

Wilsic Road Day Nursery

Inspection report for early years provision

Unique reference number	318125
Inspection date	06/06/2011
Inspector	Paula Fretwell
Setting address	11 Wilsic Road, Tickhill, Doncaster, South Yorkshire, DN11 9JG
Telephone number	01302 742629
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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

Wilsic Road Day Nursery registered in 1989 and is privately owned. It operates from two rooms in a purpose-built ground floor building. It is situated in a village on the outskirts of Doncaster.

A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. All children share access to a secure, enclosed, outdoor play area.

The nursery is registered on the Early Years Register. There are currently 63 children on roll. Children attend from the local community and surrounding areas.

The nursery employs 17 staff, 13 of whom are currently working with the children and all of whom hold a relevant childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very busy and happy in the welcoming, homely setting and their welfare, learning and development requirements are mostly well met. Practitioners demonstrate effective teamwork to provide care for each child and there are strong relationships with parents and others. Space, both indoors and outside, is used to good effect and high quality resources are accessible to enable children to make good progress in their learning and development. Secure systems are in place to evaluate the quality of the provision and to review current practice. The recommendations from the last inspection have been addressed.

What steps need to be taken to improve provision further?

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

- ensure that all medication given to children is clearly documented
- ensure the good health of children is promoted and necessary steps are taken to prevent the spread of infection, with particular regard to children's hand-drying
- ensure assessment records more clearly illustrate children's progress and take account of information provided by parents in this process.

The effectiveness of leadership and management of the early years provision

Practitioners clearly understand the importance of safeguarding children and they update their knowledge through training. They know the setting's policy and procedure for reporting any concerns or allegations to management and they are confident to refer to other agencies if necessary. Practitioners are vigilant about

children's safety and security. They monitor who comes in and out of the setting and visitors are promptly recorded. Clear procedures ensure children can only be collected by authorised adults. Recruitment procedures are robust and all staff are thoroughly interviewed and vetted to ensure their suitability to work with children. Risk assessments identify potential hazards and practitioners take good care to ensure the safety of toys, equipment and all areas where children play. Medication given to children is recorded. However, this does not always clearly show when and by whom it was given. The nursery manager leads good childcare practice by example, showing enthusiasm and being involved in all aspects of the children's care. Practitioners are motivated in their work with the children and they fully engage with them throughout the day. All staff know the children's individual personalities, their likes and dislikes and their unique qualities.

Children fully utilise space, indoors and outdoors, making independent choices. They can rest or relax as they need depending upon their needs. The environment is organised so that siblings in different age groups can frequently interact with one another. Comfortable seating for practitioners who care for babies enables them to sit together for bottle-feeding, stories and cuddles, creating a homely feel to the baby room. Children are helped to learn about equality and diversity within planned activities and opportunities for discussion. Varied and interesting resources reflect the diversity of society and children have access to positive images that help them to understand people's similarities and differences.

Partnerships with parents are very good. Practitioners exchange regular information about children's progress and well-being. Parents have the opportunity to meet with practitioners daily and at review meetings and they feel welcome, well-informed and included. Parents volunteer their skills within the nursery, such as with story-telling, and they are made very welcome. During 'pet week' families were invited to bring along their animals to show the children, enabling parents and carers to be involved in their children's learning. Additionally, social opportunities for parents to visit the nursery and chat with staff forge good relationships, and parents can make suggestions in person or via the suggestions box. Parents speak highly about the setting. They say that staff are approachable and they feel comfortable to discuss any aspect of their child's care. Practitioners write observations and learning stories about children as they play and children's progress towards the early learning goals is recorded in their individual files. Parents are welcome to see these records at any time and at review meetings. However, these assessment records do not clearly illustrate how well practitioners know each child or enable parents to contribute to this process. Partnerships with others are based upon children's individual needs and there are effective links with other settings, such as schools and playgroups. For example, children have opportunities to visit their school prior to starting and teaching staff are welcome to visit children in the setting.

Systems for evaluating the quality of the provision are effective and management use the self-evaluation form as a working document with which to regularly monitor and review practice. The views of parents' and children are actively sought and taken into consideration. For example, the setting responded to parents requests for a more varied menu and for policies and procedures to be available. Close working with the local authority helps to identify the setting's strengths and

areas to improve and the management's identified priorities are well targeted to enhance outcomes for children.

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

Practitioners have lovely relationships with the children in their care and this enables each child to feel included, secure and confident. High quality interaction with practitioners enhances children's play and communication. Skilled conversation and questioning techniques encourage children to think. Babies are given plenty of encouragement and support as they safely explore their environment. Older children are very assertive and sociable, introducing themselves to the inspector, asking about the inspection and proudly showing off the nursery. The setting places strong emphasis on promoting all children's independence, with a clear focus on what children can do. Children are competent in self-selection and they take responsibility for helping within the routine. For example, older children take turns to be 'tidy time inspectors', taking this role very seriously and helping to care for their environment. They sensitively help their younger peers settle into the routine by helping with hand-washing and sitting beside them for lunch as part of the buddy system. As a result, children make very good progress in their personal, social and emotional development and display high levels of self-esteem.

Babies' individual routines and personal preferences are considered well. Practitioners skilfully follow babies' non-verbal cues and know when they feel tired or hungry. Babies' rapidly increasing physical development is assisted by careful arrangement of furniture and equipment, enabling them to explore and move around at their own pace. Babies enjoy investigating a range of man-made and natural materials such as brushes and different textures of fabric.

Children engage in purposeful play and engage in self-chosen challenges. The free-flow style of play for older children enables them to be effective decision-makers and they persevere at activities of their own choice, with time to practise and reinforce their learning. Well-planned adult-led activities enhance children's learning, and practitioners are becoming more involved in this process. Children enjoy a dough-making demonstration and then make their own, adjusting the consistency and using plenty of mathematical and descriptive language. Children freely design and make with boxes and collage and they enjoy mixing new colours with powder paint. Children have opportunities to explore a range of different textures, such as jelly and shaving foam. The outdoor environment offers exciting challenges to children as they use a very good range of equipment to inspire their creative talents. They make dens with blankets and tyres and explore new sounds in the musical area. The all-weather surface and shelter enables children to play outdoors throughout the year. For example, they enjoy opportunities to experience snow in winter and grow plants in warmer seasons. Outings are a regular feature of the provision and children enjoy walks in the local area, such as to the library. Visitors to the nursery, such as the police and lollipop crossing patrol, give children opportunities to learn how to stay safe. Other visitors, such as small creatures, help to develop children's knowledge and understanding of the world as they

handle, touch and observe them. Children say that they enjoy coming to nursery and they 'love doing everything'.

Children's good health is mostly promoted well and they understand the need to practise regular hand-washing, with very young children independently managing their own needs in the bathroom. However, children do not always take the time to dry their hands properly as they are eager to play and so the electric hand-drier is not always effective. The setting maintains a clean environment for babies to crawl around by ensuring no outdoor footwear is worn in the baby room. Meals are nutritionally balanced and prepared by the designated cook, who knows each child's dietary needs. Children understand where food comes from as they grow some fruit and vegetables in the garden. Meal times are delightful social occasions and children thoroughly enjoy the conversational opportunities of sitting at the table with their peers, or in close proximity to their siblings. They are given plenty of time to eat and practitioners carefully observe what each child is eating, encouraging them to try a bit more or offering second helpings if required. Children help themselves to drinks throughout the day, ensuring they are not thirsty. Exercise is given high priority and children take part in local schemes to promote their fitness, such as football training.

Practitioners use consistent and effective strategies for managing children's behaviour, with good emphasis on positive aspects and children's abilities, rather than highlighting unwanted behaviour. Simple reminders help children learn how to keep themselves safe, such as not running indoors. Children know how to behave safely in the event of a fire evacuation, which they confidently explain. Good manners are encouraged and practised well, with practitioners setting a clear example for children. For example, children sit patiently and wait until all their peers have been served lunch before all eating together. Praise and positive language is used meaningfully with children, helping them to feel valued and important. Children proudly show off stickers for their good behaviour and practitioners award these to individuals for personal achievements, ensuring all children's efforts are recognised.

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

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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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