

Daintry Hall Day Nursery Ltd

Inspection report for early years provision

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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*.

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Description of the setting

Daintry Hall Day Nursery Ltd was registered in 2010 and is run by a limited company. It operates from two rooms and a mobile unit in a former school building and is located within the small village of North Rode, between Congleton and Macclesfield. The nursery is open each weekday from 07.30am to 6pm for 51 weeks of the year. All children share access to two outdoor play areas. There is a ramp access at the main entrance of the nursery.

The nursery is registered on the Early Years Register to care for a maximum of 48 children at any one time. There are currently 67 children on roll. There is a total of 17 staff, all of whom hold appropriate early years qualifications, three of these at Level 4, two at Level 5 and two at Level 6.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting values the unique needs of each child as it strongly promotes their welfare. A well-qualified staff group and an enthusiastic and well-organised management team enable each child to make good progress in their learning and development. Partnerships with parents are strong, as are partnerships with other settings. The whole staff team are committed to improving practice and are involved as they regularly review their service, working closely with children and parents.

What steps need to be taken to improve provision further?

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

- build upon existing good practice to ensure a more consistent approach to tracking children's progress
- ensure risk assessments are promptly updated.

The effectiveness of leadership and management of the early years provision

The setting provides robust systems to safeguard children. For example, recruitment and selection of staff is thorough to ensure only suitable persons are appointed. Designated persons responsible for safeguarding are suitably qualified and remain up to date with ongoing training. The staff team are clear about possible signs of child abuse and the correct procedures to follow if they have concerns. Risk assessment records are generally comprehensive as children are cared for in an environment that is both safe and supportive. The very recent find of fungi spores in the garden had not been included in the written document, although, staff ensure prompt action is taken to identify the fungi type as being harmless and still ensure its safe removal. All staff are vigilant and so minimum

risk is posed to children. The children learn to be conscious about safety as they explore their environment both indoors and outdoors.

Leadership of the setting is consistently strong and effective as both providers play an active role in supporting an enthusiastic and highly motivated manager. This established and well-qualified team successfully inspire staff and parents as they collectively work together to improve outcomes for children. Leaders and managers routinely monitor practice throughout the setting in order to raise expectations and thus secure improvements. Key areas are targeted well. Since re-registration significant improvements made to the layout and the acquisition and deployment of high-quality resources ensure a stimulating and inclusive environment. Children are valued as individuals and are regularly consulted in the planning and development of the service. Therefore, they feel involved and become active, independent and creative learners, thus improving their outcomes for the future.

Partnerships with other settings make a strong contribution to children's achievements and well-being. Staff make good use of the information provided from other settings as well as that provided by parents to plan for children's next steps in their learning. Key workers are established promptly and along with a back-up system ensure children are helped to settle quickly. Parents' views are valued highly; feedback is frequently sought through regular questionnaires. These are used to inform important decisions about the provision, more recently these have included menus and hours of opening. Parents are happy with their children's care and progress and the service they receive. They feel well informed about their children's day and able to contribute to their children's ongoing learning.

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

Children are happy and secure, they feel safe as they are warmly greeted by staff as they arrive and settle quickly at the setting. Staff are secure in their understanding of the Early Years Foundation Stage Framework. Sensitive questioning is carefully woven into the children's activities, challenges children and promotes their thinking and learning. As a result, all children make good progress in all areas of their learning and development. Regular observations are undertaken by staff of children's learning and these are used to make next step plans. Assessments are carried out of children's progress, and periodical summaries are made to share with parents and prepare for smooth transitions as children move rooms, although these are not always consistently applied in all rooms. Key staff know their children well. They quickly identify individual interests and differing learning styles in order to plan and deliver a wide range of stimulating activities and experiences. Consequently children make good progress and have many opportunities to develop skills for the future.

Staff are good role models for children as great emphasis is placed upon children feeling valued and included in this well-resourced nursery, therefore children are cooperative and from a young age develop good social skills. Children are

confident and independent learners as staff offer an atmosphere where children are free to explore. Young toddlers for example, find brightly coloured balls of fabric tapes and ribbons that they, with sustained concentration, unravel and look with wonder as they separate in their hands and fall to the floor. Babies are entranced with the range of experiences on offer to promote their senses of touch, sound and sight.

Children love to be active in their learning and help to contribute to their environment. They know that lights should be switched off to save energy and they readily help sort out their different sorts of recycling. Children know for example how to fold flat their empty cereal packets and place them in the correct boxes. Outdoors, children thoroughly enjoy learning about the wider world. They take part in the 'Tour de North Rode' a mini cycle race organised along with the local cycling team in a cordoned off area of the car park. All children with any form of wheeled vehicle take part. Safety messages are carefully introduced so children from a young age learn about use of helmets and road safety. Staff maximise children's learning opportunities, ensuring activities are meaningful and fun. Children, for example, love to tend the vegetable garden, with their gardening friend 'Mr Earth' who teaches them how to plant seeds and care for their plants. They competently use the small tools provided and learn to count out the seeds and space them evenly across the rows. Older children are encouraged to predict the sizes of the marrows or the numbers of green beans growing on the plants. Children learn about ways their vegetables can be cooked and help prepare them for the kitchen as they wash them thoroughly.

Tasty fresh produce, home grown in their nursery garden ensure children benefit from and appreciate healthy food choices. Strong emphasis is placed upon children being cared for in a clean and well-maintained environment; physical exercise ensures children learn about getting hot after running around. Staff make good use of their rural surroundings, as children walk to local farms or climb low-level fallen trees on their nature walks. Therefore, children develop stamina, balance and coordination skills in a safe yet suitably challenging environment.

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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