

# Green Wellie Day Nursery Ltd

Inspection report for early years provision

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<b>Unique reference number</b>	251758
<b>Inspection date</b>	31/03/2011
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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**

The Green Wellie Day Nursery was registered in 1994. It operates from a single storey building within the grounds of the owner's home in Barrow, Suffolk. Children have access to a secure enclosed outdoor play area and a large garden. There is an indoor swimming pool on site which children can use during the summer months. The nursery is accessible to all children.

A maximum of 35 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 58 children attending who are within the Early Years Foundation Stage. The nursery opens from 8am to 6pm each weekday for 51 weeks per year. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 13 members of staff. Of these, 12 hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

Children's welfare, learning and development is fully supported by the staff, ensuring that the majority of their individual learning needs can be met. The management team have put in place clear aims and objectives for children's learning and regularly review and update their action plan to ensure that continuous improvement is effectively maintained. Staff are fully supported in their training and development, so that practice in the nursery continues to provide positive outcomes for all children who attend. Partnerships between staff, parents and other practitioners work well in practice to ensure children make good progress in their learning and development.

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

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

- monitor planning and the observations and assessments on children to ensure equal emphasis is given to all six areas of learning.

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

Staff have an excellent understanding regarding on the nursery's safeguarding procedures to ensure that children's welfare is a high priority. Staff are fully supported with training to ensure that their knowledge is maintained. Written

policies clearly state the steps to take should the staff have concerns about the welfare of a child. The risk assessments include all areas and the equipment, for both inside and outside of the setting. This reflects the nursery's commitment to maintaining children's welfare and safety. There is a checklist for each area in the setting to maintain the cleanliness of resources and equipment. Any potential hazards are noted by staff so that action can be taken to remove and maintain the safety of children. Staff complete risk assessments for each outing, ensuring that children's safety is maintained when away from the nursery.

Parents are fully involved with their progress as they regularly add comments to their learning journey records. They keep staff informed and up-to-date of their children's progress and achievements at home though adding to the 'WOW' board. This enables staff to plan around children's individual interests and learning needs. Children's progress is discussed with the staff as the nursery holds regular parents' evenings. Parents are kept fully informed about their child's learning and development through daily verbal feedback and a written diary sheet. Resources and equipment are labelled in a variety of different languages to maintain children's links with the language they speak at home. The staff have established good links with other settings within the local area that children attend. They have also established good links with the primary school and they take the children to attend celebrations to help them get used to the school in readiness for their transition. This ensures that children's learning and development is fully supported between the two settings.

The nursery has a clear range of policies and procedures in place to support their good practice and ensure that all children in the Early Years Foundation Stage are fully supported. Parents are invited to provide feedback on the activities, care and learning that the nursery provides for their children through bi-annual questionnaires. This is then used to implement positive changes or suggestions to support and update the action plan to improve practice, policy and procedures within the nursery. The views of all staff, parents and children are sought to ensure that the nursery meets the needs of service users and that staff are fully supported in their training and development. Action plans are regularly reviewed and added to by all staff. This reflects that all the staff are involved with maintaining continuous improvement within the nursery.

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

Children are provided with a range of healthy foods for snack. For example they have fresh fruit and toasted brown bread with milk and water to drink. Children's self care skills and independence are promoted as they wash their hands before eating and pour their own drinks. All children's individual health and medical needs are fully supported through the range of clear policies and procedures they have in place. Children have access to large equipment outside, where they can climb, crawl, jump and slide to effectively support their physical development. The on site swimming pool provides children with further opportunities to promote their physical development and children are supervised by staff who hold appropriate qualifications to ensure that their safety is effectively maintained. The emergency

evacuation procedures are practiced by staff on a regular basis. This ensures that children's safety is a high priority and is a reminder to develop children's knowledge on keeping safe.

Children count to develop their knowledge around numeracy; older children can count to 20 unaided and younger children count up to six with support. Staff hold up numbers and children are able to recognise the numerals that correspond to today's date. Children's understanding of time is promoted as they talk about the days of the week and the month. Children are learning about their environment and the weather as they talk about what is happening outside. They say 'it is raining, cloudy and windy'. Staff read familiar stories to children; their thinking skills are supported as children anticipate what comes next and join in with telling the story. Children talk confidently about their families and events in their lives, staff take time to listen to children showing that their views are valued. Young children create shakers from yoghurt pots, coloured paper and pasta; they can join in with making sounds during their music and movement session. This supports children's creativity and their physical development well. Children's creative work, covering themes and topics, creates a colourful display in the rooms. This help to inform parents about what they are learning and shows that children's efforts are valued. Children learn about their environment through planting vegetables and sowing cress seeds. They observe the changes as they grow, collect and have opportunities to taste the vegetables to help develop their understanding on foods to promote their health. Children are provided with resources that show positive images of the wider world. They participate in activities based on the beliefs of others through celebrating different cultural festivals during the year. Children have the opportunity to participate in Spanish lessons and music and movement sessions each week to help develop and extend their language and physical skills.

All staff hold appropriate childcare qualifications to fully support children's learning and development. All staff have undertaken Early Year Foundation Stage training and are involved with planning activities each week around the individual needs of their key children. They are given time each week to update children's progress records and identify areas to be included in the planning. Plans show both adult and child-initiated activities and include any areas identified for future learning to support children's continued progress. However, systems to ensure that equal emphasis is given to all six areas of learning to ensure that children receive a broad and balanced curriculum are not fully in place. The nursery employs a designated member of staff with additional qualifications so that children with special educational needs can be fully supported.

## 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	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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
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	2
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	2
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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	1
The extent to which children adopt healthy lifestyles	1
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