

Prospect Nursery and Out of School Club

Inspection report for early years provision

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Inspection date	26/05/2011
Inspector	Carol-Anne Shaw
Setting address	9 Market Place, Hornsea, East Riding of Yorkshire, HU18 1AN
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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

Prospect Nursery was registered in 1980. It is privately owned with a manager employed to oversee the nursery provision. It operates on the ground floor of premises situated in the centre of Hornsea, East Yorkshire. The children have access to separate playrooms for babies and children aged from two to five years all situated on the ground floor. They also have access to an enclosed outdoor play area at the back of the building.

The nursery is registered on the Early Years Register to care for a maximum of 23 children under eight years at any one time, of these 20 may be under five, and of these 8 may be under 2 years of age. There are currently 45 children aged from babies to eight years on roll. The nursery provides funded nursery education and two year old funded places. Children attend for sessions of variable lengths. The nursery is open each weekday from 7.45am to 6pm all year other than bank holidays and a week at Christmas. The nursery takes children from the local area and the surrounding rural area. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. At the time of the inspection, a number of children were attending before and after school. The children walk with staff to and from the local school. There are strategies in place to support children with special educational needs and/or disabilities, and children who have English as an additional language.

The nursery employs seven staff, of these, six have Level 3 early years qualifications and one has Level 2. The manager has a Level 4 qualification in management additional to her early years qualification. They receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is highly motivated to deliver good, and in some aspects excellent, provision. Children make good progress in most areas of learning, the provision for their personal social and emotional development is outstanding. The setting has established excellent links with external agencies to ensure that children's individual needs are identified and met in all aspects of their care and education. The staff group are professional and the setting has good monitoring systems in place, which are very effective for all areas of the provision. Plans for future development are well targeted to bring about further improvements that will have a positive impact on outcomes for children.

What steps need to be taken to improve provision further?

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

- maintain the overview for the assessment and planning systems that are in place, to embed the systematic and routine assessment of children's progress.

The effectiveness of leadership and management of the early years provision

The setting promotes children's welfare and safety to a high level, the safeguarding of children is given the highest priority, the nursery works closely with other professionals to ensure that children remain safe and their health and safety is monitored as required. The nursery continues to be rigorous in the maintenance of records, policies and procedures that cover all aspects of the setting. For example, staff are selected and recruited through effective systems that include thorough induction programmes. Yearly appraisals are completed and used for access to continuous professional development that is relevant. All staff complete training in child protection and ongoing training ensures staff continue to keep updated, a number of staff have current first aid certificates. The outcome for children staying safe is outstanding, risk assessments are comprehensive and robust. Staff complete regular evacuation practises, they use the safety equipment and they remain alert and vigilant about children's safety through effectively supervising the children at play. Children also learn to keep themselves safe as they play.

Effective management skills help to retain skilled and qualified practitioners who are extremely well motivated and whose dedication to the children they care for is evident in all areas of the setting. The nursery has a good capacity for ongoing reflection and improvement, which is demonstrated through the improvement achieved since the last inspection. For example, the range of resources and the effectiveness of deployment throughout the setting has a significant impact on children's access to them and consequently, the enjoyment of their play. Continuous staff development programmes have improved staff effectiveness in working with the Early Years Foundation Stage and raised the quality of teaching. Monitoring systems for self-evaluation purposes are effective and the setting takes into account the views of children, parents, staff and other professionals in its self-evaluation process.

The staff team work together extremely well to provide integrated care for all children in the setting. Liaison with parents, carers and external agencies is good in all aspects and exceptional in some areas. From the start, parents are involved in all areas of their children's development and an effective exchange of information ensures that the unique capabilities of each child is recognised and promoted. Inclusive practice is promoted to a high degree. Children with special educational needs and/or learning disabilities follow individual educational programmes developed in consultation with specialists and parents. Its delivery is monitored by a specialist education coordinator within the setting to ensure that children make good progress from their original starting points.

Close partnership working with parents, carers and other professionals, effectively

identify, monitor and promote their development. Children with English as an additional language are well supported within the setting. Children with any health care needs are fully integrated. Parents express extremely positive opinions of the nursery; the completed questionnaires praise the staff and the nursery in glowing terms. Almost all state that they feel that the setting is outstanding, with a few saying how good it is, they say their children settle into the nursery extremely well and enjoy attending. A significant aspect of the settling-in process, and one that parents particularly appreciate, is they can come into the nursery with the child until they are confident to be left, to suit the individual child.

The setting has well-established links with early years specialists and other professionals to develop its practice. For example, they make good use of the local authority training programmes and have opportunities for in house training for staff development.

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

Children enjoy their time in the setting and demonstrate very good relationships with the staff and with each other. This is promoted well through the effective organisation of the resources that invite children to play together. Young children's independence is fostered well through the use of well-designed and constructed resources. For example, low chairs that support babies to sit comfortably are placed at low tables so that they learn to feed themselves alongside their peers. The setting provides a warm, welcoming environment with child-height photographs and posters. There is plenty of information, strategically placed around the setting for parents, to inform them of the Early Years Foundation Stage, and the policies and procedures the nursery uses.

The staff team are knowledgeable about child development and provide well planned, purposeful activities which allow children to explore and to make discoveries that stimulate their interest in learning. The activities provided help children to become active learners and promote critical thinking and creativity. Children of all ages receive appropriate challenges. Babies develop trusting relationships with staff who know how to provide the right challenges at each stage of development. For example, their awareness of object permanence is promoted through activities, such as, staff hiding resources behind a scarf so that babies pull the scarf away to show that the object is still there and then laugh with the familiar adult presence.

There is a good balance of effective adult-led and child-initiated activities. Children's behaviour is very good, they are proud of the warm praise and encouragement they receive for their efforts and behaviour. They play cooperatively and take turns with the minimum of adult support and show a great deal of consideration towards their friends. Children have opportunities to use a computer engaging in interactive painting activities. Children's development is observed, assessed and monitored extremely well in almost all instances. For example, staff are involved in monitoring progress through observations,

supported by annotated photographs. Some children's profiles are maintained extremely well, with staff showing an excellent understanding of significant milestones and how to help children progress to the next stage in their development. However, this is not fully consistent across the setting as some children's profiles are not completed to the same, indepth standard. This has been noted by the nursery as an area for development and they have worked to ensure all staff are now using the same systems. At the time of inspection, this was in place but not fully embedded. The development and learning for all children is well targeted and the key person is fully aware of where individual children are in their learning and promote ongoing development each day.

The staff team work extremely effectively with parents, carers and other professionals to identify, monitor and promote the development of those children with disabilities or special educational needs. Children with English as an additional language are supported within the setting through staff working with parents to focus on the areas of development that parents especially want to promote.

Children develop a clear understanding of how to keep themselves safe whilst on the premises. Because children are so confident in daily routines, they know how to organise themselves ready to play outside. They also learn the climbing and balancing skills which are necessary for keeping themselves safe as they become more adventurous in their play. Children confidently discuss their health and hygiene needs with staff which helps them to become more aware and capable in managing their own personal needs. Children develop a good level of understanding of healthy eating. The staff are proactive in making sure that children have plenty to drink and that parents understand the importance of providing healthy foods in lunch boxes. The children concentrate at their play and enjoy the outside learning opportunities in the fresh air.

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	1
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	1

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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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