

# Old MacDonald's Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY335504
<b>Inspection date</b>	24/02/2011
<b>Inspector</b>	ISP Inspection
<b>Setting address</b>	20-21 Heronsgate Road, Chorleywood, Rickmansworth, Hertfordshire, WD3 5BN
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<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**

Old MacDonald's Day Nursery is one of two nurseries run by Old MacDonald's Day Nursery Ltd. It opened in 2006 and operates from a three storey building situated in Chorleywood, Hertfordshire. The nursery serves the local area and children travel from the wider community. Pre-school children are cared for on the ground floor and younger children are cared for on the first floor. There is street level access to both areas due to the formation of the building. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round from 7.30am to 6.30pm. Children are able to attend for a variety of sessions during this period. A maximum of 66 children may attend the nursery at any one time. There are currently 130 children attending who are within the Early Years Foundation Stage, all of whom attend at various times. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for two, three and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 25 members of childcare staff. Of these, five hold appropriate early years qualifications at Level 2 and 14 at Level 3 or above. The owner also has an early years qualification. One member of staff has the Early Years Professional Status qualification and a number of staff are working towards further qualifications which include Level 4 or above. The nursery receives support from the local authority.

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

Overall the quality of the provision is outstanding.

The provider and her staff are committed and very experienced. They take positive steps to ensure children are fully included, have their welfare needs met and are safeguarded. Children make excellent progress towards the early learning goals and take a lead role in the setting. They enjoy learning about the world around them and the uniqueness of each child is highly valued. Partnership with parents and other professionals are mostly well established. Monitoring of the provision is ongoing and positive steps are taken to ensure outcomes for children are continually evaluated.

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

To further improve the high quality early years provision the registered person should consider:

- promote and value children's linguistic diversity and provide opportunities for children to develop and use their home language in their play and learning
- continue to develop the culture of reflective practice and use this to continually identify the setting's strengths and priorities for development that will further improve the quality of provision for all children.

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

Children are effectively safeguarded. Staff attend regular training and have a very clear understanding of the procedures to follow if they have concerns about a child in their care. Robust recruitment and clear vetting procedures ensure that all staff working with children are suitable to do so. Positive procedures, such as, the intercom and password system ensure children's arrival and departure are safely managed. Children are provided with ample opportunities to develop their understanding of how to stay safe. For example, photographs on display show children engaged in drawing roads and zebra crossings and dressing up as lollipop men and ladies, contributing to the fun children have while learning how to cross roads safely. In addition, children's interest in firefighters is well used to further develop their understanding of staying safe. Effective risk assessments for all areas, along with thorough evaluations of all areas by the named health and safety person, ensure any potential risks to children are minimised.

The owner is passionate about her work with children and believes strongly in the importance of continually developing her practice. She is very well supported by her knowledgeable manager. The majority of the team are very experienced and highly skilled and act as good role models to any new members of the team. They are highly valued, well deployed and effectively contribute to the monitoring of the provision. Areas to develop are well known. Processes for monitoring and for their professional development of staff are used exceptionally well so that training is purposeful and contributes effectively to children's welfare and learning. Systems to support the setting's further development are well established and embedded in the setting. For example, since the last inspection recommendations have been successfully addressed and further staff training, such as, the completion of the Early Years Professional Status has had a positive impact on the outcomes for children. Planning is child-centred and the skilled staff successfully support and extend children's learning and development.

The environment is child-friendly and well managed, making it feel warm and welcoming. Furniture, equipment and resources in all areas are of high quality. Very good use has been made of the outdoor area so that children's outcomes are positively supported. In addition, children are provided with ample opportunities to explore their local environment through visits to the village and the nearby park area. Parents speak highly about the nursery and receive a wealth of information so that they can be fully involved in their children's learning. An open door policy and professional communication ensure partnerships are well established. Parents enjoy reading their children's detailed Learning Journals and contributing to the 'all about me' boards. In addition, parents are encouraged to share their children's

achievements obtained outside of the nursery through the use of 'wow moments'. This means that children are highly valued and achieve high levels of self-esteem. Further information to develop children's care and learning is always available from the knowledgeable staff and documents placed by each base room, such as, the suggested 'activities at home' contribute successfully to the strong partnership between parents. The established partnership with outside agencies, such as speech and language specialists, means that any advice or guidance to meet individual needs can be quickly obtained and implemented. The manager is taking positive steps to ensure there is a secure partnership with childrens proposed schools.

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

Children experience rich, varied and imaginative experiences which stem from their interests and starting points. The highly qualified team ensure all activities are well supported or modified so that all children can fully participate. Assessment through high quality observations is rigorous. This, along with a secure knowledge of children's interests and starting points, contributes effectively to the child-led planning. The positive interaction with children is rooted in expert knowledge of the learning and development requirements and a full understanding of how children learn and progress. Every opportunity is taken to extend children's language and understanding. For example, a discussion during meal times about pouring water into cups leads onto the topic of where water originates from. New words, such as reservoir, are skilfully introduced and open questions ensure children are able to confidently express their thoughts and ideas. The nutritious meals are freshly prepared on the premises and meal times are social occasions. All dietary needs are very well known to ensure that children's health is promoted.

Children benefit from the high quality resources, both indoors and outdoors. These include sensory play equipment, such as musical instruments, outdoors and treasure baskets in the baby room. Children are very secure and extremely well settled. Sleeping babies are effectively monitored and older children can sleep or rest according to their needs. Children are extremely well behaved as they are busy, engaged and take an active role within the setting. For example, daily helpers encourage high levels of self-esteem and pre-school children enjoy helping to set the table for meals. During this time they reinforce their early mathematical development, such as, counting objects and calculation. This is further supported with all children in imaginative play in the shop and during baking sessions. Children enjoy helping themselves to books and participate very well in story sessions. Dual language books are available, although these are not always within easy access so that children's home languages are effectively supported during play. However, staff take some positive steps to ensure home languages are valued, such as, obtaining key words from parents and effectively using these during the childrens day.

Children play well independently and in groups, becoming active, curious and inquisitive learners. They are encouraged to make choices within their play, such as, decisions on playing outdoors or indoors. This is well managed so that children

have ample opportunities to gain fresh air. Babies are taken on regular walks within the local environment and older children enjoy outings to the nearby park. Suitable clothing, such as, Wellington boots and umbrellas on site ensure children can enjoy outdoor play in all year round. Children's preferred learning styles are well known and positive steps are taken to actively engage boys and girls in purposeful play to develop communication and literacy skills. For example, an avid interest in a popular story is extremely well supported to ensure boys actively contribute to their castle. They eagerly make crowns and dragons using a broad range of tools, such as, pens, pencils and scissors. All children, including babies, are provided with ample opportunities to develop sensory play. They delight in exploring a wide range of resources, including pasta, jelly and flour. This contributes effectively to children developing positive skills for the future, such as, the desire to explore and be inquisitive learners.

Children develop positive attitudes to exercise. Babies' and toddlers' emerging skills are very well supported through the positive interaction by staff. Good use is made of baby gyms and floor play so that babies develop strong control with their bodies. Older children love playing in the ball pool and the soft play area. Staff ensure this is very well supported so that the children learn to play safely. Younger children particularly enjoy rocking to-and-fro on the soft play horses. Outdoors, children love hunting for buried plastic insects, and magnifying glasses and binoculars extend their learning as they explore the many legs of a centipede. Mark making facilities are available outdoors as well as indoors so that children who engage in active outdoor learning can be successfully supported. Children are extremely settled as their individual health, physical and dietary needs are met to an exceptional standard.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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

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