

# Learningland Day Nursery, After School Club and Holiday Care Scheme.

Inspection report for early years provision

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<b>Inspection date</b>	27/01/2011
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<b>Type of setting</b>	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*.

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## **Description of the setting**

Learningland Day Nursery opened in 1996. The nursery operates from a house in Millbrook, Southampton and sometimes uses the adjoining church. All children have access to the enclosed outdoor play area.

The nursery is registered on the Early Years Register for a maximum of 43 children at any one time. It opens five days a week, 51 weeks a year. Sessions are from 7.30am until 6.30pm. There are currently 62 children on roll. The nursery accepts funding for the provision of free early education to children aged three and four and supports children with special educational needs and/or disabilities.

There are 11 staff employed to work with children. All of whom hold appropriate early years qualifications and two are currently working towards further qualifications. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are happy and settled in the well-resourced and welcoming environment offered. They make sound progress in their learning and development; however, systems for supporting their progression are not effectively implemented to ensure they fulfil their potential. Successful communications between parents, staff and children contribute towards children's individual health and welfare needs being positively met. Appropriate daily routines and procedures generally ensure the smooth operation of the nursery, although some of the procedures and regulatory documentation are not consistently maintained. An action plan for improvement is in place and there is a clear enthusiasm within the management and staff team to improve practice and outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- ensure a daily record of attendance is maintained at all times (Documentation) 28/01/2011
- obtain written permission from parents before administering medication to children (Safeguarding and promoting children's welfare). 28/01/2011

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

- review safety arrangements to ensure effective steps are taken to ensure

radiators and cleaning materials are inaccessible to children and evacuation procedures are practised

- develop the system for identifying next steps in all areas of learning and incorporate them into the planning alongside tracking the activities children are involved in to ensure progression is monitored and children are challenged in all aspects
- develop the self-evaluation systems to reflect on all aspects of the nursery to ensure areas for improvement are identified and children appropriately challenged in all areas of their learning and development.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is safeguarded because staff have a secure understanding of child protection issues and there are clear procedures for them to follow should they have concerns about a child in their care. Robust recruitment and employment procedures ensure staff are suitably qualified and knowledgeable about their role. Generally, the nursery is safe and secure, and staff are thorough in their care of children. However, there are some parts of the building which have not been as effectively assessed and rely on vigilant supervision by staff to ensure children's safety. For example, new furniture has not been securely fixed to the wall and some radiators and cleaning materials are not completely inaccessible. Most of the required documentation is in place and well-organised. However, some medication records and records of attendance are not consistently maintained which is a breach of the regulations. Children's welfare is not significantly compromised because staff only administer non-prescription medication if they have verbal consent from parents and there is a health reason to do so. Due to the numbers in each room staff are aware of who is present even if they omit to complete the register.

The nursery is well-resourced with a wide range of toys and equipment that is clean and in good condition. Attractive displays of children's work decorate the walls. Posters and prompt cards encourage children's awareness of the world around them and ideas for their play. However, planning and use of resources are inconsistent, resulting in children not being appropriately challenged in their learning. Children thoroughly enjoy daily outdoor play, although the organisation of the building means they do not benefit from moving freely between indoors and outdoors. Concerns were raised at the last inspection about security of the premises. This has been fully addressed, although recommendations relating to children's learning and development are ongoing. The nursery is working in partnership with the local authority and is aware of most areas of weakness. Clear plans have been implemented to address these areas and progress is being made. For example, the frequency of child observations is increased which provides staff with a more accurate picture of children's achievements and staff are also attending training to develop their skills. Management is clearly motivated to secure improvement and is effective in prioritising the nursery's efforts, although it has not fully established clear processes for monitoring and evaluating practice for themselves. Staff are aware of their responsibilities and work well as a team to

provide a supportive environment for children. Generally, they get to know them well which helps them to meet their individual needs.

Positive relationships are developed with parents. They are provided with a range of information about the nursery and the care their child receives through the nursery handbook, newsletters daily diaries and discussions with staff. Parents comment on how happy they are with the nursery and the approachability and friendliness of staff. Effective settling-in arrangements are agreed with parents. Information is gathered about children's individual needs, interests and capabilities. Children's progress records are shared with parents and they have the opportunity to comment if they wish. However, staff are not using these opportunities to involve parents in supporting children's learning in the nursery or at home. Appropriate arrangements are in place for liaising with other settings children attend and other agencies involved in their care. Overall, staff get to know children well, which helps them to work towards meeting their individual needs.

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

Children demonstrate a clear sense of belonging to the nursery. Most arrive confidently and quickly settle to activities of their choosing. Staff are ready to support children who are less sure and work closely with parents to achieve a smooth arrival. At the end of the day staff spend time talking to parents about their child's day. A daily diary is completed for babies which ensures parents are fully aware of their individual routine that day. The establishment of daily routines contributes positively towards children feeling secure and settled. Generally, clear rules are consistently encouraged to help children understand what is expected, such as putting aprons on for water play, taking care when walking upstairs and not throwing toys. Consequently, children behave well. Older children serve their own lunch, although opportunities are missed to extend their learning by pouring their own drinks as the jug is so big or work out how many cups or knives and forks they need if they set the table for lunch. Children develop increasing independence in selecting their own resources. Low-level toy storage is appropriate for all ages which means babies are encouraged to develop their physical skills and crawl over to the toys they want to play with and toddlers can reach the water tray.

Systems for planning and assessment are consistent throughout the nursery. Staff record children's interests and use this information to plan activities for the following week. However, they have not developed a clear system for reviewing planning to ensure children access all areas of learning, identifying children's individual next steps in all areas or tracking them against the expectations of the early learning goals. As a result, their progression is unclear and they are not always appropriately challenged in all aspects. For example, all ages engage in weekly cooking activities but when organised as a group, where everyone shares the same bowl and takes a turn in stirring, appropriate opportunities are missed to fully involve all children in the process of counting, measuring and investigating

how things change. Overall, children engage in a wide range of activities which enable them to make satisfactory progress in their learning and development. Exciting creative materials encourage them to experiment with the texture and malleability of dough, try out different paint effects and scoop and fill containers with water, sand or lentils. Hand-eye coordination and pre-writing skills are encouraged as children use a variety of tools and equipment, although older children in particular are not always encouraged to extend their mark-making by adding names to pictures or make a list for whose turn it is on the computer. Children develop positive relationships with staff and benefit from staff involvement in their play. They gain confidence in speaking and expressing themselves as they progress through the nursery.

The daily timetable ensures children of all ages spend time playing outdoors in the fresh air. A range of resources means children can develop their physical skills as they manoeuvre wheeled toys around, practise using the slide or investigating the sand tray. Generally, health and hygiene practices help children to develop appropriate hygiene routines. They understand they need to wash their hands before snack and then help to wash up their cups afterwards. Meals and snacks take account of children's individual health and dietary requirements. Children learn about keeping themselves safe because staff talk to them about not throwing toys and not standing on the chairs. There are clear procedures for evacuating the premises in an emergency, although as it is not practised very often children do not have the opportunity to become familiar with what to do. Children feel safe and comfortable with staff which is evident in their happy and smiling faces. Babies quickly settle to sleep and enjoy cuddles when they wake. Older children seek comfort when unsure and eagerly show them what they have been making.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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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