

# Pathways Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	117137
<b>Inspection date</b>	05/04/2011
<b>Inspector</b>	Karen Prager
<b>Setting address</b>	Pathways Nursery, 194 Peverell Park Road, Plymouth, Devon, PL3 4QE
<b>Telephone number</b>	01752 700164
<b>Email</b>	none
<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

Pathways Day Nursery is a private family run nursery, which first opened in 1989. It is situated on the ground floor of an end terraced house near to Central Park in Plymouth. Children attend from a wide area. They have access to two play rooms, a sensory room and conservatory, as well as a fully enclosed outdoor play space. The nursery is open Monday to Friday from 8:00am to 6:00pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and both parts of the Childcare Register, to provide full day care for a maximum of 16 children aged from two to under eight years, not more than 16 may in the early years age range. There are currently 27 children on roll, 17 of whom receive funding for nursery education. The children attend on both a full and part time basis. The nursery currently supports children who speak English as an additional language.

Including the proprietor, there are three members of staff working with the children, all of whom hold relevant qualifications. 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 enjoy the time they spend at this nursery. Individual learning and development needs are well met through a range of activities and children make good progress. Children's welfare is effectively supported through well organised systems. Staff work well together and form positive relationships with parents to support children's well-being in the nursery. The staff team demonstrate a strong desire to provide high quality childcare and effective systems are in place to monitor and move the provision forward. This ensures positive outcomes for children are promoted.

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

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

- develop the outside area to fully incorporate the six areas of learning and the link between the indoor and outdoor environment so that children can move freely between them throughout the session
- improve the organisation of group times by using what you know of the child to plan relevant and motivating learning experiences so that children have increased opportunities to be challenged and motivated during these times.

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

Staff have a secure understanding of safeguarding procedures and know the necessary procedures to take to protect children in their care. Required paperwork is in place. Risk assessments are recorded and updated when necessary and staff are vigilant of children's safety throughout the day. A broad range of policies and procedures support effective practice and these are regularly updated and readily available to staff and parents. The staff team demonstrate good team work and a strong drive to improve the provision for children. Self-evaluation is ongoing and appropriately rigorous. A carefully thought out development plan is in place and actions taken have a positive impact on the nursery and outcomes for children. Staff are well supported and continuous professional development is a high priority. Staff liaise effectively with external agencies to ensure that the individual needs of all children are successfully met.

The nursery premises are bright and welcoming with the walls covered in displays and examples of children's artwork. The indoor environment has been carefully organised to provide a wide range of resources that are easily accessible to encourage children to explore. There is a small enclosed outside play space, with a more limited selection of activities. Also opportunities for children to make choices about learning inside or outside are limited because the access to the outside is only available for short periods in the day. Children occasionally go to visits outside the nursery.

The partnership with parents is very positive. Staff maintain good channels of verbal communication which ensures that welfare and learning needs are known. Notice boards are full of useful information. Staff welcome and value input about children's next steps in learning from parents and others who care for the children.

A comments box is provided and any concerns received are carefully addressed. Parents speak highly of the nursery and feel that the small 'homely' nature of the setting is a core strength. Staff are aware of the benefit of establishing effective partnerships with other providers delivering the Early Years Foundation Stage and sound arrangements are in place to promote a smooth transition between settings.

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

Children are confident and happy at the nursery. They form good relationships with their peers and staff. Children who arrive early in the day eagerly go to the door to see who is next to arrive, and they chat as they play together. Staff are capable at developing children's learning, using a variety of methods to further progress children's acquiring skills and development. The staff team clearly know the children well and they have a good understanding of how children progress. There are individual profiles in place for all children which include observations and assessments which are used to inform planning. Children spend much of the day

engaged in free play activities and during this time many of them engage well, spending time rolling and cutting the dough, or playing with small world figures. Children explore different textures scooping sand and finding toys hidden in straw. They participate in cooking activities regularly, deciding what to make with the ingredients available. They competently turn the cheese grater and enjoy seeing the flour fall like snow. Children spend much time rubbing the fat into the flour, add water to form dough and spread the tomato purée onto the pizza base. They become engrossed when painting and sticking. However the planning of group activities, including snack times, is not always appropriately challenging and motivating for all children.

Children know why they wash their hands before eating and cooking, and learn to do this with little support. The nursery encourages healthy eating and supports parents in providing suitable food in the children's lunchboxes. Snacks are provided by the nursery and children enjoy choosing from a selection of fruit, and competently pour themselves a drink of water or milk. Children engage in active play pushing on wheeled toys and climbing on the frame on the outdoor play area. In poor weather they also have opportunities for vigorous physical play indoors. Children contribute in keeping themselves and others safe, through assisting in assessing risks and tidying away once they have finished playing with toys. Children start to learn about the wider society through discussion, looking at books and through using the computer, with support to discover information. Children also learn from visitors to the nursery, including a dentist and a police officer.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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