to serve out cutlery, plates and cups. They count them out as they pass them to their friends around the table. Children are encouraged to butter their own toast and spread their chosen toppings on such as jam. They pour their own drinks which are available throughout the day. They have opportunities to cook and bake cupcakes, staff use these times to encourage the children to talk about measure, texture and smells. Children enjoy taking them home to share with their families.

Children are progressing well in all areas of development as staff have a good understanding of the Early Years Foundation Stage and how it is used to help children make continued progress in their learning. Regular observations are carried out and are used to inform future planning. Children learn about the wider world through learning about cultural festivals such as Diwali and a good selection of toys and resources that promote equality. Posters and pictures around the nursery show positive images of diversity.

Children enjoy using their imaginations through dressing up, singing and using musical instruments. All aged children participate in craft activities on a regular basis and enjoy exploring a range of media, for example, babies and young children love to feel the paint on their hands. Older children enjoy using a tape dispenser, glue sticks, hole punch, staplers and drawing lines with a ruler to create their craft collage pictures with different textures and media. Toddlers play with water using different sized containers to experiment with weight and volume. They

look at books about people who help us. From this, children enquire about being a postal worker, they make stamps, write numbers and addresses on envelopes. They discuss the postal worker's role and go for a walk with staff to the local post box to post their letters.

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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