

Unicorn Day Nursery

Inspection report for early years provision

Unique reference number EY386701
Inspection date 05/01/2011
Inspector Kashma Patel

Setting address Shelsey Avenue, Whiteheath, Oldbury, B69 1BP

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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.

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Description of the setting

Unicorn Day Nursery was registered in 2009. The setting is privately owned and managed. It operates from converted clinic premises adjacent to St James Primary School in the Oldbury part of the West Midlands. The premises are all on one level with easy access. The nursery serves the local area. There is a fully enclosed play area available for outdoor play. The setting supports several children with special educational needs and/or disabilities and who speak English as an additional language.

This provision is registered by Ofsted on the Early Years Register. A maximum of 50 children may attend the setting at any one time. There are currently 60 children on roll, all of whom are within the early years age group. There are 10 children receiving funded education for three- and four-year-olds.

The nursery opens five days a week all year round. Sessions are from 7.30am and until 6pm. Children are able to attend for a variety of sessions.

The nursery employs 13 members of child care staff. Of these, one holds an early years qualification at Level 4, six staff at Level 3 and four at Level 2. The owner has a Level 6 qualification and another member of staff is currently studying for a Foundation Degree in Early Years. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settle well in the nursery. Staff have a good knowledge of the Early Years Foundation Stage, which enables children to make good progress in the six areas of learning. Staff offer an inclusive and welcoming service, supporting all children to actively participate in activities which meet their individual interests. Partnerships with parents and other professionals are effective which ensure every child is well supported in the nursery and during the transition to school. Good partnerships are in place between parents and other agencies, which ensure individual children's needs are fully met and supported. The staff team have a clear idea of the setting's strengths and plans are in place for areas which require further development.

What steps need to be taken to improve provision further?

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

- improve the systems for the organisation of the setting by developing the use of reflective practice and self-evaluation, for example, by obtaining views from parents and children

- develop further systems for children who attend more than one setting, to ensure effective continuity and progression by sharing relevant information with each other and with parents
- develop opportunities for home-learning.

The effectiveness of leadership and management of the early years provision

Children's safety is well promoted as all staff have a good understanding of safeguarding issues and are clear about their responsibilities to protect children. The safeguarding policy is comprehensive and in line with the Local Safeguarding Children Board guidelines. Effective systems are in place for checking the identity of all visitors and recording their arrival and departure times which protects children from persons not vetted. The key worker system is highly effective, for example, children are assigned a key worker when they first start but this could change if children interact better with other staff. Procedures are in place for vetting and checking the suitability for all staff, this includes a Criminal Records Bureau check and evidence of this is held on file.

Staff carry out daily checks throughout the setting to identify any potential hazards both indoor and outdoor; this ensures children's safety is well-promoted. Resources within the setting are effectively deployed to enable children to freely access them in all rooms. Toys and equipment are presented in low-level storage containers, which are labelled with pictures for easy access.

The nursery demonstrates good capacity for continuous improvement. Improvements to the provision are identified and implemented. For example, staff have made several changes in their rooms and more plans are in place. Rooms have been reorganised to create extra space and allow easy access to equipment which promotes children's learning and development. The manager has put some processes in place to obtain the views of parents. However, this still requires further development to ensure that the views from all parents and children are fully explored.

Children learn about the diverse community through a range of resources which promote equality of opportunity. There are several signs and dual language books which help children learn about different faiths and religions. There are good systems in place to support children who speak English as an additional language. For example, staff use sign language and ask parents for words in the child's home-language in order to create better communication.

Partnerships with parents and carers are good. Staff ensure they collect all the essential information about individual children when they start at the setting. Daily verbal and written feedback is given to parents to ensure they are kept well informed of their children's progress. However, systems for parents to get fully involved in children's learning are in the early stages. There is excellent support for children who transfer to the school who have special educational needs and/or disabilities. Staff support children in the transition period by making regular visits to the school with the children and liaising with other professionals. However,

there are some children who attend other settings delivering the Early Years Foundation Stage and effective links have not been established to ensure consistency in their learning.

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

Children are well cared for in an environment which is accessible, inclusive and welcoming. There is a good range of adult-led and child-initiated activities offered to the children each day. The indoor environment is well organised to include the six areas of learning, and planning takes into account children's individual interests and ideas. Systems for observation and assessments are in place which clearly identify what children need to do next and any gaps in their learning and development.

Children have good opportunities to increase their independence. For example, they access drinks freely as they use the water dispenser and select toys and equipment of their choice from the low-level storage. They enjoy dressing up in a variety of clothes which they put on themselves. Children write for different purposes and make marks with a good range of resources such as stencils, pens and pencils. Older children are able to write and recognise many symbols from their names and their work is displayed to promote their self-esteem. The maths area promotes children's awareness of numbers, colours and size. They sequence compare bears and also sort them in to different sizes such as small, medium and large. Children count candles on the toy birthday cake and also recognise numbers in their environment.

Children show an interest in technology. For example, older children take turns to use the computer independently and are able to use the mouse and keyboard with skill. Examples of children's work using the paint programmes are displayed to promote their confidence. Babies enjoy the stimulation from toys which make sounds and light up when they press the buttons. Children's creativity is promoted through activities such as playing with a wide range of musical instruments which include an Indian and an African drum. They sing songs and rhymes throughout the day in a group and by themselves, which promotes their imagination and vocabulary. Staff listen to children and consistently praise them for their efforts which promotes positive behaviour.

Children have time to be physically active and also times to rest and relax. Good use is made of the outdoor play to enable children to get lots of fresh air and exercise. A wide range of equipment such as the climbing frame and wheeled toys help children to develop and improve their physical skills. Children learn about being safe through regular activities. For example, staff talk to children about safe places to cross the road and this is further reinforced through stories about road safety. Babies feel secure due to high staff to child ratios which enables them to explore their environment safely.

Good hygiene practices across the nursery help to minimise the risk of spreading

infection and promotes children's good health. For example, staff wear protective clothing such as aprons and gloves when changing nappies, and use an antibacterial spray to clean tables before food is served. Staff remind children to wash their hands before food and after using the toilet which promotes good hygiene. Children learn about being safe. For example, they help staff to tidy away toys and take part in regular fire drills which promotes their understanding of what to do in an emergency situation.

Children enjoy freshly prepared meals and snacks which meet their individual dietary requirements and promote a healthy lifestyle. Menus are displayed in the reception to ensure parents are informed of their children's food intake. Food for babies is also prepared according to their stage of development and parents provide milk feeds which are clearly labelled and stored in the fridge.

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	3
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