

# Patchwork Private Children's Daycare

Inspection report for early years provision

---

<b>Unique reference number</b>	EY346121
<b>Inspection date</b>	15/06/2011
<b>Inspector</b>	Christine Tipple
<b>Setting address</b>	Rear of The Haven, Skates Lane, Sutton-on-the-Forest, YORK, YO61 1HB
<b>Telephone number</b>	01347 811655
<b>Email</b>	admin@patchworkchildren.com
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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

Patchwork Private Children's Day Care Nursery was registered in 2007. It operates from a purpose built one storey building in the village of Sutton-on-the-Forest, north of York and it is privately owned and managed. The nursery serves the local and surrounding areas. There is an enclosed rear garden area available for outdoor play.

The nursery opens Monday to Friday all year, except bank holidays. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. A maximum of 30 children may attend the nursery at any one time. There are currently 98 children attending and, of these, 59 are within the early years age group. The nursery also offers care to children aged over five to 11 years. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds. The group supports children with special educational needs and children who speak English as an additional language.

The nursery employs six members of childcare staff. All hold appropriate early years qualifications at level 3 to 5. The nursery is a member of the Easingwold Early Years Cluster Group. 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 made very welcome by the staff and their individual needs highly valued and supported. Children's safety and well-being is managed very effectively and most documentation supports the management of the nursery. The positive range of activities and resources enable the children to make good progress overall in the areas of learning. Excellent partnerships are established with the parents and other early years providers and community services. The nursery regularly evaluates and reflects on its practice which takes account of the staff, children, parents and other professionals. This is effective in providing a positive shared approach to the nursery's ongoing development plan.

## What steps need to be taken to improve provision further?

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

- review children's assessments to ensure a more consistent system is applied for staff to identify individual children's next steps
- review the policies and procedures to ensure these reflect current guidelines, particularly health and safety and the complaints procedure.

## **The effectiveness of leadership and management of the early years provision**

Staff have a good understanding of the importance of protecting children in their care. They update their safeguarding training and full details are in place of the relevant agencies to contact if a concern is raised about a child. The risk assessments cover all areas children come into contact and are reviewed to ensure risks are minimised. The staff have received training in relation to the emergency requirements to follow for children attending with specific medical needs and relevant care plans are in place. The policies, procedures and other related documentation effectively support the management of the nursery. However, some policies continue to include information from previous guidelines, particularly in health, safety and complaints. The recruitment and selection process is clear and ensures all relevant checks are completed. New staff receive an induction programme and regular supervision and appraisals are in place for all staff. Staff work effectively as a team to monitor and assess their practice and provision for the children. The self-evaluation and action plans provide a clear approach to what the nursery does well and areas to improve which take account of the children, parents and other professionals comments. This has resulted in improving the outdoor areas and in supporting children's interests and how this impacts on their motivation and learning experiences.

Good practices are in place which reflects the staff's understanding of the promotion of inclusion in the nursery. The needs of individual children and their parents are carefully considered in the planning and through the use of resources, such as visual displays, support communication. The staff have secure information in relation to supporting children with additional needs and in working with other agencies, such as speech and language and health. Children have ongoing activities through the year which promote various traditions and celebrations which take account of the wider world and the local community. The good range of resources and equipment fully provide for the children's development in a rich learning environment. Children have ongoing choices in what they do and are able to follow their interests very effectively.

The nursery has highly positive relationships with parents which results in very effective levels of engagement. There are ongoing opportunities for parents to discuss their children's development through the effective key person process. Parents are given an informative prospectus that reflects the family-focused approach of the nursery's aims and values. The planning board show the weekly learning experiences and next steps of the children, which provides a tailored approach for parents to support their children at home. This is further enhanced through the sharing of the home books which provide a wealth of information of what the children enjoy and are interested in at home and at nursery. Parent's have access to their children's learning story files which they contribute to with the staff through the year. Parent's contribute to the evaluation process and their comments are highly valued which impacts on how the nursery plans for the future. Parent's views on the care their children receive are much appreciated by the staff. Parent's state that they are very happy with the excellent learning and play experiences their children receive and how approachable and supportive staff

are. The children talk about the staff and nursery at home and how much they enjoy coming. The nursery has a strong commitment to working with the local schools and other early years providers. This provides the children with continuity of experiences and meeting their needs between all providers and the agencies involved. The displays, information, visits and ongoing contact, provide an excellent example of a shared and planned approach to children's transition into school.

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

Staff have a good understanding of the Early Years Foundation Stage and implement this well through the variety of daily activities and provision for the children. This supports them to be confident and independent learners. Staff regularly observe and assess their key children to ensure they support their immediate interests and identify how these are taken forward to extend their learning experiences. This is used to inform the nursery's short term planning. However, the systems used by the staff to identify children's next steps are not consistent to ensure progress is monitored and evaluated more effectively by the manager. The children's observations and assessments are kept in children's learning story files which are a rich source of information about each child. Children have secure relationships with the staff and the key person system is successful for parents and the children. Good information is sought as children start which enable staff to know their immediate needs and interests. The children behave well due to the staff's support and guidance which ensures they feel safe in their surroundings. Children are encouraged to be considerate, helpful and to share and take turns. The staff by example encourages the children to show respect and consideration towards each other. Positive praise and reinforcement are very much a priority in the nursery.

The staff use good open-ended questioning to develop the children's vocabulary and conversation skills. Books are easily accessible and used by the children who enjoy stories. Children are enthusiastically developing their skills in sounds and letters through phonics. They enjoy using different methods to mark make with water and brushes or foam. Children are given the opportunity at circle time to talk about their experiences which enables them to develop their listening skills. Children enjoy challenges and problem solving through various games and other activities, such as, matching, sequencing, assessing size and shapes. They play well both independently and collaboratively which enables them to fully explore and develop their skills and to work together to set up an activity. Children have free-flow access to the outside for most of the day. This enables excellent opportunities for them to plant a variety of vegetables which they harvest and eat. They have role play and other areas of learning extended to the outside to support the choices children make. Children access a variety of equipment which promotes their physical skills and confidence very well. They use a range of different mediums and tools to create with which they display around the nursery or go into their learning story files. The children use programmable equipment which includes computers.

Staff encourages children to behave in ways that are safe for themselves and others by giving clear and consistent messages which are shared with parents. The staff assist the children to understand dangers and recognise how to stay safe by giving them time to talk, listen and explore boundaries in a safe environment. Emergency drills are carried out at regular intervals so all the children take part. Staff include topics within their planning to help the children to be aware of safety issues, such as bonfire night and road safety. The nursery is highly effective in promoting a healthy lifestyle with the children through the activities and the provision of all meals and snacks. Staff support the children in washing their hands and to ensure they understand the importance of this task. They choose and pour their own drink and select from a variety of nutritious snacks. There is a strong emphasis on promoting the benefits of a healthy and balanced diet which is supported with excellent displays. The nursery prepares all meals on-site mainly from fresh and, as far as possible, locally sourced foods. Menus are displayed and regularly changed to offer a wider selection for the children as they develop their tastes. Clear information is recorded which include dietary and medical needs for the children. The nursery shares details of the exclusion periods with parents when children are ill to minimise cross infection.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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