

St Nicholas Day Nursery

Inspection report for early years provision

Unique reference number	EY364811
Inspection date	12/05/2011
Inspector	Melanie Arnold
Setting address	St. Nicholas Day Nursery, Runcorn Road, LINCOLN, LN6 3QP
Telephone number	01522 812 470
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.

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Description of the setting

St Nicholas Day Nursery is a run by a registered company. It has been operating from 2003 but was most recently registered with Ofsted in 2007. The nursery operates from purpose built premises on a leisure industry estate in North Hykeham, Lincolnshire. There are three main playrooms, which accommodate differing age groups of children, a sensory room and a black and white room. There are two adjoining secure outdoor play areas. The nursery serves the local area and is accessible to all children.

The nursery opens Monday to Friday all year round, with the exception of a week at Christmas and all public holidays. It opens from 7.30am and closes at 6pm. A maximum of 86 children under eight years may attend the nursery at any one time. There are currently 109 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register and provides funded early education for three-and four-year-olds. The nursery supports children with special educational needs and/or disabilities.

The nursery employs 25 members of staff, not including the owner. The owner holds Qualified Teacher Status and the manager holds an appropriate early years qualification at level 4. Of the staff, 21 hold a qualification at level 3 and two of the staff hold a qualification at level 2. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are fully integrated into the nursery because staff work in partnership with parents, carers and other professionals and services to ensure children's individual needs are met. Systems to support children's progress and development inside and outside are generally effective, which enables every child to make good progress in their learning and development. Children's health and safety is effectively maintained through the nurseries mainly clear policies and procedures, which are implemented well by the caring staff team. The nursery has continued to develop their service, identifying and making continuous improvements through a robust process of self-evaluation.

What steps need to be taken to improve provision further?

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

- develop opportunities for children to move freely between the indoor and outdoor environment
- ensure the risk assessment covers anything with which a child may come into contact, specifically relating to the computer in the pre-school room.

The effectiveness of leadership and management of the early years provision

Children are cared for in a warm and welcoming setting, which is securely maintained. The majority of potential hazards are identified and minimised through the clear risk assessment procedure. However, although, cable tidies are used on the wires from the computer in the pre-school room, this has not fully made all of them completely secure or inaccessible to children. Clear recruitment, vetting and induction procedures are in place to ensure the suitability of the staff. It also results in the appointment of a mainly qualified staff team, who have an extensive range of experience. Children are protected from potential harm because they are constantly supervised by well deployed staff. Their health and safety is protected because staff maintain all necessary records and documents and implement the clear policies and procedures well. For example, all staff have a secure knowledge of child protection issues and procedures. Internal and external space and resources are organised effectively to meet children's needs. However, although, direct access to outside play is available, children are not provided with opportunities to move freely between the indoor and outdoor environment, to fully enhance their exploration and learning.

Strong leadership and management of the nursery results in a motivated staff team, where everyone has a clear vision and is committed to promoting positive outcomes for children. The nursery promotes equality of opportunity, ensuring the inclusion of all children regardless of their backgrounds, beliefs and abilities. An effective partnership with parents and carers is established from the outset, ensuring comprehensive information is continually shared and exchanged to meet children's individual need and to promote their development from their specific starting points. In-depth discussions, daily diaries for younger children, notice board displays and regular newsletters, keep parents and carers fully informed about the nursery and their children's care. Observation and assessment learning journeys are accessible to parents at all times and during regular parents evenings they are more formally discussed to fully ensure parents are aware of their children's progress and development. Parents and carers are encouraged to complete monthly information sheets on children's interests and achievements from home, which are then incorporated into individual children's planning, observation and assessments. Staff work well with other providers and professionals to ensure children with special educational needs and/or disabilities are fully supported. The nursery has continued to develop their practice and procedures by working on the recommendations raised at the previous inspection. They now use a thorough system of self-evaluation to monitor and evaluate the whole nursery, seeking the views of all users. This results in the identification of realistic, achievable targets for future development, promoting continuous improvement.

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

Children are happy and settled in the nursery. They show confidence in their surroundings as they relate well to the dedicated staff team. Effective health and hygiene routines minimise the risk of cross-infection and children's health is further promoted through the provision of freshly prepared, nutritious meals and snacks. Staff liaise closely with parents to ensure children's dietary requirements are fully met. All children are supported as staff sit with them at meal times, providing assistance where needed. Older children freely choose when to access their snack and they are encouraged to pour their own drinks, which promotes their independence. Children's awareness of how to maintain their own health and safety is effectively promoted through the daily routine, activities and discussions. For example, good hand washing practices are promoted from a young age, with babies learning how to wash their hands in a low-level sink and older children learning the importance of why they must wash their hands. Children are actively encouraged to be active through regular indoor and outdoor physical play opportunities. They learn about the effects of exercise on their bodies as staff encourage them to feel how fast their heart is beating after exercising. Through the re-enforcement of basic rules children learn to play safely. Topics on road safety and stranger danger provide further opportunities for children to learn about safety issues. Children are cared for in different rooms according to their age and abilities. Retention of staff is a strong aspect for the nursery, as this results in consistency for the children. Children develop good relationships with their peers, as they play co-operatively together. The positive approach used by staff, re-enforcing good behaviour, sharing, respecting and valuing others, results in well behaved children who value differences and diversity.

Children are making good progress in their learning and development. They have fun participating in a good range of hands-on learning experiences, which are planned inline with their interests and developmental needs. The continuing development of observation and assessment systems, results in children's progress being effectively monitored from their starting points, whilst also identifying their next steps for development. This results in purposeful, individualised learning for every child, enabling them to reach their full potential. Babies and toddlers enjoy investigating and exploring their surroundings. They participate in small circle time activities, where they all sit together and enjoy activities like singing and playing musical instruments. All children benefit from the use of a sensory room and a black and white room. For example, children explore, investigate and develop their senses when playing in both rooms. Children in the two-to-three year room have great fun exploring the texture as they make marks in the shaving foam. They also enjoy being active and dancing to music. As children progress through the nursery, they are provided with more challenging play experiences. For example, although, staff in all rooms engage and interact well with children, staff in the pre-school room effectively question children, which challenges them and promotes their communication skills. For example, during snack time staff ask children where milk comes from, with children correctly identifying that it comes from a cow. Spontaneous opportunities are also seized to promote children's mathematical awareness. For example, when a child shows a member of staff how they made a

paper aeroplane, they are asked how they have folded the paper, is it in half and what shape they have made. Children's use of imagination is promoted during role play activities. For example, after making their own passports, children decide to organise their chairs to make an aeroplane. A member of staff begins to participate in the children's chosen play experience. Children's communication skills are promoted as they are encouraged to think and to discuss where they are going, whether it will be hot or cold and then the types of clothing they will need. Children freely access and use a good range of programmable and electronic toys and resources in all rooms, successfully supporting their skills 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

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