

Providence Day Nursery

Inspection report for early years provision

Unique reference number

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Inspection date

17/05/2011

Inspector

Hilary McKenning

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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

Providence Day Nursery, which is part of First for Childcare, has been open under the current ownership since June 2010. It is privately run and serves the local community and surrounding areas. It operates from a detached building within walking distance of Elland village centre. Childcare is provided on two levels, with care for children under two years and over three years on the ground floor. The children aged between two and three years are accommodated on the first floor. There are also staff facilities and an office on the first floor. An outdoor play area is available at the front of the property.

The nursery is registered on the Early Years Register. The nursery may care for a maximum of 63 children. There are currently 105 children on roll. Children attend for a variety of sessions. The setting supports children with English as an additional language. The nursery is open five days a week from 7.30am until 6pm all year round.

There are 19 members of staff including ancillary staff. All staff working with the children hold an appropriate childcare qualification. One staff member holds Early Years Professional status, two hold a foundation degree in early years and two are currently on a management training course. There is also a National Vocational Qualification assessor and a qualified mentor. The nursery is quality assured with the Steps to Quality scheme. The nursery holds a five star rating from environmental health for infection control. The nursery also holds the investors in people award status. This setting receives support from a teacher from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children develop a high degree of self-confidence and access an exceptional range of activities which ensures every child is a competent learner who is confident and feels included, safe and valued. The nursery effectively uses a self-evaluation process to regularly monitor the service, successfully engaging staff, children and parents in the process to ensure better outcomes for children. The extensive range of learning opportunities ensure children's individual needs are met extremely well through personalised planning and rigorous assessments. As a result, they are making very rapid progress. The nursery is inviting and organised exceedingly well, presenting an appealing environment where children independently choose resources and access all areas, as robust risk assessments are completed to ensure their safety is maintained. The nursery takes time to develop a very clear understanding of children's individual needs to promote inclusive practice, successfully encouraging children to enjoy experiencing their local area and the world around them.

What steps need to be taken to improve provision further?

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

- continue to build upon the links established with other settings providing for children in the Early Years Foundation Stage to include sharing information about children's progress towards the early learning goals and to fully support transitions.

The effectiveness of leadership and management of the early years provision

Children are extremely well protected as the provider and staff have an excellent awareness of their role and responsibilities with regards to safeguarding children. Staff are very familiar with the well-established processes in place to follow should there be any concerns. Comprehensive policies and procedures are implemented effectively and robustly to ensure that concerns are promptly dealt with to keep children safe. These are reviewed regularly and all updates are shared with parents. There is a robust recruitment and vetting system in place, ensuring all adults in contact with children are suitable to do so. Risk assessments are meticulous and accidents are monitored regularly to further promote children's welfare. Security of the premises is excellent and signs further remind adults about safe practices.

There are exceptional relationships with parents and the nursery effectively uses a variety of methods to engage all groups of parents, including extended family members. For example, there are stay and play sessions which many grandparents attend and the Saturday 'dads and me' groups and weekend workshops. Initial home visits and effective settling-in processes contribute greatly to families building warm, trusting relationships with staff. Parents share detailed information about their child through 'all about me' booklets, ensuring individual children's needs are met. Parents also receive daily reports for all children, especially very young children, clearly outlining their daily routine and activities they have taken part in. As part of the nursery's monitoring system, questionnaires are routinely sent out to parents. These are evaluated and any suggestions are acted upon. There is a wealth of information available through newsletters, displays and photographs to support parents. They are kept updated, informed of new initiatives and actively encouraged to participate in projects, such as recently planning the refurbishment of the outdoor play area. Parents access their child's development records at any time and at more formal parents evenings. Resources such as the home learning sacks, along with the interest tree, provide opportunities for parents to support their child's learning at home. Parents complete assessments sheets of achievements at home, which are welcomed and included in the development records. Parents are invited to discuss their child's move into school to ensure as smooth a transition as possible. The nursery has been proactive in making links with other providers but this has not been reciprocated.

The provider has a very good, clear understanding of the Early Years Foundation

Stage framework. Comprehensive observations and assessments of children achievements are completed and the next steps in the learning and development are identified. This information is used to provide very personal planning to meet individual children's development needs.

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

The enthusiastic and highly committed management and staff team provide an extremely rich and innovative range of activities and resources that promote children's welfare, learning, and development. Staff know their key children extremely well and, using the information from the children's observations, plan activities and experiences to meet each child's individual development needs. As a result, children are progressing at a rapid rate.

Children develop excellent habits as active, very inquisitive and fiercely independent learners, supported by adults' skilful interaction and questioning. This is enhanced with bright displays, posters and photographs throughout the nursery. Spontaneous events, such as children discussing the delivery of different coloured recycling bins at home, developed into the introduction of the recycling super hero. Children regularly complete eco audits, making lists and alerting staff when the water butt is empty. Children excitedly recall past events and activities, such as when the police and their dogs visited after they had attended an incident nearby. Children enjoy each other's company and that of staff, seeking staff out and animatedly quizzing them, asking if they know what the leaf is they have just picked from the garden, and delight in telling staff to smell it and that it is mint. Children show good understanding and readily follow good hygiene routines. They are involved in making healthy choices at snack times and mealtimes as they enjoy a menu that includes vegetables they have grown in the garden.

Children are extremely confident speakers, joining in and initiating conversations between each other and staff. They eagerly participate in a familiar story and enjoy retelling stories they have written and which are displayed around the nursery. Children easily make lists and notes as there are note pads and pencils all around the nursery. They make shopping lists which they then take to the supermarket to buy supplies and proudly show their purchases on their return. Older children skilfully record messages on the 'talking tins' then play them to younger siblings, smiling as they see the baby recognise their voice. Children giggle and squeal with delight as they send messages to each other over walkie-talkie. Strong relationships are evident, both with each other and staff. Children successfully negotiate the various toys and equipment around the play area. They readily help each other, manoeuvring the sit-in car up the slope in the play area. Staff are inventive as they organising the play area in such a way that children are encouraged to work together and learn about mathematical concepts, such as weight and volume, filling and emptying containers. For example, children discuss the best way to get the water from the water butt to the mud pit and successfully fill containers and carry the water across the play area. They competently join the hose pipe together when washing the cars and filling the water trough. First class daily opportunities are provided for babies and young children to access a rich,

vibrant and innovative range of activities which promote their all round development. Babies are positively encouraged to explore their immediate environment and they receive beneficial support from the staff. Very young children are extremely confident as they explore the movement. Babies respond to photographs of their family in pictures and books displayed around the room.

Children enthusiastically recreate their favourite story on the decked area, making a tent and gathering leaves and twigs from the garden for the soft toy lion to hide in. Using the story book, they plan what they need to do next and set out across the different areas of the outdoors until they complete the story.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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