

South Leicestershire College Nursery

Inspection report for early years provision

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EY410558

Inspection date

05/01/2011

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.

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

South Leicestershire College Nursery opened in 1991, re-registering in its current premises in 2010. It is run by the governing body of the college and operates from purpose-converted self-contained premises, within the campus of the college in South Wigston, in Leicestershire. Children use the ground floor of the Bobbin Warehouse. There is not an enclosed outdoor area for outside play. The nursery opens each weekday throughout the year from 8.15am to 5.30pm. It is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 28 children under the age of eight years at any one time, all of whom may be in the early years age range. The setting currently has 34 children on role, all of which are in the early years age group. The setting is also registered on the voluntary part of the Childcare Register to care for older children. Children attend a variety of sessions. Including the manager, there are currently eight regular childcare staff. Of these, seven hold appropriate childcare qualifications at Level 3 and above.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well in the setting and receive suitable levels of care because the staff work closely with individual children and their families. All children make satisfactory progress in their learning and development because they enjoy a wide range of play opportunities. The provider/manager does plan for improvement in the provision for children and is aware of some of the weaknesses of the provision. However, a comprehensive system of self-reflection has yet to be developed in order to support the nursery in planning for continuous improvement. Not all welfare requirements are met in order to protect children.

What steps need to be taken to improve provision further?

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

- ensure necessary steps are taken to safeguard children with regard to providing procedures to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare) 27/01/2011

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

- develop the use of observations to help identify learning priorities and plan relevant motivating learning experiences for each individual child
- provide opportunities for parents to share what they know about their own child's learning and development

- develop systems for self-evaluation to further identify strengths and weaknesses and implement plans which bring about further improvement to the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

Staff have a sound knowledge of the Local Safeguarding Children Board procedures which ensures they are able to take appropriate action in the event of any concerns. Although staff are clear on procedures to follow in the event of an allegation being made against a staff member, it has not been included in the written safeguarding policy. This is a legal requirement. The appropriate organisation of the environment and resources supports children to become independent learners and develop their confidence and self-esteem. Children are well supervised as staff ensure they are well deployed around the setting. This helps to prevent accidental injuries. A safe environment is maintained due to regular risk assessments and good security procedures being followed. Appropriate recruitment procedures are in place and staff working with the children are appropriately vetted.

Children benefit from an enthusiastic staff team, who use their experience and training to provide a range of play activities. Mainly appropriate channels of communication between staff and parents ensure key information is exchanged and that parents are kept well-informed about their children's achievements and care needs. However, opportunities have not been established for parents to share what they know about their own child's development. This limits the settings ability to ensure children's developmental needs are fully understood and met. Staff work appropriately with other professionals to support individual children and enhance their own practice.

Records, policies and procedures are mainly in place and implemented, to ensure children are safeguarded and that their welfare is promoted fully. Children's individuality is respected and promoted as they are valued and treated equally. The setting strives to develop its practice, however, a full system of self-evaluation which includes the views of everyone involved with the setting is not fully established to ensure continuous improvement for the future.

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

Children play together harmoniously as they explore their environment. A balanced programme of activities is provided by staff and children are establishing a sound basis to develop future skills. For example, they begin to use number names in simple action songs, count buttons as they thread and show growing practical awareness of shapes and sizes as they build towers of bricks and construction toys. Children are showing interest in letters that form their name and enjoy both looking at books independently and being read to by staff. A wide range of resources are freely accessible, promoting children's choice and

independence as they self-select. Children are confident and relaxed in the presence of all staff. This is evident as they involve staff in their creative and imaginative play, for example, when involved in art and craft activities or in role play, pretending to cook dinner and while pushing dolls in a pushchair.

Staff observe and assess children during their play and routines. They maintain written and photographic records of what individual children are doing. From this, they begin to identify children's interests and plot their progress through the six areas of learning. However, evidence of what children are actually learning is not always being identified and next steps are not fully understood. Therefore, children's progression may be compromised as methods for planning individual children's next steps are not fully effective.

Staff implement a range of positive methods to help children understand what is appropriate behaviour. They use clear explanations, are consistent and offer encouragement and praise. Consequently, children know what is expected of them and behave well. They take turns when playing with their toys or using the computer and they are beginning to understand how their behaviour affects others by being kind and helpful.

Children of all ages experiment with different materials and media. Babies develop confidence and a desire to explore as they take part in messy play activities. Older children explore their own ideas as they create their own pictures and designs. Staff's purposeful interactions help to encourage children to question and to develop their language for communication. Children stay healthy as they enjoy healthy and nutritious meals and because they benefit from regular opportunities for physical activity. Staff encourage children to understand the importance of personal hygiene, for example, washing their hands after using the toilet and before eating their meal. The children respond positively to staff who teach children about safety during play and daily routines. For example, staff give gentle reminders to children regarding the need to walk and not run when indoors. Children in all areas of the nursery have access to suitable equipment to encourage their physical strength and skills.

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	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

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	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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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