

Mel's Totstop Private Day Nursery

Inspection report for early years provision

Unique reference number

EY415454

Inspection date

06/06/2011

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

Mel's Totstop Day Nursery Limited is privately owned and was registered in 2010. It operates from a converted bungalow situated in Bottesford, Scunthorpe in the county of North Lincolnshire. The setting serves the local area and has links with the school. The setting is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 49 children may attend the setting at any one time. There are currently 22 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to eight years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs seven members of child care staff. Of these, six hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The care of the children in the setting is promoted by friendly and welcoming staff and the owner is enthusiastic in making further improvements. In general, the environment offers an inclusive service for all children and their parents. Children enjoy their time and for the most part are engaged in play which interests them. Staff normally establish positive relationships with parents to promote the children's care and education. The systems to evaluate practice are in the stage of development in identifying both strengths and areas for ongoing improvement to advance outcomes for children.

What steps need to be taken to improve provision further?

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

- improve planning, observation and assessments of children to ensure they are challenged in all areas of learning and their next steps are clearly identified
- ensure the equal opportunities policy is implemented effectively to fully meet the individual needs of all children attending the setting

- improve and organise further systems to ensure that every child receives an enjoyable, challenging learning and development experience that is tailored to meet their individual needs by effective staff deployment in the setting.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of safeguarding children in relation to child protection. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. A sound recruitment procedure ensures the suitability and qualifications of all adults looking after the children or having unsupervised access to them. Risk assessments are undertaken both inside and outside the provision to minimise hazards and the security of premises is well maintained. Most children develop a sense of belonging and behave in ways that are safe for themselves and others through regular input from staff drawing attention to any possible dangers in their everyday life. The key person system is in place and offers support to children in the nursery environment. Children are protected from the spread of infection as there is a procedure in place to exclude any with infectious illnesses. Most staff have attended first aid training which promotes the good health of children. Most records and documents are in place and are informative. They are completed with relevant information and used to safeguard children and meet their needs. The policies and procedures are clearly understood by all the staff and implemented well in most areas. However, the equal opportunities policy is not implemented effectively to fully meet the individual needs of all children attending the setting.

The owner has completed self-evaluation through collating the views of staff and parents in order to identify areas for improvement. Targets have been set to tackle key priorities about further improvements to the provision and outcomes for children. All policies and procedures are under continual review in line with the Early Years Foundation Stage. Staff are qualified and update their professional skills by attending training workshops to enhance the quality of care. In general, staff establish positive relationships with parents and carers and recognise their contribution as partners in their children's care and well-being. However, the planning of activities and the records of observation and assessment of children's progress is not the most advantageous to promote learning efficiently. Staff are inconsistent in their recording and do not always provide sufficient challenge or clearly identify children's next steps in learning. The partnership with other providers delivering the Early Years Foundation Stage is developing sufficiently in respect of promoting continuity of children's learning and well-being.

Children are cared for in a warm, welcoming play space which is interesting and motivates children to learn and develop. Although staff create a friendly environment, they are not always deployed effectively to meet children's individual needs. This means children's learning is not fully supported.

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

Children are provided with satisfactory opportunities to help them make adequate progress across the six areas of learning. A suitable range of activities is planned which is varied and fun. However, the planning of activities and the records of observation and assessment of children's progress is not the most advantageous to promote learning efficiently. Staff are inconsistent in their recording and do not always provide sufficient challenge or clearly identify children's next steps in learning.

Children generally extend their communication skills through routine activities, such as, singing nursery rhymes, listening to stories and making marks using chalks, pencils and crayons. They develop their vocabulary through talking to peers and familiar adults. The book area is inviting which encourages the children to help themselves to books and read stories with staff or peers. Sufficient opportunities are provided to learn about shape, colour and size, as they sort toys into groups or make towers with large and small blocks. As well as counting objects and toys during play, some number games help children to develop their numeracy skills.

A variety of themed activities is planned to supplement children's learning and knowledge of the environment. This includes visitors to the setting, such as, the fire service and community police officer. Children learn about different people, animals and creatures through artwork, talking and books. However, limited resources and opportunities are provided to develop their understanding of others cultures and beliefs. Children use their imaginations and express their thoughts whilst taking part in role play and playing outside. Although some textures and sensory experiences are provided, including play dough and gloop, opportunities for babies to explore their senses in the baby room are not fully developed.

Children's physical skills develop effectively through a range of resources and challenges in the outdoor play area. Younger children show increasing control in holding and using mark-making tools. All through the session, plenty of opportunities are provided for all ages of children to advance their skills of coordination, control, manipulation and movement. Children's health is promoted well. At snack times they enjoy fresh fruits and bread sticks and at lunch time spaghetti bolognese and garlic bread. Drinking water is readily accessible at all times. All children understand the importance of basic personal hygiene and the need to wash their hands before eating and after using the toilet.

Children play together cooperatively and harmoniously in a pleasant environment, responding positively to guidance from staff. They happily help to tidy up after play. Staff encourage and praise their efforts appropriately. Children are well behaved and wait patiently for their turn in a queue to wash hands. Staff act as good role models and children respond with good behaviour in return.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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