

Sleaford Day Nursery

Inspection report for early years provision

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Inspector Margaret Barnsley

Setting address The Drove, Sleaford, Lincolnshire, NG34 7AP

Telephone number 01529414464
Email sleafordday@aol.com
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

Sleaford Day Nursery which includes a kids club opened in 1997 and in 2002 relocated to the current purpose-built premises situated in Sleaford, Lincolnshire. The nursery comprises of four main play rooms with toilet facilities, an office, a kitchen, a staff/laundry room, a disabled toilet and an entrance hall. There is a large enclosed outdoor play space which is divided into three areas.

The nursery serves Sleaford and the surrounding areas. It is open each weekday from 7.30am to 5.45pm all year round except for bank holidays. A maximum of 84 children from birth to under eight years may attend the nursery at any one time. There are currently 190 children on roll of whom 122 are in the early years age group. Of these 58 children receive funding for nursery education. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports children who speak English as an additional language and those with learning difficulties and/or disabilities.

There are 28 staff working regularly with the children and two cooks. Of the childcare staff, 24 have appropriate qualifications and one is working towards qualifications and is nearly finished. The nursery receives support from the local authority and is affiliated to the National Day Nurseries Association. It is the designated nursery for the local children's centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

This is a highly effective setting where children make rapid progress in their learning and development. The environment is extremely well organised and creates a vibrant and stimulating place where children thrive. Highly effective partnerships between providers, parents and other agencies ensure children's individual needs are met extremely well in most cases and their protection assured. Leadership and management, including the capacity for sustained improvement is outstanding.

What steps need to be taken to improve provision further?

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

- ensuring that children's development and learning records are regularly shared with practitioners where children attend other settings.

The effectiveness of leadership and management of the early years provision

There is a comprehensive awareness of safeguarding issues among the staff at all levels, all of whom receive regular training on safeguarding. The setting's collaborative working with other key agencies is exemplary including their role as the designated nursery for the local children's centre. Comprehensive policies and procedures are implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. All visitors to the setting are given a detailed induction about confidentiality, safeguarding, security and emergency evacuation procedures. Children are further safeguarded by extensive recruitment and vetting procedures, including the induction of new staff.

The management structure of this setting is highly efficient and well organised. The four managers have high aspirations for quality through ongoing improvement and a strong commitment to equality and diversity. They are highly successful in inspiring the staff team to work towards meeting or sustaining ambitious targets, for example, staff visit the Early Excellence centre which motivates them to introduce new teaching methods and resources to support these. They have high standards which are embedded across all areas of practice. Morale is very high and belief in the setting's success runs through all levels. Rigorous and extensive monitoring, analysis and self-challenge enable the setting to devise exceptionally well-targeted plans. Self-evaluation is highly reflective. This supports continuous improvements that staff, children and parents have been involved in developing and taking forward. Actions taken by the setting are implemented with precision and managed thoroughly. Since the last inspection the recommendations that were raised have been successfully met. Further to this, significant developments have taken place to both the indoor and outdoor environment. All three garden areas have been completely enhanced and make exceptionally rich learning environments for children. Staff have introduced the 'Beginning with Babies' home-from-home environment to the baby room and have redecorated their room and equipped it with high quality resources that fully promote their aim. Other areas of the nursery have also been redecorated to make a relaxing and homely environment for children. Changes have been made to many areas of practice and monitoring systems, including the introduction of new teaching initiatives, which impact positively on the outcomes for children and fully promote equality of opportunity. As a result, outcomes in children's achievement and well-being for all children are extremely high.

All children's needs are exceptionally well met through highly effective partnerships between staff, parents and their children and external agencies. Partnerships where children attend other settings are not so well established, but the setting continues to focus on developing effective channels of communication between practitioners. The excellent partnership working that takes place, including home visits ensure that every child receives high levels of support at an early age. Their transition from home to nursery, as they move through the nursery and then finally on to school is fully prepared for by staff so that children and parents are supported and know what to expect. Staff have an exceptional knowledge about each child's background and needs. The promotion of equality and diversity is at

the heart of all work in the setting and the aspirations are understood and acted upon by all of the staff team.

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

This is a highly stimulating and welcoming environment, which fully reflects children's backgrounds and the wider community. The exceptional organisation of activities through meaningful observations and individualised planning reflect rich and imaginative experiences that meet the needs of children very well. Highly effective monitoring of children's progress ensures that any gaps in their learning and identified at an early stage and acted on. Staff have expert knowledge of the learning and development requirements and a full understanding of how young children learn and develop. They use many different types of teaching methods and initiatives to ensure that children's learning is consolidated in the best way for each child, with a great deal of focus placed on promoting children's language and communication skills effectively. Relationships are excellent and the effective teaching strategies and warm interaction from staff ensure that children feel valued, safe and secure with the adults who care for them. Children's behaviour is exemplary because staff ensure that they have a consistent routine each day, which enables children to develop a strong sense of belonging. Children know what is expected of them, what is going to happen and when it is going to happen. This enables them to contribute extremely well to their day as they organise their play and make choices and decisions.

This is a rich learning environment where children thrive and make rapid progress towards the early learning goals in all age groups. Indoors and outdoors are resourced extremely well and organised in ways that enable children to make choices and learn through their own interests. Children especially enjoy the outdoors where they have three different garden areas to play in. Each area provides children with different choices and types of activity. Children of all ages enjoy playing in the beach area and using the equipment in the outdoor classroom. They have growing gardens, crates, tyres, climbing apparatus and mobile toys. Children's imaginations are stimulated through role play experiences in the dens and playing games of pirates, for example, in the sunken rowing boat. Indoors the learning environment fully promotes all areas of learning and is designed to enable children to move around and be explorative, creative and actively contribute to their learning. Children are confident to do this and are very capable at making their feelings known to staff. They access toys of their choice, including the babies, and staff skilfully interact with them to promote learning, by letting children take the lead. Staff plan some activities and base these on the needs of individual children. There is a very good balance between child-led and adult-led learning. Children always have access to mark making resources which they use spontaneously indoors and outdoors. Developing number skills and problem solving abilities is an ongoing and natural occurrence because as children play staff ask open-ended questions that incorporate all areas of learning and prompt children to think critically about what is taking place. Children use computers well and have

excellent exposure to technology including the babies who have many electronic resources that they use. Children are proficient with using the mouse and are very capable at making things work. For example, two children were using the computer together and although it was very clear that they understood the programme, one child seemed a bit disgruntled and would not settle. The reason for this was because the speaker for the computer was not working properly and instead of asking a member of staff to do something, the child knew exactly what to do and persevered with this until it worked. Children in this setting grow into highly independent children who are not afraid of challenge. They have an eager disposition towards learning and are developing all the skills they need for their future.

Children's health and well-being is promoted extremely well. All children show an exceptional understanding of the importance of following good personal hygiene routines. They show an excellent understanding of healthy eating and enjoy a wide range of home-cooked, nutritious meals and snacks. Children have innovative opportunities to engage in many different physical activities, both indoors and outdoors and they gain a secure understanding of the importance of regular exercise as part of maintaining a healthy lifestyle. Children have ownership of their health and well-being and demonstrate that they are well informed about healthy living. Babies and very young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. The high quality staff interaction and exemplarily organisation of routines help babies and children to gain an exceptionally strong sense of security. They show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe. They use a range of tools and equipment safely and show respect towards their resources, staff and each other. Children are responsive to staff and receptive to new ideas. They listen well and understand that actions have consequences. They show a mature response to taking responsibility about their own and other's safety. Children are very well equipped when they leave this setting with the skills they need to move on to a school environment.

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

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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

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