

Young Ones Day Nursery

Inspection report for early years provision

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31/05/2011

Inspector

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Setting address

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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

Young Ones Day Nursery is privately owned and opened in 1999. It operates from a converted church building with a secure outdoor play area. Children have the use of a large play room, with areas for different age groups and a separate sleep room. The nursery is in a residential area near the centre of Cullompton in Devon. It is open each weekday from 8.00am to 6.00pm for 51 weeks of the year.

The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 26 children aged under six years may attend the nursery at any one time, of these, not more than 6 may be under 2 years at any one time. There are currently 31 children aged from birth to under five years on roll, some in part-time places. The nursery supports children with English as an additional language.

There are six members of staff who work with the children, four of whom hold early years qualifications to at least Level 2 and one is working towards Level 2. There are three staff with a Level 3 qualification and the owner has a Level 5 management qualification. One member of staff is working towards Early Years Professional Status. The nursery also employs a mealtime assistant/cleaner. The nursery provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children respond well to the good care given by the consistent staff team and as a result are making good progress in their learning and development. A good range of interesting activities are provided that take into account children's individual needs and interests, ensuring that all children are included. Overall, the nursery works well in partnership with parents and others to support children's care and learning. The managers and staff reflect on their practice and have made changes to improve the quality of the provision, including extending the outdoor area. There is a good record of continued improvement.

What steps need to be taken to improve provision further?

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

- further develop systems to share information with parents, such as incorporating parents' comments into the children's individual records, to ensure they contribute to and are fully involved in their children's learning on a regular basis
- further develop systems to liaise with other providers delivering the Early Years Foundation Stage for children to ensure progression and continuity of

learning and care.

The effectiveness of leadership and management of the early years provision

Safeguarding is good because there are robust systems in place to ensure that staff are checked and suitable to care for children. All staff have completed training in safeguarding and the lead practitioner has recently completed additional training. Staff demonstrate a good understanding of safeguarding issues and procedures to follow should they have any concerns. Security at the premises is good and thorough risk assessments and daily safety checks ensure that children can play safely.

The managers show good drive and ambition to provide a quality service and support the continuous professional development of staff. All staff contribute to the self-evaluation of the setting and practice is constantly reviewed and changes introduced to improve the provision. For example, changes have been made to the way observations of the children are carried out to make them more effective.

The nursery is well resourced and organised and the staff make the best of the limitations of the building. They ensure that children are regularly taken to the outdoor play area, which they are unable to access independently. They provide separate areas for non-mobile babies and for toddlers, separated by low-level picket fences, which enables young children to play safely but still have contact with older siblings.

Staff work well together to ensure all groups of children have the opportunity to achieve as well as they can. They demonstrate a good understanding of each child's needs and plan activities to provide appropriate support and challenge, which ensures the nursery is fully inclusive. They promote equality and diversity by providing activities and resources reflecting different lifestyles and backgrounds as well as celebrating the children's own cultures, such as the Royal Wedding and Christmas.

Parents and carers are generally pleased with the quality of the provision and the amount of information that they receive about their children's progress. They have some opportunities to contribute to their children's learning, for example 'Bertie Bear' is taken home in turn by the children and parents fill in a diary to share his adventures. Parents of babies receive good amounts of information in their daily diaries and some parents contribute to these. The children's learning records are accessible to the parents and they are invited to attend meetings with staff about every six months, however good amounts of information are exchanged verbally on a daily basis to support children's welfare and progress.

The nursery has good partnerships with external agencies, for example staff attend local network meetings and are currently working with the local Children's Centre to improve the nutritional content of lunch boxes. Permission is obtained from parents and carers to share information if their child attends other settings. Information is exchanged if issues arise, but not routinely to support continuity in

children's learning. Staff are pro-active in seeking additional support for children when necessary, such as speech therapy, and the nursery receives regular visits from health workers to support children's health.

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

Overall children receive good care from staff who are clear about their roles and deployed effectively to support children's learning. They encourage children to make choices and decisions in their play and initiate their own learning. Children are able to self-select resources and to develop their ideas, for example they look for something to use as a flag for the sandpit and later design their own flags from paper and straws.

Staff regularly complete observations on the children, which the key person adds to their learning records to identify next steps in their learning. The weekly plans include any focus for particular children, the children's ideas, a topic and area of learning. For example children learn about recycling and use recycled materials to make a poster. They understand that things go in different bins to be recycled.

Children receive plenty of praise and encouragement from staff, which promotes their confidence and self-esteem. For example a young child finally plucks up the courage to go down a small slide, receives lots of praise and then repeats the action repeatedly showing great delight in her achievement. Children are actively engaged and consequently behave well. Staff skilfully intervene to promote positive behaviour when necessary and encourage children to share. Children play with resources and participate in activities that develop their knowledge of diversity, for example through learning about different festivals. Overall they receive good support to enable them to make a positive contribution to society.

Children learn to make healthy choices when they select from a range of healthy snacks and help themselves to a drink of water. They find out how to keep themselves safe when they help with the health and safety check or learn not to build a den next to the gate as it is used as an emergency exit. Children have regular opportunities to extend their learning outdoors and enjoy physical play in the fresh air. The enlarged outdoor play area provides sufficient space for children to ride tricycles, dig in the soil, grow vegetables and herbs, search for 'mini-beasts' or play with sand and chalk boards.

Staff ensure that children cover all areas of learning indoors and out and provide boxes of additional resources to support learning outdoors. There are plenty of opportunities for children to develop their mark-making skills using a range of different materials including pencils, paints and chalks. Staff talk about colours and numbers routinely as they support children in their play and introduce basic mathematical concepts such as 'more' and 'less'. Children learn about volume and measure as they fill containers with sand or water and pour one into another. They independently access a computer and use the mouse to control simple programs. Babies learn how to select, touch and feel as they play with treasure baskets

containing a range of safe household objects. Overall children play well independently as well as working alongside their peers, when they join in role play or circle time. This ensures they are well equipped to develop skills to support their future learning.

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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