

Downs Park Day Nursery

Inspection report for early years provision

Unique reference number	106941
Inspection date	14/02/2011
Inspector	Susan Harvey

Setting address	46 Downs Park West, Westbury Park, Bristol, BS6 7QL
------------------------	---

Telephone number	0117 9628526
-------------------------	--------------

Email	
--------------	--

Type of setting	Childcare on non-domestic premises
------------------------	------------------------------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Downs Park Day Nursery opened in 1988 and operates from an Edwardian semi-detached house, in the Westbury area of Bristol, children are accommodated on the ground and first floors. Children have access to an outside play area to the rear of the premises and a garden at the front. The nursery is open all year round each weekday from 8am to 6pm. The nursery is registered on the Early Years Register. A maximum of 44 children may attend the nursery at any one time. There are currently 84 children aged from birth to under five on roll, some in part-time places. The nursery has experience of supporting children who have special educational needs and/or disabilities.

There are 17 members of staff, of these 12 work directly with the children and hold appropriate early years qualifications. The nursery provides funding for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Downs Park Day Nursery is a welcoming setting for children and their families. Children show a strong sense of security in the care of staff. They are safe, with very effective safety measures in place to protect children from harm and when being taken off the premises. There is a very good self-assessment scheme in place which has identified areas for improving outcomes for children, especially in creating a unique outdoor experience. Staff are proactive in attending training and using this to improve learning outcomes for children. Mostly, children make good progress, but the next steps to their growth in learning are not consistently identified. The nursery is inclusive in its practice and all parents and children are valued for their contribution.

What steps need to be taken to improve provision further?

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

- develop a system which will demonstrate how the detailed information already in place from staff observations can be consistently used to identify the next steps in children's learning.

The effectiveness of leadership and management of the early years provision

Downs Park Day Nursery has clear policies and procedures in place to ensure the safeguarding and welfare of children which meet all the required duties. Staff have a good understanding of the need to protect children from harm. Staff members

are diligent in keeping children safe on the premises. For example, in emergencies they have effective risk assessments and well organised actions which successfully manage and eliminate risks. On the day of inspection, staff quickly and effectively implemented their emergency procedure when a water tank ruptured. This ensured any risks to children were promptly minimised so that children could benefit from a productive day. A risk record and assessment of risks is clear and precise when taking children out regularly to an area known to the nursery as The Forest School. The nursery staff are committed to continuous improvement. This is through carefully evaluating of their practice using the Bristol Standard scheme. It takes into account the views of parents and staff as well as recording what children have to say as part of the assessment. Through several staff attending an extended out-of-doors training course, and other staff completing a day course, they have improved outcomes for children. The Forest School training inspired the staff to create opportunities both on and off the premises to enable children, under different conditions, to narrow the gap in their learning.

The relationship nursery staff have with parents and carers is highly positive and well supported; it is firmly established before children start in the nursery. Parents take time to settle their children and to meet the staff who will be particularly caring for their child. The sharing of information is an important way to help staff assess the children's starting points and abilities so that they can plan for their learning. Parents are keen to praise the nursery staff for their commitment in helping children to learn. They say they are well informed about all aspects of their children's achievement, well-being and development. Parents are confident in the staff and their ability to care for their children. They feel valued and comment on the fact that they like their children being cared for in a family environment where they make friends are very happy.

All staff members have a good understanding of the learning, development and welfare requirements and the Early Years Foundation Stage guidance, which is used exclusively in their planning. Through regular training events attended by the staff, children's learning, social, physical and economic well-being are consistently promoted. There is a detailed and robust system in place for observing and assessing children's learning and planning is founded on good observational evidence looking at early learning goals and supported with interesting activities. But, the next steps in the children's learning are not consistently identified, as a result, staff do not have an all-round picture of children's progress. Staff have made some progress in addressing this. However, the proposed changes are not yet fully embedded in practice. The nursery is inclusive and equality and diversity is managed very well. Children are introduced to a wide range of festivals, which generates a positive first hand experience with parental support. Staff have a good knowledge of each child's background and successive siblings have attended in the past. Any additional support needed for a child is immediately identified through experienced staff and where appropriate they work in close contact with interagency teams to ensure that each child receives the support they need.

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

The nursery has an interesting, well-equipped and welcoming environment which successfully reflects children's backgrounds and the wider community. All parts of the nursery are comforting with pictures and posters around the wall displaying children's own art work. Resources are good and fit for purpose which supports children's learning and development. Staff work very well together as a team and are effectively deployed around the nursery. Children are looked after by very caring and supportive staff that are encouraging to children and offer lots of praise which fully develops their self-esteem. Children are very confident, settle well and develop excellent relationships with adults and each other, which demonstrates the level of safety they feel while in the care of the nursery staff. They confidently talk to visitors and explain clearly what they are playing with and what they enjoy about being in the nursery. Children know the routine of the day and are independent in their personal care. For example, they confidently visit the bathroom, know when they need a drink and know exactly what is available to play with and where to find resources. Children make good progress in developing the personal qualities that enable them to take responsibility for small tasks. This includes being responsible for tidying away toys after use and pushing chairs under tables to avoid tripping over.

Throughout the nursery children can independently choose their activity and are developing skills for the future, such as showing kindness and care for each other. They play and work alongside each other successfully understanding the need to cooperate and resolve solutions by themselves. As well as learning fundamental skills, young children actively explore their surroundings with curiosity and interest, seeing themselves in mirrors and experiencing different textures. Through regular access and use of information technology equipment children have opportunities to learn new skills; they are able to watch the digital photographs taken on the visit to the forest and reflect on the patterns made by their torch while inside a dark tent. Developing children's language is a key strength of staff in the nursery. Children over three are beginning to link sounds with letters and explore rhyming and rhythms through familiar songs. Staff use signs and signals to communicate with young children until they are fully conversant and can ask for things themselves. Children are able to communicate what they want to achieve and to work problems out for themselves through appropriate questioning from staff. Through well planned activities children have a sense of purpose in their play. They are given the chance to take supervised risks in the garden. Using plastic crates children construct a piece of climbing apparatus. They decide how many crates are safe to stack, whether to have one step or two to reach the top and the use of a safety mat on which to land is placed by staff in a strategic place. Children are encouraged to be independent thinkers in their management of activities; this has been enhanced through their experience of playing under the Forest School initiative where using natural resources and the chance to be out-of-doors places a different emphasis on how children learn.

The health of children is a priority for staff. They have nutritious, home-cooked meals and good appetites. Meal times are social occasions when staff sit with the

children and take time to talk about what they have done during the day. There is water readily available throughout the nursery at all times where children can help themselves when they feel thirsty. Through the development of the garden and the chance to access open spaces all children are provided with the opportunity to have daily fresh air. This develops their understanding of learning about a healthy lifestyle and the importance of regular exercise. Through the encouragement of staff and good hygiene practices, children are learning the importance of preventing the spread of infection. They freely use tissues and understand the need to dispose of them appropriately.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	2
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	2
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

