

Willows Private Day Nursery (The)

Inspection report for early years provision

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| Unique reference number | 206245 |
| Inspection date | 26/04/2011 |
| Inspector | Yvonne Layton |

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| Setting address | 23 Park Road, Buxton, Derbyshire, SK17 6SG |
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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*.

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

Willows Day Nursery is privately owned and has been under its current management since 1997. It operates from a detached house in a residential area of Buxton, Derbyshire and serves children from the locality and surrounding area. A maximum of 57 children may attend the nursery at any one time and it is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery opens Monday to Friday all year round from 8am to 6pm, except for Bank Holidays. All children share access to a secure enclosed outside play area. Children have access to three floors of the building and parents generally access the ground and first floors. All floors are accessed by stairs.

There are currently 32 children on roll who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. Children who speak English as an additional language attend the setting.

The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at Level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage enjoy their time at the nursery. They make good progress in their learning and development and their overall welfare is strongly supported. Staff have a good understanding of equality of opportunity and inclusive practice is carefully promoted, with children's needs effectively met. Links with parents and the liaison with other providers are effective. Extensively proactive reflection and evaluation of all aspects of the setting ensure that there are strong aspirations for developing the quality of the setting and to drive and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- promote further the suitable environment by making sure all areas are safe and suitable for their purpose, with particular reference to more easily accessible hand washing facilities for children and the tiles in the bathroom, and the grids over the cellar windows and large sand cover in the outside area
- complete the review of documentation, with particular reference to making sure there is clear identification of when risk assessments are completed
- enhance children's knowledge and understanding of the world by extending opportunities for children to experience visits to and from visitors in the

community.

The effectiveness of leadership and management of the early years provision

Children are well protected as there are clear safeguarding procedures. Staff have a good knowledge of their responsibilities in protecting children. Required policies, procedures and records are in place and carefully maintained. Currently, documentation is under review and the manager clearly identifies that although detailed risk assessments and daily checks are carried out in all areas and for equipment, the recording of when risk assessments are completed is not consistent. Children's welfare and safety is a priority in the setting. However, their well-being is possibly affected as facilities for hand washing are not easily accessible and in the bathroom there are some broken ceramic tiles. Children have access to a very well-planned and exciting outdoor area. However, the metal grids that protect the cellar windows and how the sand pit cover is placed when the sand pit is open present a potential hazard to children.

Efficient systems ensure that staff are suitable for their role and they are clear about their day-to-day responsibilities. Effective systems are in place to ensure the ongoing suitability of staff. Children's welfare is supported well as the staff complete and actively involve them in established hygiene and safety procedures.

Children's learning is successfully promoted as the staff have a good knowledge of the Early Years Foundation Stage framework. All areas of learning are addressed within the planning. Planning is devised through observations of the children's progress, interests and individual development, including individual next steps. Each child has an extremely detailed assessment file which includes regularly updated 'all about me' information. Children's transitions to school are supported well. Links with other services and agencies are effective with two-way working partnerships.

Inclusive practice and equality policies and procedures are carefully implemented throughout the setting so that all children have their welfare needs met and achieve as well as they can. Individuality is respected and responded to well. Photographs of the children's family are used throughout the setting to enhance their sense of belonging.

Partnerships with parents and carers are secure. To ensure children's welfare and learning needs are met, staff gather valuable information from parents. They have access to the group's policies and procedures, including a detailed induction pack. There are liaison books for younger children and, at the request of parents, for older children. Parents are able to view their child's assessments, both informally and at planned sessions. They are invited to record their own comments about their child.

Management are passionate about developing all aspects of the setting and are fully supported by the active involvement of all staff. Children's learning and welfare is very strongly promoted as there is a proactive ethos to evaluate all

aspects of the provision. There is continual reflection on practice and a wide range of evaluation systems that clearly identify areas to develop. The recommendations from the last inspection have been positively addressed.

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

Children are very happy and settled at the nursery. The learning environment effectively supports children's progress towards the early learning goals, with their learning promoted throughout. Play is purposeful as the children confidently self-select and enjoy activities alone, in small groups or with an adult. Planned themes and themes developed from children's interests enhance their learning and enjoyment. A planned theme about space is linked to all areas of learning. Children make salt dough rockets and dance 'like a spaceman'. An extensive pirate theme is developed from children's interest. This includes making a ship from cardboard boxes, treasure hunts and role play. A new nursery goldfish results in children making their own clay fish and this is extended into an animal theme with active role play. Staff are skilled at encouraging critical thinking as they present challenging questions, and they are warm and caring. Communication skills are promoted well as staff and children hold detailed conversations about their experiences, family and lives. The setting is rich with a wide variety of photographs of the children during activities and events.

Children are learning good social skills as they are involved in agreeing the 'golden rules' of the setting based on respect and kindness. Staff consistently explain reasons for good behaviour. They learn to share, take turns and respect the needs of their peers, supporting the development of skills they will need for the future. A strong sense of self is promoted as independence is encouraged and staff use positive encouragement and praise. Throughout the setting there are posters and resources that expand children's awareness of learning about the world. Activities and creative projects include national and international celebrations. There are some lost opportunities as visitors to the nursery and outings into the community are limited.

All children have the opportunity to undertake a wide variety of creative activities. Their work is displayed throughout the setting. Free expression in art is encouraged, with children able to select a range of craft resources and enjoy a wide range of different art techniques. All children have opportunity to undertake activities such as 'gloop', cornflour and water and tactile resources. Babies actively use their hands and bodies to explore paint. Heuristic play resources are freely accessible to the children.

Children's understanding of nature is promoted as they feed the birds and enjoy extensive planting and caring for vegetables, flowers and herbs in a plastic greenhouse and in the garden. This is enhanced by pictorial labels and information sheets for each project. Children are enabled to dig freely in an area of the garden. All children are actively involved in both planned and spontaneous story telling and rhymes.

Strong relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines and activities. Alongside consistent reminders about the setting's safety rules, there are robust safety routines for using the stairs and accessing the bathroom. Good hygiene practices across the provision help to minimise the risk of spreading infection and encourage children's learning about self-care.

Physical skills and confidence are enhanced as the children enjoy physical play in the basement gym and soft play area. They are able to extend their skills when using the well-considered outside play. They undertake personal challenges and take risks safely on large equipment. All children access the outside area where there is space for quiet play and good use of sand and natural features. Children learn about healthy eating through themes, displays and activities. They bake and enjoy food tasting. Throughout related activities staff talk to the children about healthy eating and self-care.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 1 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 2 |
| 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 | 2 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| Outcomes for children in the Early Years Foundation Stage | 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

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