

North Dorset Children's Centre Nursery

Inspection report for early years provision

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EY336390

Inspection date

30/03/2011

Inspector

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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

North Dorset Children's Centre Nursery opened in 2007 to serve the North Dorset local area. It is overseen by Dorset Early Years and Childcare Service and operates from purpose-built premises within the children's centre in Shaftesbury, Dorset. The centre comprises of a day nursery which is registered to care for up to 40 children from birth to eight years of age and is open each weekday from 8am to 6pm. An additional crèche for 12 children operates to support parents and carers attending various adult groups and courses that meet at the centre when required. The children use four playrooms, and enclosed outside and associated facilities. Currently, the nursery has 64 children aged under five on roll. Of these, 35 children receive funding for nursery education. The centre supports children who have learning difficulties or disabilities and children who speak English as an additional language. There is an overall centre manager who is supported by a part-time early years teacher. There are nine permanent members of staff who work with children in the nursery, all of whom hold a relevant childcare qualification. Additional staff can be called on to work with children in the crèche and nursery to cover training and holidays. There are two discrete catering and lunchtime cover staff. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The North Dorset Children's Centre Nursery provides a safe, inclusive learning environment that caters well for the needs of its children. The children are happy, friendly, independent, motivated to learn and make good progress. Relationships are very good and staff are committed to providing the best for the children in their care. A good range of activities and very effective adult support for individual learners results in their overall good achievement. The recommendations from the previous inspection have been fully implemented and the setting evaluates its provision effectively, demonstrating a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop more challenging creative thinking activities to promote problem solving, particularly for the older children
- develop further a programme of continuing professional development by identifying additional training needs of staff
- enhance the use of the outside area to include more challenging opportunities for older children's physical development.

The effectiveness of leadership and management of the early years provision

Staff are well focused on keeping children safe and secure. Staff are well qualified, recruitment procedures are good and all necessary safeguarding checks are robustly carried out. Statutory requirements for all registration and health and safety procedures are fully met including emergency procedures and risk assessments.

There is a strong team ethos, and all staff contribute to the planning which takes into account the needs of all the children. Brief review sessions are held after every afternoon session and staff meetings with all the team members are held every six weeks to discuss children's progress and develop ideas for planning. Staff are well trained, with good evidence of planned training recorded; however there is no identification of further training needs and actions required. A very good staffing ratio is maintained in all sessions. A wide range of resources are available and changed during the course of the sessions. Equal opportunities are promoted well and the nursery is fully inclusive. Resources such as books, toys and signage are used to make children aware of cultural diversity, together with a celebration of the festivals celebrated in multicultural Britain.

The key person system is used well to liaise with parents and monitor each child's individual development and learning. There are good links with the neighbouring primary school. The local authority early years consultancy team provides regular visits, advice and audits, highlighting areas for improvement. There are also very strong links with the speech and language unit. There are effective transition arrangements between the rooms and onwards to primary school which prepare children well for changes in the future.

Parents and carers are encouraged to be fully involved in their child's learning journey and links with parents are strong. Admission arrangements are very good and parents value them. Parents and carers have an opportunity to outline their child's interests and achievements to provide a starting point for the learning journey record. The home link books inform parents very well about their children's progress. Parents speak very highly of the support and progress their children make.

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

The spacious, bright, very well resourced and laid out rooms provide space for the children to enjoy a wide range of learning activities. Well planned routines maintain security as well as providing excellent opportunities for children to pursue activities that promote learning and development. The puzzles, building and modelling materials are used very well, particularly for language development, through good adult interactions, discussion and questions. Children make

independent choices from a wide range of activities that cover all areas of learning and development. However, there are not enough opportunities for older children to be challenged by problem solving activities that make them think. Children enjoy painting and mixing colours and are fascinated by how the colours merge when making their marble paintings. Children are developing physical and creative skills well, using a good range of tools. Other children have free access to the computer. The dressing up outfits enable children to use their imagination, explore role play and develop their language.

Excellent relationships are maintained at all times, contributing well to each child's personal and social development, and they behave well. The various outside areas are large, with many different activities. They are well managed and supervised. There is a wide range of physical play activities although the lack of larger apparatus limits the older children's more adventurous physical development. Children enjoy playing with sand and water, leading to good physical and imaginative development. The children enjoy gardening and learn about planting and growing flowers. Children's emotional intelligence is developed effectively through the use of Dorset County Council programme Rainbow Seal.

Routines and procedures at the beginning and end of each session ensure safety and good care as well as giving opportunities to talk to parents and carers. Children develop good levels of understanding about making healthy choices. They enjoy snack time and like their choices of fruit, milk or juice. They appreciate the range of other healthy choices at lunch and teatime and specific tastes and dietary needs are catered for. Children know the reasons for washing hands before a snack. The kitchen area is separate from creative areas and good hygiene procedures are adhered to. The structured routines ensure that children understand how to be safe outside, help staff, and develop independence. During the inspection, activities such as building towers provided an excellent opportunity for adults to work with groups of children, very effectively promoting social, creative and language development.

Children make good contributions to self-evaluation, with key persons recording their comments. In the daily routine they have responsibilities at snack time for passing the fruit and pouring the drinks. They know where milk comes from and that it helps them grow. Children are encouraged to choose group activities, such as songs or stories. Outside visits to such places as the shop, the library, the woods and the farm are linked in with the planned themes and extend the children's knowledge and understanding of the outside world, thereby preparing them well for the future.

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
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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

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