

# Tarleton Day Nursery

Inspection report for early years provision

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**Unique reference number** EY415867  
**Inspection date** 03/05/2011  
**Inspector** Janet Singleton

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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*.

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## Description of the setting

Tarleton Day Nursery is owned by a private provider who also operates another nursery. The nursery was registered in 2010 and operates from a detached property in Tarleton, Lancashire. The nursery serves the local area. The nursery is accessible to all children, although the baby unit is situated on the first floor. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. Children are able to attend for a variety of sessions. A maximum of 24 children may attend the nursery at any one time. There are currently 26 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs five members of childcare staff, who all hold appropriate early years qualifications at Level 3 or above. The area manager holds the 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 satisfactory.

Practitioners have a suitable understanding of the Early Years Foundation Stage to promote children's learning and development in a satisfactory manner. The learning environment is secure, safe and with quality resources available to children. Required documentation to support the safe and efficient management of the setting is in place and has recently been reviewed. Staff deployment is mostly appropriate. The linking to the planning of the observation and assessment of the children's progress means their individual needs are met. Partnerships with parents and others are appropriately maintained. The commitment and drive of the management team means that improvement of the setting is given a high priority to improve outcomes for all children.

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

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

- develop practitioner's understanding and use of the asking of open-ended questioning to promote children's thinking and interests
- review the deployment of staff to ensure a consistent approach is taken to enable babies to be supported by the same staff in order for them to feel safe and secure
- review the sleeping arrangements for children to ensure provision is made to enable them to rest or sleep without disturbance.

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

The arrangements for safeguarding children are satisfactory. Practitioners are aware of the action to take to protect a child and are confident of the process to follow should they have any child protection concerns. There are appropriate procedures for ensuring staff are safe to be with children, for example, the completion of a Criminal Records Bureau Check, to determine their suitability. Those staff who are not yet vetted are supervised at all times. Risk assessments are in place and daily checklists are completed to ensure the environment is safe for children. Practitioners link with other agencies in addressing children's educational needs and have input from both the inclusion team and the early years advisor from the local authority. This means they are able to identify and meet the needs of those children.

The management team is very committed, enthusiastic and positive about change to improve outcomes for all children. The effectiveness of embedding ambition and driving improvement is good as the management team have begun to really focus on the development of the nursery. Action plans are in place, for example, to improve resources and implement training for improving staff skills. This will have a beneficial impact on promoting all outcomes for children. The setting has recently been working with the early years advisor on the evaluation of the provision to ensure that planned changes and improvements are consolidated and approached systematically. Although a key worker system is in place, staff deployment is inconsistent within the baby unit and as a consequence, has an upsetting effect on some babies as the key worker changed rooms to provide cover. Younger children are not supported to rest or sleep undisturbed as there is limited provision available within the room for this to happen.

Practitioners work with parents and carers to improve outcomes for all children. They share information with them and parents can access their children's development folder at all times. This promotes continuity in their children's learning progress. Comments from parents are positive and include the friendliness of the staff, the progress their children are making and the welcoming environment. The setting promotes equality and diversity as they build children's understanding of the differences of people and provide an inclusive environment.

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

Children are happy and enjoy themselves as they make choices from the quality range of resources. Through appropriate observation and assessments which identify the children's interests and learning priorities their individual needs are planned for. Through practitioners solid understanding of the welfare, learning and development requirements a stimulating environment is planned for all children.

The use of soft drapes and colourful dividers ensure children play and learn in a stimulating environment. Practitioners ensure children can access the areas of continuous provision, for example, sand play, mark making, book area and role-play both within the playroom and when playing outdoors.

Children use their imagination and develop their language skills as they decide how to build the garage. They construct the garage using the bricks and discuss how they are to complete it. They decide the role each of them are taking and plan which bricks are to be used. The outdoor area is particularly well used and provides for children's imagination and enjoyment. They delight in the daily opportunities to explore outside as they look for bugs in the straw. They develop their physical skills as they climb the climbing frame, balance on the small wall and hop across the small logs. Younger babies explore the environment and access resources such as the interactive toys. They seek reassurance from staff as they engage in cuddles and show their security through their smiles and giggles with the practitioner.

Children sit and make marks with the staff supporting and chatting to them as they build their communication skills. All age groups move freely and confidently outdoors. The pre-school children sound out the letters of their names, they find their name on their place mat at lunch time and self register their attendance. They confidently use numbers and mathematical language, such as smaller and bigger than when in the construction area. This planned and purposeful play means a rounded approach to child development is supported.

The practitioners have a sound knowledge of each child and ensure they all take part in all activities. However, the practitioners do not make sufficient use of open-ended questioning to promote children's thinking and develop their interest. Behaviour is generally good as children respond positively to instructions. They are polite and discuss with the practitioner any issues regarding their play, as they learn to manage their own behaviour and develop skills for the future. Healthy practices are generally promoted as children learn to wash their hands and tend to their personal needs. Their understanding of diversity and the similarities and differences of people is developed in a satisfactory manner through observing positive images, celebrating festivals and accessing appropriate resources. Overall, children play and learn in an environment that develops satisfactory attitudes to learning and encourages them to become independent, active learners.

## 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>	3
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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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