

East Leake Day Nursery and Pre-School

Inspection report for early years provision

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Inspection date	17/05/2011
Inspector	Lynn Dent
Setting address	Castle Hill, East Leake, Loughborough, Leicestershire, LE12 6LU
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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

East Leake Day Nursery is run by Early Years Childcare Group. It opened in 1996 and operates from a number of areas within buildings sited on Manor Farm, East Leake in Leicestershire. All children share access to secure outdoor play areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 147 children under eight years at any one time. There are currently 215 children aged from nine months to under five years on roll, some in part-time places. The setting provides care for children from East Leake and the surrounding areas. The setting also provides out of school and holiday care for children to 11 years of age.

The nursery is open each weekday from 7.30am to 6pm, closing for one week in August and at Christmas. The out of school club is open each weekday from 7.30am to 9am and 3.30pm to 6pm during term time and from 7.30am to 6pm during school holidays.

The nursery currently supports a number of children with special educational needs. The setting is in receipt of nursery education funding. The owners employs 47 staff. Of these, 44 hold appropriate early years qualifications and three are working towards a qualification. One member of staff has achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development due to the highly effective and committed management and staff team. Staff are innovative in using resources and everyday experiences and activities to fully promote the areas of learning. Children benefit greatly from the extensive outdoor surroundings, including the woodlands, farm garden and extremely well-resourced outdoor play areas. Overall, the high level of security of the premises means that children are kept safe at all times. The nursery highly values close working relationships with parents, other settings and specialist services enabling an inclusive services for all children. The management is forward thinking showing a commitment to continuous improvement, successfully building on the existing effective provision already in place.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing the security of the main gate; this is with regard to procedures when parents are dropping off children in the morning.

The effectiveness of leadership and management of the early years provision

Children's welfare is very effectively safeguarded because staff have an exceptionally clear understanding of how to record and report concerns to the management and the relevant agencies. Robust recruitment and checking procedures and ongoing updates regarding staff suitability ensure they are all suitable to work with children. Extensive induction and appraisal systems enable staff to successfully implement the exceptionally high standards set by the setting, having a positive impact on the children. Systematic risk assessments of the premises, resources and for outings mean that children are kept safe at all times. On the day of inspection, the procedure for keeping the main gate secure was not robust. Once on the premises, the buildings are very secure meaning there was no impact on the children's safety. The outdoor play areas are enclosed and incorporate a safety surface throughout further promoting children's safety when using climbing equipment.

The premises are extremely well organised allowing, all children to develop their independence as they flow between different activities which are well resourced. All rooms are visually stimulating such as having 'Jack the beanstalk' imaginatively displayed by growing beans in containers stuck to displays. The resourceful deployment of staff means that their particular skills are used to best effect to support the children's learning. For example, those with musical skills plan and provide a wide range of singing and music sessions in the dedicated music room and the woods. Staff know the children extremely well, planning and providing very effectively for their individual needs. As a result, all children are making excellent progress in their learning and development.

Excellent partnerships with parents mean they receive information about the setting and each room as their child moves rooms. Parents express their delight at the 'individual care' their child receives. They also feel fully involved in their child's learning through discussions, the sharing of learning journeys and meetings. Parents are regularly invited to stay and play sessions where they learn how to support their children's learning through play and activities. The setting is proactive in working with other early year's providers and outside agencies, significantly promoting inclusive practice for the children in their care.

The manager is pro active in working with staff, leading by example. As a result, the practice is highly effective resulting in an exceptionally cohesive staff team who share responsibility for the day-to-day practice within the setting. Very effective monitoring systems ensure that all areas of the setting are assessed and the information is used particularly effectively to identify and action areas for improvement. This ensures that positive changes are introduced and embedded into the service, further promoting the outcomes for the children.

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

All children flourish and make excellent progress because their key person ensures they receive a highly personalised learning and development experience. Children are highly motivated to learn because they engaged in purposeful and challenging experiences. Older children use their language extremely well to describe their pictures and when reading books use their 'reading finger' to point to words. Children have an exceedingly clear understanding of shapes as they identify semi-circles and a trapezium. Babies and toddlers are cared for in a calm atmosphere where their individual routines are very effectively met. They thoroughly enjoy playing with bright, stimulating toys that they can pull or push along. Babies are fully encouraged to explore their senses as they have access to treasure baskets and use paint. Some use cotton buds or brushes while others use their hands. Toddlers are inquisitive and bob up and down as they try to join in rhymes and songs.

Children have an excellent understanding of living things because they receive exciting opportunities to engage in and observe this in extensive natural surroundings. They visit the garden where they water the plants and also grow fruit and vegetables around the setting. Younger children go on walks around the farm daily. Older children visit the woods to look for snails and other mini-beasts. They clearly explain that snails have shells on their backs and enjoy caring for these in their rooms. Children have made snails from clay, showing the staff are innovative in extending the activity to other areas of learning. Children thoroughly enjoy making mud pie ladybirds, adding sticks for the legs. Whatever the weather children are able to make the most of the outdoors because the nursery provides wet weather clothing. All children behave well because staff are positive role models for this and promote sharing from an early age. More importantly, children are actively engrossed in their learning so they behave impeccably.

All children feel extremely safe in the setting. Consequently, they are happy to move around and access the exciting range of activities and experiences provided and to initiate their own learning. Children clearly understand how to maintain a healthy lifestyle. They readily wash their hands and understand the reasons for this. They also learn about their bodies as they make skeletons in craft sessions and know they need to rest and have a drink when they are hot or have been exercising. Although the nursery is set on a farm site, the standard of hygiene is exceptional. Toilet and hand-washing facilities have been installed at the woodland sites used by the nursery, ensuring that good hygiene is first-rate. As a result, children can picnic in the woods following their activities. Children have an exceptional understanding of safety because this is routinely practiced. They know that the register is taken to keep them safe and in case there is a fire. Younger children can explain how they must be careful when using climbing equipment.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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