

Old MacDonalds Childrens Day Nursery Ltd

Inspection report for early years provision

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Inspection date	01/02/2011
Inspector	Christine Tipple ISP Inspection
Setting address	Manor Farm, Lockington Road, Lund, Driffield, North Humberside, YO25 9TG
Telephone number	01377 217981
Email	
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

Old Macdonalds Day Nursery is privately owned and managed and was registered in 1999. It operates from converted premises which are located in the village of Lund near Driffield. Children are cared for in three separate self contained areas, all at ground floor level. The nursery provides before and after school care mainly during term time. The nursery serves the local and surrounding areas. There is access to three enclosed areas for outdoor play.

The nursery opens Monday to Friday all year round except for bank holidays. Sessions are from 7.30am until 6pm. A maximum of 44 children may attend the nursery at any one time. There are currently 63 children attending and of these 55 are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education to children aged three and four.

The nursery employ 12 childcare staff and of these 11 hold appropriate early years qualifications at Level 3 to 5. The nursery receives support from the local authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are valued and supported effectively by the staff. This enables the children to settle and feel secure in their surroundings. The good range of activities and resources provide positive learning experiences which overall enable the children to make good progress. Staff have good partnerships with parents, the local community and schools. The nursery management and staff consistently monitor and evaluate their practice which includes children and parent's views and comments. This is effective in promoting a shared approach to identifying areas to develop and improve as a nursery

What steps need to be taken to improve provision further?

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

- review children's observations and assessments to ensure a consistent system is applied
- extend the opportunities for children to maximise their use of the outside areas.

The effectiveness of leadership and management of the early years provision

The staff have a good understanding of safeguarding procedures. They have updated their training which enables them to be confident to take action if they have a concern about a child. Information is recorded and shared with all staff on the relevant safeguarding support agencies. The nursery have comprehensive risk assessments and policies which are reviewed and fully shared with staff and parents. Recruitment and selection procedures are robust and provide clear details of staff roles and responsibilities and relevant suitability checks to be carried out. The staff complete an induction programme and there are regular appraisals to support their ongoing self-development and training needs. The management and staff work effectively as a team and individually to monitor and assess their practice and provision. This enables them to identify their strengths and areas that require further development. This has resulted in changing the notice boards to provide more information for parents and develop a sensory area for the younger children.

The space and facilities in the nursery are good and enable children to enhance their learning and developmental skills effectively. This is supported with a wide selection of good resources and equipment. However, the use of the outdoor areas is not yet sufficiently extended to maximise opportunities for all the children throughout the day. The partnerships established with the parents are positive and their comments are welcomed and acted upon by management and staff. The key person system provides a consistent contact for parents. This includes contributing to their children's daily diaries and accessing their learning journey files. Displays, newsletters and parent evenings offer additional opportunities for staff and parents to share information about their children. The nursery have good links within their community, children exhibit their art work at the local gallery and perform their Christmas celebrations at the village church. Children have regular walks in the area and the nursery source local food produce which further support the community. The staff and management have positive working relationships with the schools. They visit each other and staff share information to support children's learning needs as they move onto school.

Children enjoy a variety of activities which are positive in promoting diversity. Staff provide music, creative resources, displays and food tasting opportunities to enhance children's understanding of other cultures. This includes being involved in local celebrations and traditions in the community. The management and staff are confident to challenge discrimination and to provide an inclusive environment for the children and their families.

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

Staff have a good understanding of the Early Years Foundation Stage. This is reflected in the activities and resources provided which fully support the children's

learning experiences in the six areas effectively. Staff are fully engaged with the children, but provide a balance of child and adult-led activities. The children have individual learning journey files. These have a range of observations both short and long term which are accompanied with photos of the children doing activities. These enable staff to assess children's individual next steps to progress, which are included in the short term planning. This is monitored by the staff to ensure progress takes place. However, the systems in place for the children's observations and assessments are not yet consistently embedded across the nursery.

Children have secure relationships with the staff and the key person system is successful for parents and children. Information is sought as children start nursery to enable staff to know individual routines and needs. Children behave well and respond to the familiar routines through the day which are suitably flexible to enable staff to respond to children's requests. There is a positive approach by staff to encourage and promote sharing and taking turns with the children. Rhyming songs are used as a reminder for the children to use their manners. There are positive conversations ongoing with the children and staff. The children enjoy stories and books and regularly use the mobile library service. Children access a wide selection of tools and writing materials through their play. Chalk boards and other mediums assist the children to make different marks. Children have good opportunities through the day to count and use numbers in their play which are supported with action songs and games. They have equipment to weigh and measure with. They identify shapes around them, such as in their construction and building activities. Children use the computer which enhances their literacy and number skills well. The children have good opportunities to grow and nurture plants which they prepare and eat and to collect fruit from the orchard to make jam. The nursery is in a rural area which offers children a positive insight into the changing seasons, to watch the wheat being harvested and new calves being born.

Children enjoy being outside and use this time to develop their physical skills with a selection of equipment and activities. This includes smaller tools which promote their dexterity and hand and eye coordination effectively. The nursery employs a cook who prepares the food on site some of which is sourced locally, such as meat and vegetables. The menus for the children provide quality, healthy and nutritious food which the children enjoy. The health and hygiene policy provides details of the care of children when ill and the appropriate exclusion periods which is shared with parents. The nursery take positive steps to reduce the risk of cross infection through clear hygiene practices within the nursery. Older children are able to manage their personal care independently. Tissues are accessible for the children who readily wipe their noses and dispose of the tissue appropriately. The children have their own toothbrushes to clean their teeth each day after lunch which they do confidently. Children have visitors to nursery, such as the emergency services to support their understanding of safety issues. Children go for walks and this enables them to practise their road safety skills. They take part in the evacuation procedure and staff discuss safety with the children through all aspects of their play which supports them to manage appropriate levels of responsibility in what they do.

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

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