

Training Depot Day Nursery

Inspection report for early years provision

Unique reference number

EY340049

Inspection date

30/03/2011

Inspector

Jane Mount

Setting address

2 Brook Street, Luton, Bedfordshire, LU3 1DS

Telephone number

01582 730510

Email

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

Training Depot Day Nursery registered in September 2006. It is situated in Luton, Bedfordshire and operates from two floors of a detached house. All children have access to a secure outside play area. The setting is open Monday to Friday from 7.00am to 6.00pm all year round, excluding bank holidays.

The nursery is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 46 children aged from one year to eight years. There are currently 92 children on roll, all of whom are in the early years age group and of these, 59 children receive government funding for early years education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Training Depot Day Nursery employs 20 members of staff and the majority of the staff team hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting provides a high quality service where children flourish in a child-centred, enabling environment. Highly effective partnerships between the nursery, parents, carers and other agencies significantly contribute to the settings knowledge of individual children to ensure their needs are fully met. A committed and motivated staff team effectively implement the setting's policies and procedures to ensure children's welfare is fully protected. Children are making excellent progress towards the early learning goals as their learning is purposefully promoted. Strong leadership, rigorous monitoring of practice and highly effective self-evaluation systems demonstrate the settings commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- continuing to use a quality improvement process, such as self-evaluation, to monitor and extend highly effective practice, to ensure continued improvement.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust with rigorous recruitment and vetting processes in place. All staff have an excellent understanding of how to

protect children and safeguard their welfare. The majority of the staff team have completed safeguarding training and the remaining few are about to complete appropriate courses. A highly informative safeguarding policy, along with staff who fully understand their roles and responsibilities if they did have a concern, ensures children's welfare is protected. Children's safety is of high priority throughout the organisation of the nursery. Staff are extremely vigilant when recognising hazards and take positive steps to minimise these. Systematic and highly effective risk assessments, including daily checks and assessments for outings, keep children safe. The security of the premises and outside area, staff deployment and the supervision of children ensures an environment that remains safe at all times.

The setting is committed to fully implementing the Statutory Framework for the Early Years Foundation Stage and this is reflected in their outstanding practice. The leadership and management of the provision is strong which results in staff who work extremely well together as a team as they are clear on their roles and responsibilities. Their enthusiasm for caring for children is evident and, as a result, outcomes for children are very positive with an inclusive environment created which clearly shows that each child matters. Continuous professional development is positively encouraged and staff undertake extensive and varied training. The setting is very pro-active in seeking feedback and regularly consults with parents, carers and children. The staff team are reflective in their practice and a rigorous, self-evaluation system is used to systematically identify the settings strengths and areas they wish to enhance further. The setting aims to actively use this as a way of ensuring continuous improvement. Comprehensive policies and procedures are used effectively by staff to protect children, promote their well-being and to support all to develop to their full potential. All required documentation to ensure the safe and efficient management of the setting is in place, is informative and well-organised.

Exceptional good use of space, resources and effective staff deployment ensures an enabling environment that is safe and fully inclusive. Excellent partnerships with parents contribute significantly to children's well-being and ensures their care and learning needs are fully supported. Parents receive a wealth of good quality information about the setting. Staff are forthcoming in exchanging information with parents and children quickly settle in the nursery environment as their individual needs are met. A key person system and daily verbal and written communication with parents ensures children receive continuity in their care and learning. The setting actively promotes equality of opportunity and works with parents and others to support and meet the needs of individual children. Highly effective systems for working with parents and other agencies ensure children with special educational needs and/or disabilities are closely monitored and given valuable support to enable them to participate and achieve. This also applies to children who have English as an additional language. The nursery liaises with other early years providers and very positive links have been made with some of the local schools which staff use constructively to help the children understand what to expect from the transition onto school.

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

The nursery has a welcoming, child-centred environment that enables children to become independent and enthusiastic learners. Staff are successful at motivating children and capture their interest and arouse their curiosity because they are enthusiastic themselves. Activities cover the six areas of learning with children's progress closely monitored through highly effective observation and assessment systems. Information gained from these is used by staff to purposefully plan activities to extend and reinforce children's learning. The daily routine has a balance of adult-led and child-initiated activities. Children quickly become engrossed in a range of purposeful and developmentally appropriate play experiences with resources and activities which provide high levels of stimulation and challenge. Children enjoy their surroundings and show a keen interest in what they do. Rooms are organised to maximise child independence and staff maintain children's interests through frequently varying activities on offer and adapting them where necessary so every child has the opportunity to participate.

Children have extensive opportunities to express themselves creatively. Younger children enjoy the sensory experience of hand painting and exploring the feeling of paint on their hands, while older children delight in making patterns when sponge painting. They use their imaginations to express themselves and confidently share ideas and thoughts. They regularly experience music and listen and respond with great excitement when looking at books and listening to stories. Children learn about the wider world and about other cultures and religions. They have extensive opportunities to talk about their families and home life and to learn about the local community. They participate in regular outings, such as visits to the library, to the local shops including the Polish shop and the park and an open field area.

Staff are proactive in implementing highly effective strategies to promote and safeguard children's health and well-being. Nappy changing arrangements reflect excellent hygiene policies and procedures and a 'no outdoor shoe' policy is strictly adhered to in the younger children's base room which helps to prevent infections and keeps the area clean for less mobile children. The routines in each room help promote healthy habits and children from a young age learn to take responsibility for washing their hands, flushing toilets or wiping their noses and disposing of tissues appropriately. Healthy living is promoted and children and their families learn about the importance of good oral hygiene, with visits to a nearby dentist and information shared with parents about the health benefits of caring for teeth and teeth cleaning. Healthy eating is promoted and the healthy eating programme coordinator ensures children are provided with a nutritious, balanced diet with menus displayed and shared with parents. All food is freshly prepared. Children are encouraged to try new foods and participate in activities where they learn about the benefits of healthy eating.

Children develop self-confidence in their physical skills as they participate in a variety of physical play activities on a daily basis with the indoor and outdoor environments used to develop children's health and physical development. Children demonstrate a strong sense of security and are confident and self-assured in the

setting. Positive relationships between staff, children, parents and carers enable children to feel secure. Staff help children gain an awareness of keeping themselves safe in the nursery as they explain and practise simple procedures, such as not running when indoors in case they fall and hurt themselves. Children keenly participate in regular fire drills and enjoy visits to the local fire station. Their behaviour is exemplary. Staff are excellent role models and empower children to take responsibility for themselves as they learn to listen to others, share and take turns. Praise and encouragement ensure children develop high levels of self-esteem. Children are highly valued as individuals and in turn are learning to respect each others differences and feelings and to manage their own behaviour.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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