

Armthorpe Daycare Nursery

Inspection report for early years provision

Unique reference number

EY291424

Inspection date

03/03/2011

Inspector

ISP Inspection

Setting address

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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

Armthorpe Daycare Nursery is privately owned and was registered in 2004. It operates from premises in Armthorpe, Doncaster. The nursery serves the local and surrounding areas. The nursery is accessible to all children and there are fully enclosed areas available for outdoor play.

The nursery opens Monday to Friday all year round. It is open from 7.30am to 6pm. Children are able to attend for a variety of sessions. A maximum of 70 children may attend the nursery at any one time. There are currently 75 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The nursery supports children with special educational needs and disabilities and children who speak English as an additional language.

The nursery employs 15 members of childcare staff. Of these, most hold appropriate early years qualifications at Level 2 and above and the owner has achieved Early Years Professional Status. 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 cared for in a friendly, welcoming environment in which their welfare, learning and development needs are well met. Practitioners work well together to provide individual care for each child and they communicate effectively with parents to keep them informed and included. Space is used well to meet the children's needs and a wide range of resources enable children to make good progress in the Early Years Foundation Stage. The provider is aware of the setting's strengths and areas to develop, and systems to evaluate the quality of the provision reflect the views of the management and staff team. Planning, observation and assessment are in place, although not fully robust. Links are established with other providers, such as the local children's centre, to enhance and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- extend ways to improve the self-evaluation process, including the views of parents and children
- improve staff's knowledge of the learning and development requirements and ensure there is a clear link between observation, assessment and planning
- ensure the policies and procedures are up-to-date and reflect current practice within the setting.

The effectiveness of leadership and management of the early years provision

Practitioners have a clear understanding of their responsibilities to ensure children are safeguarded. They are aware of the signs of abuse and confident of the procedure to follow should they have a concern about children's welfare. Recruitment procedures are secure and staff are vetted to ensure they are suitable to work with children. Risk assessments in each area identify potential hazards, and practitioners ensure the children are closely supervised. A fingerprint recognition system ensures that no unauthorised person can enter the building and staff are vigilant about children's security. Space indoors is used well to meet the children's needs and they have regular opportunities in the outdoor area to fully support their physical development and good health. A very good range of accessible toys and resources support children's learning and development and these are well maintained.

All required documentation is in place and filed securely. Policies and procedures that underpin the practice are in the process of being reviewed and staff are made aware of these. Effective systems are in place for communicating with parents. For example, parents' meetings are offered so that children's progress can be discussed, there is a website for parents to access information and notice boards are used to convey relevant information, such as, weekly menus and photographs of activities. Practitioners have a good rapport with parents, and parents say they feel welcome and are happy with the flexibility of the service and the quality of the care their children receive. The setting promotes equality and diversity; practice is inclusive and staff take steps to ensure all children are integrated and involved. Practitioners work with other professionals to ensure that the needs of individual children are met.

The provider is committed to making improvements to the setting. Plans for the future are well targeted to bring about further improvements to the provision and outcomes for children. For example, a High-Scope curriculum based upon children's active learning is being planned. Self-evaluation is undertaken largely by managers, with input from staff, but does not yet fully include the views of parents and children.

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

Children purposefully engage in free play and practitioners interact well with them to enhance their learning and development in all areas. Practitioners position themselves at eye level with children and ask open-ended questions to encourage them to think, although their knowledge of children's learning and development needs is not always secure. Practitioners know each child's personality and a key person is assigned to all children. Basic planning of activities is in place for groups of children, although this is not clearly informed by the observations staff make of children and does not consistently address their individual learning needs. Developmental profiles contain some information, although initial information

obtained from parents and information about children's next steps in their learning are not clearly identified.

Babies and children under two years of age enjoy close contact with experienced staff who respond sensitively to meet their needs. Good opportunities for one-to-one attention are afforded to very young children, who enjoy lots of cuddles and conversation within secure routines that they know. Babies are gaining confidence in exploring their surroundings and practitioners respond well to their curiosity, engaging in simple games, such as peek-a-boo, in the play tunnel. They love music sessions and enthusiastically dance to favourite tunes or explore sound with musical instruments. Babies enjoy exploring a range of textures in their creative play, such as couscous. Children's needs in this age group are managed according to their individual development, and practitioners facilitate their play around their preferred routines. Two-year-old children are happy and settled, and they show curiosity in their play and interactions with others. Practitioners chat with the children to develop their language skills and children confidently make their needs known. Children in this age group enjoy demonstrating their independence and practitioners give them opportunities to do things for themselves. For example, when going outside to play, children attempt to put on their own coats and hats and when in the bathroom, they manage their self-care with increasing competence. Children enjoy simple pretend play and practitioners join in well, such as, when becoming shopkeepers and customers. Children are encouraged to be aware of the needs of others. For example, they are asked to be walk quietly past the baby room in case the babies are asleep.

The oldest children in the setting enjoy free play and help themselves to their own resources, showing independence in their routines. They chatter easily with their peers and with adults, giving a clear account of the nursery routine, what they like to do and who they like to play with. For example, some children say they like the food at nursery, others say they like using the computer and playing in the water. All areas of learning are given consideration within continuous provision and children are taught to take care of resources, tidying away one activity before setting up another. Children use their imaginations well as they make imaginary meals and drinks in the home corner or sit with their teddies in the book area. Children talk about their ages and know that after they have been three, they will be four years old.

Children's good health is promoted well. The environment is clean and well maintained and outdoor shoes are prohibited in the baby room to keep the floors clean for babies to explore. Children's dietary needs are well met as practitioners have a clear understanding of their individual requirements and preferences. Menus are nutritionally balanced, and meals and snacks are prepared by the nursery owner using fresh ingredients, with full regard given for children's individual dietary needs. Drinks are always available to children to ensure they do not become thirsty in the setting. Hygiene practices are consistent and children are encouraged to be aware of their own personal needs, such as for tissues, nappy changes and hand washing. Children proudly show their clean hands when they have washed them and they follow bathroom routines well. Practitioners are sensitive to children's need for privacy, such as when they are using the potties, and they ensure they are given time to do so undisturbed.

Effective strategies are used to encourage children to behave well, depending upon their understanding, and behaviour is good. Children are encouraged to share and consider each other's feelings, and practitioners are consistent in their approach. Praise and encouragement is given to all children and they respond well to this with smiles and repetition of desirable behaviour. Older children remind their peers of expected behaviour, such as not taking play-dough away from the table. They understand that they tidy the toys away 'so no-one trips on them' and they cooperate well with practitioners requests, showing respect for their environment. Children develop a sense of belonging as they are individually acknowledged and affirmed. Their artwork is attractively displayed and they have their individual drawers in which they can keep their personal treasures and pictures.

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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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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