

# Scotts Wood II Private Day Nursery Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	253403
<b>Inspection date</b>	14/02/2011
<b>Inspector</b>	Janice Walker
<b>Setting address</b>	124-126 Radcliffe Road, West Bridgford, Nottingham, Nottinghamshire, NG2 5HG
<b>Telephone number</b>	0115 9815281
<b>Email</b>	
<b>Type of setting</b>	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**

Scotts Wood II Private Day Nursery became registered in 2000. It is one of two settings owned by a private provider and operates from a converted house in West Bridgford, near Nottingham. Access to the provision is up three steps. Children are cared for in five rooms depending on their age and level of ability. The younger children are cared for in ground floor rooms, as they increase in age and ability they progress to and through the rooms on the first floor to the pre-school room on the second floor. The nursery has an enclosed outdoor play area, which consists of tarmac, astro turf and a cushioned safety surface. There is also a raised play area and part of the area is covered enabling children to play outdoors in all weather. The setting serves families from the local and surrounding area. There are strong links with local schools.

The setting is registered on the Early Years Register and also on the compulsory and the voluntary parts of the Childcare Register. It is registered to provide care for 58 children under the age of eight years, all of whom may be in the early years age range. It is in receipt of funding for the provision of free early education to children aged three and four-years-old. The setting supports children with special educational needs and/or disabilities. It is open from 8.00am until 6.00pm, each weekday, all year round, closing only for public holidays. Children attend a variety of sessions each week depending on the individual requirements of each family. There are currently 69 children on roll, all of whom are in the early years age range.

The setting employs 20 staff to work with the children. Of these, 19 staff hold an appropriate early years qualification and one member has Early Years Professional Status. The setting is a member of the National Day Nursery Association and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery provides a warm and safe environment for children. Staff develop a good knowledge of each child's needs and successfully promote their welfare and learning. Clear and effectively implemented policies and procedures ensure that they are safeguarded. There are close working partnerships with parents and strong links with providers who share the care of children which ensures that information about individual children is effectively shared. Good use of is made of self-evaluation to identify key strengths and areas for development which effectively supports the continual improvement of outcomes for children.

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

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

- review the organisation of routines and resources, with regard to group times and the range of activities that are freely available, in order to maximise learning opportunities for all children
- improve the maintenance of assessment records to ensure that the progress of individual children towards each of the early learning goals is effectively monitored.

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

Secure arrangements are in place to safeguard children. For example, comprehensive risk assessments are in place and used to identify and minimise hazards. Staff undertake daily checks prior to children's arrival and ensure that they are well supervised at all times. All staff attend safeguarding training in relation to child protection as part of their induction and fully understand their responsibilities. The designated person attends related training on a regular basis to keep her knowledge up-to-date and ensures all staff have relevant guidance close to hand. Robust procedures relating to recruitment ensure that staff are suitable to work with children and ongoing support systems, such as, an induction programme, weekly group meetings and an appraisal system support them in carrying out their duties effectively.

Nursery staff work closely with parents who receive comprehensive information about the setting and detailed information about what their children have been doing. They have good opportunities to be involved in their children's learning through the meetings with staff to jointly identify individual learning targets for their children. Parents speak very positively about the nursery; they strongly value the friendly staff team, the welcoming atmosphere they create and range of skills they provide. There are good links with the local schools and other settings ensuring good support for children as they move between settings.

All the necessary records are kept accurately and policies and procedures are reviewed both routinely and following changes in practice as a result of knowledge gained from staff training experiences. As a result, there is a robust framework in place for the care of children. Toys, play equipment and resources are in good condition and readily available. The managers attend regular meetings for local childcare providers to keep abreast of current issues and work effectively with local authority advisory staff in order to maintain high standards. Staff regularly attend training to keep on increasing their knowledge and skills and information gained is well used to influence practice. An ongoing system of self-evaluation is now in place with clear targets identified for improvement. Recommendations made at previous inspections have been incorporated into current practice as have many new initiatives to enhance to experiences for the children attending.

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

Children arrive happy and ready to play. They are warmly welcomed into the bright and stimulating environment by the friendly and caring staff team. The range of toys and activities offered are effective in ensuring that children have good opportunities to participate in pursuits that promote all areas of their learning and development. Additionally, children's identified individual targets are taken into consideration when planning these. Through ongoing observations, staff know the children well, however, assessment systems are not yet fully effective in ensuring that each child's progress towards each of the early learning goals is monitored closely enough. The enthusiasm with which staff lead activities and high levels of interaction, encourage children to participate and learn and they do so with evident enjoyment. For example, the pre-school children join in as staff tell a story about going on a bear hunt. They demonstrate exceptional skills at recalling the story and eagerly join in the actions. Toddlers enjoy a baking activity, taking it in turn to stir, mix, roll and cut the heart shaped biscuits they are making for Valentine's Day.

Daily routines ensure that all children participate in twice daily outdoor activities. The outdoor space has a separate area for younger children, enabling them to explore and investigate safely whilst older children run, climb, swing and balance on a wide range of equipment, practising their improving physical skills. The newly acquired raised platform provides physical challenges on the rope swings and monkey bars as well as opportunities for role play in the den-like interior whilst the upper level is used for growing and planting. Children participate in some very well-planned adult-led activities. For example, pre-school children mix different liquids, for example, oil, liquid soap and water and plastic spiders, water and food colouring. They use increasing knowledge to attempt to predict the outcome and keep the results for future reference. Sometimes though, group activities are not organised to best ensure that children are actively engaged throughout and that learning opportunities are maximised. During free-play times, in the pre-school, children freely access equipment, such as, the computer; they do so extremely confidently, proudly printing off their creations, writing their name on and putting in their personal drawers to take home to show parents. However, there are sometimes limited resources for children to select from, therefore, limiting opportunities for child-initiated play and learning.

Healthy lifestyles are promoted well within the setting strongly supported through the weekly woodland walks where children thoroughly enjoy exploring and investigating in local woodland. They follow good personal hygiene routines and staff implement effective procedures to ensure high standards are maintained. Children enjoy healthy, varied and nutritious meals which are freshly prepared by the on site cook who plays very close attention to individual dietary needs. Meal times in the setting are relaxed social occasions; staff deploy themselves well to support children's increasing social and independence skills. Older children serve their own portions and engage in animated conversation including the nutritional value of their foods. They demonstrate their total trust in the staff team as they share detailed information about their home lives and likes and dislikes of family

members. Through ongoing support from staff, children begin to learn about possible dangers and how to keep themselves safe. They are encouraged to safely manoeuvre themselves on steps and stairs and learn to use tools and equipment, such as, knives and scissors correctly. This is strongly reinforced through planned activities, such as, visits from the fire service and the police with real experiences to use fire hoses and try on protective clothing. Children develop a good understanding of diversity and the wider world through the positive images displayed around the setting and ongoing use of signing along with planned activities and stories linked to festivals from around the world. They behave well because staff give consistent messages about what is acceptable. They are polite and well-mannered, using please, thank you and excuse me without the needs for prompts. They learn to care for their environment through routines, such as, tidy up times and group games are organised well to support their ability to share and take turns. All of the above contribute very well in supporting children to acquire the skills they need for future learning.

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