

Lilac Frog Day Nursery

Inspection report for early years provision

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EY418216

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01/06/2011

Inspector

Ron Goldsmith

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.

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

Lilac Frog Day Nursery was registered in 2010. The setting is privately owned and operates from a converted house in the Cheadle Hulme area of Cheshire. Children are cared for within three age-appropriate areas. There is a fully enclosed area for outside play.

A maximum of 37 children in the early years age group may attend the setting, which is registered by Ofsted on the Early Years Register. The setting currently supports children who speak English as an additional language. The provision is based on the ground and first floor. The group opens five days a week, all year around. Sessions are from 8am to 6pm. Children are able to attend for a variety of sessions.

The setting employs nine members of staff including the manager. Of these, three hold appropriate early years qualifications to level 3, two hold appropriate level 2 qualifications and two are currently working towards level 2. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development through the provision of appropriate support and resources. They enjoy the wide variety of activities in a warm and familial environment. Children's health and safety are well managed and they learn to respect and value each other's uniqueness through appropriate guidance. An excellent range of policies and procedures support the childcare practice and the nursery fully includes all children in the programme of activities. Effective steps are taken by the setting to evaluate its provision and they are successfully identifying their strengths and areas for improvement.

What steps need to be taken to improve provision further?

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

- develop ways to encourage parents' involvement in their children's learning
- develop consistency between the observation, assessment and planning of children's next steps, ensuring all staff are confident in their implementation
- ensure that children's first language is recognised and valued in the setting.

The effectiveness of leadership and management of the early years provision

Staff follow comprehensive policies and procedures to ensure that high priority is given to children's safety at all times. Premises and equipment are checked regularly and staff help children understand how to keep themselves safe through

daily routines and gentle reminders. They learn to line up at the door, negotiate steps safely and evacuate the building in an emergency. Staff know and understand child protection procedures and senior staff have attended recent, relevant training courses. Indoor and outdoor space is safe and well organised, and appropriate risk assessment records are kept and reviewed regularly. Effective recruitment and induction programmes, as well as good vetting procedures, ensure that all adults working with children are suitable.

The nursery is led and managed by a manager and a deputy, who support staff well. Support from the owner, as well as early years staff from the local authority, helps promote the good outcomes for the children. Staff are knowledgeable about their roles and responsibilities, and there is good communication between the whole team. Self-evaluation is shared by the whole staff team and the setting have completed the Ofsted self-evaluation form. This successfully highlights the setting's strengths and identifies areas for future development. Staff have a good knowledge of each child's background and needs. They celebrate diversity and help children understand the about the wider world that they live in. However, the first language of children is not always recognised. Children are welcomed and included in a warm and supportive environment.

Partnership with parents and carers is promoted and valued very highly. However, opportunities for parents to be actively involved in their child's education are limited. Information about what children know and can do is recorded by parents during the settling-in period and acts as an appropriate starting point for staff to plan suitable activities to help children progress in all areas of their learning. However, there are limited opportunities for parents to have direct input into their children's learning, for example, being encouraged to contribute towards their child's 'learning journey' through the nursery. The setting are developing links with local schools to promote the continuity of the Early Years Foundation Stage and a smooth transition from nursery to school.

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

Children make good progress in their learning and development as most staff are secure in their knowledge of the Early Years Foundation Stage. Information regarding the children's interests, abilities and needs is used to help them take the next steps in the learning process. Group rooms are well organised and offer children access to age and developmentally appropriate activities. Flexible planning is adapted to meet each child's particular needs. There are range of resources for role play activities. Staff evaluate the effectiveness of each activity and make regular observations of children's progress, interests and requests in order to incorporate appropriate activities into future plans. However, there is some inconsistency in how observation and assessment link to planning the next steps and how staff therefore identify the intended learning outcomes of all activities.

Children are grouped according to their ages but there are many opportunities for them to mix with older and younger children. They enjoy ample space to crawl, walk, climb and run outside, and they are provided with safe and suitable toys and

play materials to promote their interests and enjoyment. Children of all ages enjoy warm relationships with staff, whether it is cuddles when they are distressed or responding to stories and questions. Numbers and letters are displayed in various ways around the rooms and incorporated into daily games and activities. They count, clap and make gestures in songs and rhymes that are familiar to them. They enjoy snack in a shaded area on a hot day. Stories and rhymes are part of their routine and each group enjoys access to books and comfortable places to sit and read. Children learn about nature and the world around them through activities in the quiet garden area. They learn about different countries and cultures through appropriate activities and celebrations.

A good understanding of the welfare requirements, and effective routines and procedures, ensure children are well cared for, safe and healthy. They enjoy and benefit from a well-balanced menu of freshly prepared meals and snacks, such as fresh chicken, vegetables and rice. Staff make sure they drink plenty of water to stay hydrated on a hot day. Any sickness or injuries are managed well and parents are informed of conditions likely to affect their child. After their main meal children happily brush their teeth. The premises are clean, safe and well maintained. The outdoor play area provides opportunities for children to practise their physical skills. They can climb up the slide, ride round on bikes and scooters, play in the sand and create and explore various sounds. Children are very well behaved and receive praise and encouragement for their efforts and achievements. They are happy and well occupied, friendly and articulate. They display kindness and helpfulness to others.

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	3
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	3
The extent to which children make a positive contribution	2
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

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