

# Shiphay Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY286273

**Inspection date**

07/02/2011

**Inspector**

Dawn Biggers

**Setting address**

25 Courtland Road, Torquay, Devon, TQ2 6JU

**Telephone number**

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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

Shiphay Day Nursery was established in 1992 and was re-registered by its current owners in 2004. The nursery is privately owned and managed and is situated in a quiet residential area on the outskirts of Torquay, near to schools and Torbay hospital. The nursery is open from 08:00 am to 6:00 pm for 51 weeks of the year, not including bank holidays.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children may attend the nursery at any one time.

There are 16 members of staff, 13 of whom hold early years qualifications to at least Level 2 and 3. One member of staff is working towards Early Years Professional Status. The nursery provides funded early education for three and four-year-olds.

The nursery receives the support of the Torbay Early Years Development and Childcare Partnership and the Foundation Stage Advisory Teacher.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development due to the clear commitment and professionalism of a strong, committed and caring team. Children are safe and secure and enjoy a wide range of stimulating resources and activities. The nursery management is highly supportive and a skilful team contributes to the successful integration of working with children, parents, and partnerships overall. The nursery's high level of commitment to improvement ensures that they continue to develop their practice and provide good quality childcare.

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

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

- develop further methods of working in partnership with other settings children attend to support their progress and development

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

The Nursery management is strongly committed to supporting its staffs professional development, in gaining qualifications and developing further skills to enhance their good practice. For example, a staff member is working towards the Early Years professional status. The nurseries effective practice is clearly recorded

within their self-evaluation and therefore shows a good insight and a clear capacity for improvement. For example, they have changed the play room layout to see if this further supports children learning. Consultation with parents within questionnaires, and suggestions made have been valued and acted upon in developing the nurseries good services. Feedback from the children about the nursery is in the early stages of implementation. Effective policies and procedures are reviewed and updated, and these support the good level of care and ensure the general welfare requirements are met well. For, example systems have been reviewed to continue to ensure there are safe collection systems in place for children.

Robust systems ensure children are protected well as staff are checked to ensure their continued suitability. Very good security systems, within a finger print entry system and effective monitoring of visitors ensures the premises are safe and secure. Risk assessments are maintained well, reviewed and hazards are dealt with promptly. Staffs safeguarding knowledge is good as they are fully up to date about current child protection procedures, having accessed training and are clear of their roles and responsibilities.

The partnership with parents and carers is good and strong relationships are established from the start. A flexible settling in procedure caters for each child's individual needs. Time is spent finding out about their routines, starting points and interests. There is a clear commitment to involving parents in children's learning, through displayed information, news letters and daily contact with the key person. Parents enjoy contributing to children's learning diary, observations and reviews. They are well informed, very happy and comment on the high quality service and individual care provided which fully supports their children's care, learning and development. Good links are made with other professionals who support children, such as speech and language therapists. Transition to school settings is supported well through passing on documentation and liaison, However, links with other settings children attend are less well established.

The children in the nursery benefit from a well planned, clean, calm and welcoming environment. This is well equipped, so children have access to good quality toys and resources. These support their imagination and learning well within the indoors and outside areas. Positive images include welcome signs in different languages, and children's work and displays of photographs value their achievements and encourage their sharing of experiences. This enhances their language and communications. The settings good awareness of the promotion of equality and diversity means that children's individual needs are met well, as there is close liaison with parents. They learn about differences and respect each other and access resources freely, such as books and dolls. Activities include celebration of festivals, such as Chinese new year where they make dragon masks and lanterns.

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

Children have positive attitudes to learning. They are confident, well motivated and engaged in their play. Children thoroughly enjoy music; they participate in many rhymes and learn about different sounds and rhythms. Within an inclusive group activity they choose instruments and are encouraged to explore these by making quiet and loud noises. Children problem solve well as they negotiate with their peers putting a puzzle together. They each find pieces and successfully complete this. Children confidently use language they share 'I was looking for a crocodile' when returning from the garden hunt. Babies develop early communication skills, as they are well supported in their play. They make vocal sounds and are encouraged to use words. They explore well, for instance, they discover that they can make different sounds using the xylophone stick and tap objects around the room. They are encouraged to role play and dress up; they put on the wellington boots and a rucksack and pretend to splash in a puddle. They recognise their own achievements, smile, and giggle, and then copy the adult clapping, as they co-ordinate pushing objects in the shape sorter.

Children behave very well, as they respond to the positive role models and expectations of staff. Their achievements are acknowledged and they take pride in receiving a sticker for listening and participating well in an activity. They engage well and develop excellent skills for the future through well planned activities using numeracy skills, such as counting the princess characters they have grouped, and communicating themselves clearly when asking for a different puzzle to complete during a group activity.

Staff engage well with the children. Due to the good deployment, they establish close relationships with their key group as well as other children. Therefore, children feel secure and form good attachments with more than one in promoting their continuity of care and learning. Staff skilfully engage in conversations, ask questions and show enthusiasm whilst supporting children's learning well. For example, imaginative learning opportunities include a memory game where objects are hidden and children guess which one is missing. They are offered further challenge when more items are removed, and different objects added. Effective monitoring systems include regular photographs and observations, linked clearly to the six areas of learning. Staff demonstrate good association with the Early Years practice guidance in supporting and identifying children's next steps. Planning each week identifies individual children, for example, an early mark making activity is planned for a baby by using oats. Therefore children's learning and development are supported well

Children learn about safety well from an early age, being supported by staff. For example, they become familiar with the routine as this is pictorially displayed, and help to put toys away. They are encouraged to move safely between the areas and become aware of hazards, for instance, they discuss the outdoor area being slippery due to the weather and how they should walk and not run during their treasure hunt. They take part in emergency evacuation drills to ensure that they are able to quickly and safely exit the nursery if needed.

Children learn about good healthy life styles as they enjoy daily fresh air and exercise. They use equipment confidently such as the binoculars whilst investigating the garden for animals on a wet day, and follow each other as they confidently move along the decked seating area, as the adult support their investigation of the outdoors. All children enjoy a balanced diet, as they are provided with a good variety of home cooked foods and snacks, which include fresh fruit. These are tailored to meet their individual needs. Children make decisions as they have pudding choices and drinks are readily available to maintain their fluid intake. Baby's routines and feeds are adhered to and very good hygiene practices are implemented for changing children, and they are secure and well cared for. Bedding arrangements ensure cleanliness is of a high standard. For example, individual sheets for each child are washed and changed regularly. Children confidently use individual flannels to wipe their face and hands after lunch.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
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	1

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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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