

# Get Up And Go Community Nursery

Inspection report for early years provision

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**Unique reference number**

117115

**Inspection date**

06/04/2011

**Inspector**

Julie Wright

**Setting address**

Community Resource Building, 27 Wolseley Close, Ford,  
Plymouth, Devon, PL2 3BY

**Telephone number**

01752 562083

**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**

Get Up and Go Community Nursery has been registered since 1997. It operates from within a community resource building, which is located in the inner city area of Ford in Plymouth. It is managed by a board of directors and is a not for profit organisation. The nursery has the use of dedicated rooms in the premises including a main playroom, an adjoining hall, role-play room, quiet room, creative room, separate office, storage and toilet facilities. A secure, enclosed outside play area is available at the rear of the premises.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 34 children aged from two years to under eight years at any one time. There are currently 70 children on roll, all of whom are in the early years age range. The nursery is in receipt of early education funding for children aged two, three and four years. It is open Monday to Friday from 8.30am to 5pm, closing for two weeks over the Christmas and New Year period.

There are eight members of staff, including the manager, who work directly with the children, of these two staff have a level 6 qualification with Early Years Professional Status, all other staff are level 3, with two working towards level 5. The nursery achieved 'Investors in People' status in 2007. Staff are working towards their third recognised quality assurance scheme, The Bristol Standard.

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

Overall the quality of the provision is outstanding.

Staff are highly committed to the promotion of excellent partnerships and providing a fully inclusive service. Support to children's welfare, learning and development is exemplary, as a result staff meet children's unique needs exceptionally well. Staff have a thorough knowledge of the Early Years Foundation Stage framework and most aspects of their assessment procedures are rigorous. Their planning and organisation skills are highly effective in creating an enabling environment for children. Staff reflect on the effectiveness of their provision and demonstrate a clear capacity for further 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:

- extending the information sought from parents when children first attend to further identify children's developmental starting points and capabilities.

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

Staff supervise the children exceptionally well at all times and ensure that the premises are fully secure. They are highly conscientious in maintaining ratios, for example, as children come and go in the outdoor play area. Children's needs are rigorously assessed and a highly effective key person system is in place. Staff have a thorough knowledge of the procedures to safeguard children's welfare. They attend relevant training and work closely with parents and other agencies to successfully support children. Effective links are also made with local schools to promote smooth transitions for children. Robust vetting and recruitment procedures ensure that children are cared for by suitable persons. An effective induction process and regular reviews monitor ongoing suitability and professional development of staff. Comprehensive policies and procedures in respect of children's health, safety and well-being are implicit in staff practice. Records and documentation are efficiently organised and maintained in very good order.

Staff provide an exceptionally warm welcome to families and a highly stimulating play environment. Resources are skilfully organised to enable children to make choices throughout the sessions. Suitable maintenance procedures are in place and toys, furniture and equipment are in good condition. Children's creativity and photographs are displayed around the nursery. These are clearly marked to highlight which areas of learning are promoted. This provides very useful information for parents and demonstrates how much children benefit from a particular activity. Staff are thorough in their planning and provision of outdoor play activities, promoting all areas of learning. They inspire children to learn through play, promoting independence and creativity. The nursery has an important role in the local area and is highly valued. Staff promote a clear sense of belonging in children and use other facilities in the locality to good effect. This helps children to become aware of and develop respect for their community. All children's backgrounds are respected and valued, which is reflected in the thoughtful provision of resources. For example, dual language books are accessible, promoting inclusion and enabling all children to become aware of difference. Staff also sensitively use topical books to support children's individual and emotional needs. They understand the children exceptionally well and nurture them with care. Staff are highly skilled in their management of children's behaviour, resulting in very warm and trusting relationships.

Meticulous assessment and planning procedures ensure that children's individual learning is exceptionally well promoted. Staff compile regular summaries of progress and share these with parents. Children's records of development include photographs, with various examples of children's creativity and emergent literacy skills. There is a comments section in the folders for the inclusion of parent contributions. Staff seek appropriate information from parents when children first attend, although this does not clearly identify stage of development for use in initial planning. Parents provide extremely positive feedback at inspection and they have high regard for nursery staff. Excellent working relationships are evident, contributing effectively to consistent, highly supportive care for children. Parents are very well informed of children's activities and events. They are actively involved

in children's experiences, for example, themed books and information sheets are taken home to share and reinforce learning. Parents also take part in organised trips, enabling families to enjoy days out together with the nursery. Staff are efficient and work exceptionally well together to meet children's needs. There is a consistent, committed staff team who continues to make significant progress in their professional development. Since the last inspection previous recommendations have been addressed and the outdoor play area has been further developed. Staff have a clear vision for future development to enhance the community nursery provision.

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

Children establish excellent relationships with staff and develop firm friendships with their peers. They are highly motivated and take great interest in their surroundings. Children explore and investigate with confidence, asking questions and discovering through play. Their individual interests are readily responded to by staff, for example, children decide what colour dough they want to make and use. Staff skilfully extend and challenge children's learning at every opportunity. Children are very happy and relaxed, focussing extremely well on their activities. Making the dough enables them to consider consistency and changes as they mix flour, water and colours together. Mathematical understanding is instinctively promoted in all activities. For instance, children use positional language as they play with construction resources. Staff and children have great fun together, playing number and matching games. As an example, children rush around outside hiding and finding number cards. Other children hunt for items, such as, stones and pebbles of different sizes, to match their picture cards. Children show an excellent awareness of cause and effect, carefully describing how the wind blows the chime to make sounds. They talk about different colours as they wait expectantly for the garden decorations to twist and turn in the breeze.

Children's interests are promptly added to planning and staff readily respond to their ideas and suggestions. For example, children talk about volcanoes, which leads to them creating their own clay models. Staff extend the learning opportunities as children watch a programme about a volcano, look at maps and talk about extreme temperatures. A wall display with photographs and labels helps children to recall their learning experiences. Children are also highly involved in the development and creation of play areas. For instance, they visit a local shop and use a camera to take photographs of different fruits and vegetables. Their pictures are used as signs and labels in their outdoor 'garden centre'. They sow and grow seeds, plants and flowers, developing a keen awareness of the natural world around them. Children also show excellent independence and creativity in their role play. As an example, they decide that the garden centre is a hospital and play exceptionally well together, using their own imagination. Children listen to staff and understand the routines and expectations of behaviour. They show a sense of responsibility and positive attitudes as they readily help to tidy up. Independent skills are evident and children develop competent skills in their personal care. Snack and lunch times are very sociable and enabling as staff encourage children

to cut and spread safely with suitable utensils. Children pour their own drinks and consider capacity at the same time. Healthy balanced eating is promoted thoroughly with children and their families. This is done in everyday activities and also during planned informative sessions. A local dental service is also used effectively to reinforce children's awareness of 'looking after' their teeth.

Children's sense of care and responsibility is enhanced by innovative activities. For example, they went to the pet shop to buy gerbils for the nursery, which can also be borrowed by families to care for at home. Children develop high levels of self-esteem and thrive in the safe care of nursery staff. They are proud of their achievements and delight in showing people what they have done. Staff are highly sensitive towards the needs of children and their families. They successfully promote positive relationships through a highly effective settling-in process. Staff compile a selection of photographs of children on their first day in the nursery. This is informative and reassuring for parents as they can see how happy and busy their children were. Children look at these pictures with keen interest and also enjoy seeing their learning folders. All areas of learning are thoroughly promoted within everyday play. Additional or more focussed activities are provided to support specific areas of development. For example, children take part in a speech and language programme at the nursery, which includes home activities.

## 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	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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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