

# Zebedees Day Nursery

Inspection report for early years provision

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**Unique reference number**

106891

**Inspection date**

23/05/2011

**Inspector**

Debbie Starr

**Setting address**

26-28 Walsingham Road, St Andrews, Bristol, BS6 5BT

**Telephone number**

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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.

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

Zebedees Day Nursery is one of three owned by Lansdown Day Nurseries and was registered in 1996. The nursery operates from premises converted from two semi-detached houses close to St Andrews Park, Bristol. Children have access to an enclosed outside play area.

The nursery opens Monday to Friday from 8.00am to 6.00pm for 50 weeks a year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children may attend at any one time. There are currently 102 children on roll who attend. The nursery offers support to children who have special educational needs and/or disabilities and who speak English as an additional language. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery employs 22 staff; of these 20 work directly with the children, two staff are ancillary workers. Of these, 18 hold appropriate early years qualifications; two hold Early Years Professional Status and two hold a Bachelor of Science in Early Years Studies. Two staff members are working towards a qualification in early years and two are working towards a Masters in Early Years Education. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff's knowledge and awareness of children's individual needs enables them to support their welfare and development generally well. The systems of assessment are not sufficiently well developed. Most documentation is maintained appropriately and shared with parents; there is a breach of one statutory requirement. Positive partnerships with parents are established, although it is not yet fully effective to ensure continuity in children's learning and development. Partnerships with other early years providers that children attend are not well established. Staff demonstrate a positive attitude and commitment to continuous improvement through self-evaluation and identified future plans. The impact of these has not yet had a significant impact upon the outcomes for children.

## What steps need to be taken to improve provision further?

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

- obtain written parental permission at the time of children's admission to the provision to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)

27/06/2011

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

- improve the use of observation and assessment to clearly identify children's next steps in learning so that activities are planned effectively and offer suitable challenges for children
- improve ways of working with parents and other early years providers so as to develop a two way flow of information that ensures continuity in children's care, learning and development
- offer regular opportunities for children to recognize their own and others unique qualities through meaningful experiences that embrace their diverse cultural backgrounds
- develop further the system of self-evaluation to review the impact of targeted plans for the future and their effectiveness to bring about improved outcomes for children.

## **The effectiveness of leadership and management of the early years provision**

Robust arrangements ensure that all adults working with children have undergone suitable vetting procedures. Effective ongoing training of staff ensures that children are effectively safeguarded because staff have a good knowledge and understanding of child protection issues and reporting procedures within the nursery. Thorough risk assessments and frequent monitoring of the nursery for example through a monthly audit of accidents, use of CCTV cameras and security on entering the premises ensure children are cared for in a safe and secure environment where hazards are clearly identified. Most required records and documentation are maintained, organized and shared with parents. Staffs good understanding of procedures and calm approach in the event of concerns clearly demonstrate the high priority given to meeting children's health needs overall. However, written parental permission for emergency medical advice and treatment has not been obtained for all children. Therefore all children are not fully safeguarded at all times. This is a breach of the statutory requirements. Staff are deployed well throughout the nursery and plan the lay out of the play areas effectively to offer an interesting range of activities and resources that are accessible to all. Staff have a generally good knowledge of most individual children's backgrounds and needs. Children access resources that reflect diversity and participate in occasional activities that reflect the wider world; which are at times supported by some parents. These experiences do not embrace the cultural diversity of all children that attend.

Staff form positive relationships with parents who are appreciative of the care given and progress their children make. Regular newsletters, displays and parent committee meetings inform parents of procedures, children's learning and events. Staff regularly exchange information about children's achievements and welfare through discussion and a daily diary for younger children. Parents are encouraged to view their child's individual learning diary and are encouraged to attend parent evenings twice a year. These opportunities do not however, ensure an effective focused exchange and two way flow of information so as to bring about continuity

in children's care learning and development. Staff work effectively with other agencies that support children with specific individual needs. Steps have been taken to make links with other early years providers that children attend however, they are not well established.

Staff demonstrate a positive commitment to continuous improvement through self-evaluation that on the whole identifies most strengths and areas for future development. This process of review using a recognized quality assurance scheme includes staff, parents and local early years advisors. The recently appointed manager is motivated to drive improvement to bring about positive outcomes for children. Future areas for development are identified and plans and initial steps are in place to address these. For example they include the monitoring of assessment records to support effective planning of activities. The impact of these actions upon the outcomes for children is not yet however evident. Parent's views are sought and taken account of. For example, improved systems for communication are in place and the nursery is currently purchasing items to promote a more eco-friendly environment. Children benefit from the re-organisation of breakfast time and ongoing development of the outside play area. As a result, the impact on the outcomes for children are broadly satisfactory.

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

Children are supported sensitively by staff who work closely with parents when settling into the nursery. Children are at ease and most are actively engaged and enjoy self-selected activities and resources throughout the day. Staff have a sound understanding of how children learn and develop. However most staff are not wholly confident or secure with the system of assessment which is currently under review. Staff gain focused information on children's development when they first start and clearly identify children's initial starting points and capabilities. This on-going process of assessment is not however, sufficiently robust. Regular observations are not undertaken on all children and most staff do not effectively evaluate their observations of what children know and do so that they clearly identify children's next steps in learning. Consequently planning is not based upon robust and rigorous assessment and as a result children overall make satisfactory progress in their learning and development.

Babies and young children enjoy varied activities that promote their senses and encourage them to explore the world around them using a wide range of household and natural objects. They eagerly explore paint using their hands and brushes and start to make marks on paper and table tops. They are intrigued by mounds of shredded paper, rolling and crawling through it. Young babies are sociable, they form strong relationships with staff who know them well. Babies are given space to crawl and they babble to each other, eager to communicate with those around. They investigate play centres and work out with the support of staff how to use press button response toys. Children throughout the nursery participate in both self-chosen and adult-led activities that reflect their interests and they enjoy. However due to lack of clear learning priorities staff are unclear as

to suitable challenges for most children. Toddlers develop skills to use brushes and tools to spread paint and to select self chosen shapes. Staff encourage recognition of shape and colour. Older children enjoy pouring and mixing flour, they observe change and manipulate it using their hands. They are encouraged through some open ended questioning to describe what they see, observe volume and to develop and create their own ideas using the dough. Pre-school children enjoy opportunities to spontaneously mark make both inside and outside. They recognise that print has a purpose. Children's interest in sounds and rhythm is supported through group activities using letters from their own names in a variety of combinations and working cooperatively with others.

Staff safeguard children through procedures that promote their safety such as, the frequent practice of evacuation procedures. Children demonstrate a good understanding of how to keep themselves safe. They negotiate climbing and balance equipment with care in the garden and ask for assistance when required. Staff are vigilant in ensuring children are safe when negotiating stairs and when moving between different areas of the nursery. Frequent reminders about road safety and the wearing of high visibility jackets on outings promotes children's understanding of how to keep themselves safe. Children benefit from access to fresh air at regular intervals during the day and enjoy the varied range of equipment accessible to them such as hoops, sit and ride vehicles and low level wobbly bridge. Additional physical movement classes enhance children's awareness of movement and their own bodies. Children develop an understanding of healthy lifestyles through growing fruit and vegetables that they eat themselves and share with their parents at home. They benefit from a varied range of freshly prepared, well balanced and nutritious snacks and meals throughout the day. Children of all ages freely access drinking water when thirsty. Babies drinking cups are close to hand and they are offered drinks regularly. Children behave well. Designated special helpers in pre-school for specific tasks such as the caring of the nursery snail promotes children's sense of responsibility. Babies and young children develop a sense of security and belonging through routines and easy access to family photographs. Use of props such as timers and 'pass the toy' at large group times promotes cooperative play, sharing and listening skills. Consequently children develop 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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