

Crescent Day Nursery

Inspection report for early years provision

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Inspector

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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

Crescent Day Nursery is one of four daycare establishments that are owned by Northumbrian Trust Day Nurseries Ltd. It has been registered for a number of years and was purchased by the present owners in 2001. It is located within a three storey terraced property close to the railway station and main road into the city centre of York. Care is provided on all three floors. An enclosed area is provided for outdoor play.

The nursery is open for 52 weeks of the year, closing only at weekends and all bank holidays. Opening times are between the core hours of 8am until 6pm, although parents may take or collect children at alternative times by previous prior arrangement with the nursery manager.

The provision is registered for an overall total of 30 children from birth to five years. There are currently 42 children on roll attending full or part time sessions. Out of these, all children are in the early years age range and none are in the compulsory age range. Out of the early years children, 18 are receiving funded education.

There are 11 members of staff including the nursery manager. All staff hold a relevant childcare qualification, nine hold a level 3 and above childcare qualification and two hold a level two qualification in childcare and some are working towards level three in childcare. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe and caring environment where they make good progress in their learning through play. Children take part in a good range of activities which are planned according to individual interests to promote awareness of diversity and inclusion and to ensure regular opportunities for outdoor play. Good leadership and management helps build an effective staff team and has a good capacity for further development. Policies and procedures are well thought through and all children's information is up-to-date. The setting is developing good partnerships with parents and carers. Strong risk assessments are in place to reduce hazards and maintain children's well-being within the setting.

What steps need to be taken to improve provision further?

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

- develop systems in children's individual learning journeys to record their starting points
- further develop links with other settings delivering the Early Years Foundation

Stage to include sharing information about children's progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

All staff understand their responsibility to safeguard children from harm. The nursery has a clear, detailed safeguarding policy and a designated staff member to take the lead if concerns about children's safety arise. In addition, all staff have attended training. This ensures they are secure in their understanding. All staff learn about the internal procedure routinely as part of their induction and act accordingly to keep children safe. The security of the premises is good and procedures for arrival and departure ensure children are handed over safely to a known adult. Risk assessments are carried out in each playroom daily by the staff and any safety issues are passed to the manager and deputy, who act efficiently to address these. Full assessments of the setting are also carried out at regular intervals throughout the year, ensuring all areas, equipment and resources are safe. Risk assessments are also completed for all outings that children are taken on and reviewed prior to going on them. Children are learning to keep themselves safe through regular practises of the emergency evacuation drill and the gentle reminders from staff to walk inside and tidy away the toys.

Opportunities for training ensure staff develop new skills as well as keeping up-to-date with changes. Staff receive an informative induction and all suitability checks are carried out, according to requirements. All paperwork is in place and is well maintained. Policies and procedures outline the service provided. Effective staff deployment means that all children are well supervised and supported. There is a good range of toys and resources available throughout the nursery. These are suitably organised and allow some children to make spontaneous choices and extend their own play and learning. This includes a variety of resources that reflect images of diversity, so that children start to develop a positive self-image and awareness of the wider world. Children are also involved at present in learning about different countries where they get to know what food they eat, what animals live there, create pictures of the flags and where they are on the world map.

Staff promote positive and supportive relationships with parents and carers. Information is shared around the playrooms about the Early Years Foundation Stage and there are daily opportunities for sharing information verbally in order to meet children's individual needs. Such discussions are supported by daily diaries that record food intake, nappy changes, sleep patterns and achievements for the younger children. Parents are welcomed into the nursery to share their skills and knowledge to support children's learning, and are encouraged to be involved in the assessment of their child's progress. Parents have access to an informative notice board, regular open evenings and newsletters. However, effective systems for sharing information with other settings that children attend to support their welfare and development are not fully developed. Systems to self-evaluate the provision are developing very well and contributions from staff and parents taken on board. The owner and manager are enthusiastic and committed to continuous

improvement within the setting.

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

Across all age groups, babies and children are happy and enjoy accessing the child-centred environment; there is good emphasis on child-led activities with colourful age-appropriate toys, resources and play areas attractively laid out for them. Children are able to make good choices in their play, promoting all areas of learning, and explore and learn independently according to their individual needs. Staff are on hand to support and encourage learning during play; they interact well with children building on what they know and can do. Overall, children are well motivated and demonstrate that they are making good progress towards the early learning goals. For example, babies vocalise happily, exploring their enabling environment as they look at books, play with activity centres and build with the large construction bricks.

Observations and assessments are developing well and are enhanced with photographic evidence. However, children's starting points are not recorded in their learning journeys when they first start. All areas of learning are clearly linked to the activities and children's next steps are identified. Planning is informative and meets all areas, staff all contribute to this and ensures that it meets individual children's needs and interests and adapts it accordingly. Key persons ensure that their children's learning journeys include lots of photographic evidence of children participating in a good variety of activities along with children's own artwork in them too. Children of all ages enjoy developing their creativity and are provided with good daily opportunities through free painting, planned painting activities, play dough, singing and action rhymes. For example, younger children play enthusiastically with the cornflakes and flour as they pour it through the wheel and watch it fall into the tray noting that, as it falls it makes lots of 'dust'.

Communication, language and literacy are fostered throughout the nursery. Each age group has free access to a good range of books in a quiet comfortable area which encourages children to look at and enjoy them. They regularly enjoy books alone or with staff who sit and read to them. For example, children eagerly listen and join in with familiar text, as staff read the story about the 'shoe cottage' and children know and talk about the vegetables in the book that are growing, and compare this with their own vegetables.

All children have opportunities to learn about information technology, babies play with musical toys and learn about cause and effect as they push the buttons and see the figures pop up. Younger children concentrate well as they play with the large shape sorters and confidently put the correct shapes and numbers into them receiving lots of praise from staff. All children are provided with access to the outdoor play area throughout their day at nursery. They enjoy this area in all weathers, for example, they go out in the wind and tell each other how their hair is blowing about. They learn to balance as they climb up the slide and take turns to slide down the pole. Staff encourage them to throw the ball to each other, showing how to put their hands together to catch it. Children pedal round on the bicycles,

being careful not to 'crash' into each other, through learning to steer correctly.

Physical activity is part of the setting's policy to promote a healthy lifestyle with children. They are provided with healthy snacks and meals and learn routines of hygiene through handwashing and clear explanations and reminders from staff as to why. Meals times for all children are a very sociable experience, where staff sit at the table with them, talking about life at nursery and at home. The more able children have access to drinks of water which they independently get throughout the day and babies are given drinks by staff. Children's behaviour is good and staff act as positive role models offering consistent praise and support, which raises their self-esteem. All children use good manners as they speak to each other and the staff. They are appropriately nurtured and praised for their achievements which promote their sense of well-being.

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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