

Edelweiss Day Care Nursery

Inspection report for early years provision

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Inspection date

14/03/2011

Inspector

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Edelweiss Day Care Nursery is a privately owned nursery. It opened in 1986 and operates from a purpose built building. It is situated in Ipswich, Suffolk and serves the local and surrounding area. The nursery is accessible to all children and they have access to a secure enclosed outdoor play area.

The nursery opens Monday to Friday all year round from 8.15am until 5.45pm. A maximum of 20 children may attend the nursery at any one time. There are currently 57 children attending who are within the Early Years Foundation Stage. The nursery also offers occasional care during the school holidays to children aged over five years. They are 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 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 six members of staff, all of whom hold appropriate early years qualifications. Three members of staff are working towards further or higher qualifications. One member of staff has 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 happy, settled and have fun in the bright and welcoming play environment. An effective system of responsive planning enables them to progress well in their learning and development. Children's welfare is promoted and they are healthy and safe. Parents are welcome and actively involved in their children's learning through effective sharing of developmental assessments. The setting has a strong capacity to make necessary changes and maintain continuous improvement through their developmental plans and self-evaluation processes.

What steps need to be taken to improve provision further?

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

- review systems to ensure that the individual needs of all children are always met ensuring that schedules, routines and activities flow with children's needs, with particular regard to group organised activities, snack and meal times
- increase opportunities for children to manage their own personal hygiene and care to develop independence.

The effectiveness of leadership and management of the early years provision

The setting has clear and effective procedures in place to ensure that all children are safeguarded and protected from abuse and neglect. Staff are aware of their roles and responsibilities and follow procedures proficiently. Many of the staff have attended training and are aware of the inter-agency links in place to protect children. Staff recruitment is robust and all relevant checks are carried out. Effective induction procedures ensure that new staff and students are aware of policies and procedures and they are well-supported. The manager ensures that staff are encouraged and supported through regular supervisions, appraisals and staff meetings. The staff are well-qualified and work as an effective team, they are motivated and keen to improve their knowledge and skills through further training. They each have their own area of responsibility providing them with a strong sense of belonging and ownership.

The manager and staff are committed to their roles and reflect on their practice to bring about improvements. They clearly identify their strengths and areas for development and clear action plans ensure they are addressed. The nursery involves staff, parents, children and other settings in their self-evaluation process and have collected a range of evidence to help them to reflect. The staff provide opportunities for children to freely choose their activities both indoors and outside and plan interesting and stimulating activities following their interests. However, there are some periods of time when the tables are empty and the focus is on whole group time rather than children's individual interests. For example, children spend time on the mat in a large group, either in the garden or the nursery, during registration, circle time, stories, singing and snacks.

Thorough risk assessments are in place and staff are involved and encouraged to identify any hazards they come across to keep the children safe. The premises are secure, children cannot leave them unattended and unauthorised persons cannot gain access. The key person system works well and children and parents develop strong bonds enabling them to get to know the children, their families and backgrounds. For example, staff obtain clear information from the parents about their home lives and interests and use this very effectively to establish their starting points as a base for their individual planning. There is a selection of toys and resources which reflect diversity and encourage discussions about differing needs. For example, welcome posters, pictures and other displays showing a range of languages are displayed and children use a range of cooking items and dressing-up clothes in the role play area. Additional opportunities are provided for children to communicate and to understand the routines by using visual timetables, pictures and signing.

Partnership with parents is a key strength. The staff are approachable and available at the beginning and the end of every session. Information is shared daily. Parents have regular access to their child's developmental records and regularly add their comments. They work together to identify the children's next steps in their learning and development. Parents views are encouraged and invited through questionnaires. They are very happy with the provision, many chose the

nursery because it is small and friendly, they state that their children love the activities and are progressing well. The nursery works hard to develop links with local schools and pre-schools and they attend the local transition meetings. 'Learning Journeys' are shared and some teachers are able to attend the setting to meet the children before they go into schools, helping children with the transition.

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

Children are happy and confidently select their chosen activities from the accessible range of resources. Effective and regular observation and assessment of children's interests and abilities enables staff to document their progress and plan interesting, challenging and enjoyable experiences. Children play well-together, involving their peers and the adults in their play and firm friendships have developed. They develop a sense of belonging and are supported to feel secure and to settle well. For example, pictures, provided by parents of the children's families and friends are displayed in a photograph album and on jar lids which they often carry about with them when they first start. Children have opportunities to become independent as they pour their own drinks, clean their teeth and select the toys, however, they are not always encouraged to put their own coats on or to manage personal hygiene routines independently, such as, handwashing and wiping their noses.

Children have many opportunities to share books and listen to stories as they access them independently and ask staff to read to them. They play in a print rich environment where areas and resources are clearly labelled and children learn to recognise their own names as they self-register and find their own place mats. Babies and younger children have lots of opportunities to mark make and make patterns with sand and paint. They enjoy using numbers and count in French as well as English. Children use chains to measure the height of plants and record them on a graph as they learn about measurement and comparisons. They use a balancing bucket in play and talk about the weight of ingredients in cooking activities.

Children enjoy a range of creative play and experiment with mixing paints and 'gloop'. They make patterns on the paper with their brushes, hands and feet as they explore the feel of the paint. They enjoy role play outside, cooking 'dinner' with bowls of sand. They have opportunities to plant and care for flowers as they carefully transplant the pansies into large pots. They harvest fruit and vegetables, such as, tomatoes and courgettes from the garden and eat them, exploring the taste and textures. Children have opportunities to learn about their local and wider communities through topics, celebrations and inviting people into the nursery, such as, dental health workers, health visitors and a photographer. Babies explore treasure baskets, banging the wooden items together and mouthing the metal ones. They enjoy music and have a range of percussion instruments and older children clap out the rhythm of their names.

Children's welfare is promoted well and they are healthy and safe within the

setting. They learn about healthy eating through discussions at meal times and eat a variety of fresh fruit and vegetables at snack times. They have daily opportunities for fresh air and exercise as they access the outdoor area. Babies enjoy crawling across the grass and sitting on the ground as they dig in the sand. They have opportunities to climb on small frames and a slide and use resources to scoot and push along. Older children pedal bikes and are skilled in negotiating their way around the paved area. They throw balls and bean bags and use hoops to throw or jump into. Babies health and emotional needs are met well as they are fed and sleep according to their home routines. Children learn to keep themselves safe as they use the slide one at a time and are encouraged to sit down whilst they eat. They practise regular fire drills and older children understand the reason for the drills. They are encouraged to use the resources safely and to share with each other and take turns. Sand timers are sometimes used to provide visual reminders for turn taking. Children are supported to manage their own behaviour. For example, staff are calm and respectful, providing positive role models. They speak to the children at their own level using age appropriate explanations to help them learn right from wrong.

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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