

Barton Children's Centre @ Castledyke Day Nursery

Inspection report for early years provision

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| Unique reference number | EY332384 |
| Inspection date | 18/05/2011 |
| Inspector | Elisabeth Wright |
| Setting address | Castledyke West, Barton-on-Humber, North Lincolnshire, DN18 5AW |
| Telephone number | 01652 637766 |
| Email | |
| 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.

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

Barton Children's Centre @ Castledyke Day Nursery is a private provision owned by Castledyke Limited. It was registered in 2006 and is located in purpose built accommodation within the Children's Centre in the grounds of Castledyke Primary School in Barton, North Lincolnshire. Access to the setting is via the Children's Centre reception. The nursery opens Monday to Friday 8am to 6pm for 52 weeks of the year, except for public holidays.

Children have use of a ground floor room within the Children's Centre, which is divided to meet the needs of the age range of children attending and there is an enclosed area for outdoor play. The nursery also has use of the community room and associated areas.

The nursery is registered to care for a maximum of 33 children in the early years age range. There are currently 73 children on roll all of whom are within the early years age range. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery provides funded early education for two, three and four year olds. It supports children with special education needs and/or disabilities.

There are 12 members of staff who work directly with the children including the manager. All of whom hold appropriate early years qualifications, two are qualified to level 5, nine are qualified to level 3 and one to level 2. The nursery has successfully completed an endorsed quality assurance scheme and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from an effectively planned and well resourced environment both indoors and outside. Staff demonstrate high levels of ambition for the setting and commitment to continuous improvement through evaluation, observation and training. Consequently, children benefit as the staff's increased knowledge and skills promote effective and inclusive learning, focusing on individual needs. Partnerships with parents and carers are strong and good links have been made with local services. Children's welfare is mostly safeguarded well through effective policies, procedures and practice. This means that children overall make good progress towards the early learning goals.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that written records are kept of all medicines

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administered to children. (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

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

- review risk assessment to ensure that it covers anything with which a child may come into contact with regard to trailing wires.

The effectiveness of leadership and management of the early years provision

Robust procedures for recruitment, vetting and ongoing suitability of staff are implemented effectively. Children's welfare is safeguarded because staff are fully aware of safeguarding procedures and their duty to protect children. All required policies and procedures are in place and followed to support the care of the children. However because written information on the administration of medication is given to parents and carers and not kept by the setting, this potentially compromises the children's safety and is a breach of the requirements. Although daily checks made on the premises ensure a generally safe environment, the risk assessment does not include trailing wires in the office area. However, as staff are deployed effectively and children are supervised well there is minimal impact on their safety.

The nursery is committed to quality and improving outcomes for children. Effective self-evaluation methods ensure that areas for improvement are identified and acted upon. Staff make changes based on their observations, creating a stimulating and comfortable environment where children can play and learn. Training is given a high priority and used successfully, for example, following staff attending a course the outdoor area has been improved and staff have noticed the positive effect this has had on the children's play.

Children with special education needs and/or disabilities are supported well as activities are adapted to ensure inclusion. Resources to promote the positive understanding of cultural diversity are readily available to the children. Partnerships with parents and carers are well developed. A useful exchange of information between parents, carers and their Key Person enhances the children's learning and development. The nursery has developed effective links with local community provision and a local school and is developing further links with other schools, therefore development information is shared to support the children's good progress.

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

Children are confident in the nursery as positive behaviour is promoted, creating a calm and welcoming environment. Planning for activities both indoors and outside

covers all areas of development and is based on individual children's needs and interests. Consequently children make good progress in learning and development. Staff skilfully extend play, providing challenge by interaction, suggestion and questioning. Time and space is given to enable children to solve problems for themselves. Independence is promoted well because the environment is thoughtfully organised to ensure that they can initiate their own learning, make choices and access resources. For example, they are able to use cameras to record their own activities, enhancing their understanding of technology.

Staff role model good language skills when talking to children, consequently they learn to communicate effectively, expressing their thoughts and ideas. Language used includes concepts of colour, volume and amount, therefore children learn to use these concepts for themselves. A wealth of written words are displayed and children enthusiastically recognise their own and friends' written names during greeting time and eagerly peg name cards on a line, proud of their achievements. A love of books is fostered because book areas for all ages are made interesting and cosy.

Outdoor play is valued; therefore children have free access throughout the day to a wide range of resources and activities in all weathers. They develop good physical skills and are creative, making dens in the bushes and engaging in role play and art activities. Babies are able to develop their own skills climbing safely in their own indoor area and accessing appropriate resources. Children learn to keep healthy, for example, they independently wash their hands before snack and fully understand the reasons for doing so. A healthy, balanced menu is provided and the cafe style snack system and freely available water enable them to make choices about when they need to eat and drink. Children's understanding of safety issues is demonstrated by the care they take of their environment, ensuring that toys and equipment are put away, or kept on mats and tables. Overall children make good progress in developing the skills they will need 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

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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 | 2 |

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 | 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 | 3 |
| 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

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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

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years part of the report (Records to be kept) 18/05/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years part of the report (Records to be kept) 18/05/2011