

Ark Day Nursery

Inspection report for early years provision

Unique reference number 254587
Inspection date 25/02/2011
Inspector Diana Pidgeon

Setting address 1 Vickers Street, Mapperley Park, Nottingham,
Nottinghamshire, NG3 4LD

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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

The Ark Day Nursery was registered in 1998. It is one of three nurseries under the same private ownership and operates from a converted detached Victorian house in the Mapperley Park area of Nottingham. Children are cared for in rooms according to their age and all children have access to two secure outdoor play areas. The nursery opens Monday to Friday from 7.30am to 6pm throughout the year, closing only for Bank Holidays and one week between Christmas and New Year. The nursery serves a wide area. Children attend both full and part-time sessions and after school care is also provided.

The nursery is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register to care for a maximum of 60 children under eight years at any one time. There are currently 86 children from nine months to 10 years on roll. Of these, 59 are in the early years age group. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. It is also part of the two-year-old pilot scheme. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. Children are cared for in groups according to their age and ability. There are 15 staff who work with the children, all of whom are qualified, and one holds Early Years Professional Status. 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 are happy and make good progress in their learning and development overall. They develop excellent personal qualities that lead to them gaining independence, having high levels of confidence and taking responsibility for their own behaviour. Most aspects of safeguarding are rigorous and effective in promoting children's welfare, although the required prior written consent to administer medication is not always sought, weakening the arrangements to promote children's good health. Children's individual needs are effectively recognised and met through good working relationships with parents and excellent partnerships with other agencies. The management team constantly reflects upon the practice of the nursery and takes steps to move this forward. Self-evaluation is mostly effective and the nursery has a good capacity for ongoing improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) (also

28/02/2011

applies to both parts of the Childcare Register).

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

- review the use of the outdoor environment to ensure children who learn best in this environment have sufficient time to concentrate on activities and develop their own interests
- review the organisation of group times to ensure these meet the needs of all children, with reference to children in tweenies room.

The effectiveness of leadership and management of the early years provision

The management team are highly committed to helping children make good progress in their learning and development and to promoting their welfare. They place high priority on safeguarding children. The premises are exceptionally secure and protected by the monitored use of closed circuit television throughout the nursery. Effective implementation of policies, such as, preventing the use of personal mobile phones on site, gives additional protection to children. The nursery implements comprehensive recruitment and vetting procedures that ensure all staff working with the children are suitable to do so. Risk assessment is thorough and updated to reflect any changes. For example, comprehensive additional risk assessment has been implemented to cover building work on site. This approach allows the nursery to assess, evaluate and act effectively to ensure children's safety is assured. Staff demonstrate a clear understanding of their responsibilities towards safeguarding children and know the action to take in the event of any concerns. They maintain good hygiene throughout the nursery and ensure practices effectively minimise the risk of the spread of infection. For example, toys are kept clean and children follow good personal hygiene practices. Records of accidents to children and medication administered are reliably held. However, the required prior written parental consent for each and every medicine administered is not sought and this weakens the safeguarding arrangements overall.

The nursery is well organised and equipped to support children's learning and development. The use of environmental audits to evaluate the accessibility of resources has significantly improved the organisation of rooms in every area of the nursery. Children benefit from having direct access to a wealth of items that they can use flexibly to follow their own ideas and interests. Displays reflect children's own work, and photographs, labels and posters all placed at their eye level promote their sense of belonging. Staff know the children well and take full account of their needs and preferences when planning for their learning and working with them. The nursery is highly committed to working in partnership with others and builds effective links that successfully support children whose care is shared. They are proactive in establishing working relationships and willingly share their expertise. The nursery successfully supports many children who speak English as an additional language and uses a range of ways to ensure children's home language is valued while building upon their knowledge and use of English. Staff work closely with parents and others involved in the care of children with special

educational needs and/or disabilities to ensure children's needs are fully understood and met. The nursery has excellent transitional arrangements to ensure continuity in children's learning and care. Parents receive good information about the nursery through a prospectus, website, notices and leaflets. At the point of placement, they are encouraged to share what they know about their child and this contributes significantly to the secure settling-in process. Parents are kept well informed of children's progress and daily care through diaries, conversations with staff and formal parent meetings.

The management team is highly reflective and takes many positive steps to evaluate and constantly improve practice throughout the nursery. There is good support for staff professional development and a focus on ongoing training to enhance the knowledge and skills of the staff. Policies and procedures are under constant review and amended to reflect any changes within practice. Most documentation is very well maintained. For example, records of accidents to children are detailed, shared with parents and then used as part of a review into risks within the nursery. The management team responds to parents' views and welcomes these as a part of the evaluation of the service they provide. Self-evaluation is mostly rigorous and serves to ensure the nursery continues to make improvements.

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

Children in all areas of the nursery are happy and very settled. They show high levels of self-confidence and an enthusiasm to get involved in all of the activities available to them. They benefit from warm and trusting relationships with the staff which enable them to seek comfort and reassurance easily, knowing this will always be given. Babies smile and happily play with the familiar staff in their room. They are relaxed as staff change their nappies and help them to feed themselves. They show great enthusiasm as they start to listen to music and respond by banging musical instruments. All children enjoy a range of exploratory and sensory experiences, such as, playing with sand, water and malleable materials. Older children begin to draw pictures and write for their own purposes using a varied range of good quality mark-making equipment. Children's creativity is demonstrated through their artwork as they give meaning to their paintings and drawings. Children's knowledge of the natural world is extended through a wide range of experiences. They are involved in growing plants and have access to an outdoor planting area. Children's learning is fostered through their freely chosen play combined with some interesting group activities. Planning is firmly rooted in meeting children's individual needs and based upon accurate observations and assessments of their achievements. Group times generally interest all children and they are keen to listen to stories and sing rhymes and action songs. However, changing nappies during group times means children's enjoyment is interrupted and some children become distracted when group time exceeds their concentration span.

Children are exceptionally confident, settled and secure in relationships with the staff and each other. They have high levels of self-esteem and tackle new

challenges with enthusiasm. Children show high regard for the needs of others and learn how to behave responsibly. For example, children sweep up spilled sand automatically and tidy away their activities after use. The use of hand-made 'Friends and Families' books really encourages children to talk about and share their own experiences and lifestyles, widening their knowledge of others. Excellent use of displays, resources and activities enables children to understand and have respect for each other's beliefs and values. Children cooperate well and gradually take increasing responsibility for their own needs. For example, preschool children serve themselves at lunchtimes and all children learn to pour drinks for themselves. Children follow good personal hygiene routines as they wash their hands before eating and clean their teeth after lunch. Babies' individual routines for sleep are followed, with rigorous visual monitoring to ensure safety. Children learn important safety messages as they are taught how to hold on to the rail when going up and down stairs. They take part in regular fire drills, which ensure they and staff know how to leave the building safely.

Children enjoy outdoor play and benefit from opportunities to be active. Younger children ride wheeled toys and play on small physical equipment which offers a suitable level of challenge. Older children enjoy games such as 'What's the time Mr Wolf?' which supports their counting, listening and physical skills. Due to building work, children's access to the outside was more restricted than usual. Consequently, challenges of having older children on the first floor and not able to freely choose when they wish to be in or outdoors means set outdoor play times potentially restrict children who learn better in an open environment. Good attention is given to supporting all children's communication and listening skills. Their problem solving is extended in practical situations, such as, finding suitable-sized clothes for dolls. They learn through practical activities how to make sand wet enough to make a good sandcastle and recognise what will happen if too much water is added. Children operate computers and battery-operated toys with increasing control and such knowledge ensures children are well prepared with skills for their future.

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	1
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

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	1
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 28/02/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 28/02/2011