

Discovery Land

Inspection report for early years provision

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Inspection date 15/06/2011
Inspector Dianne Sadler

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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

Discovery Land is one of a chain of private day nurseries owned by Busy Bees Nurseries Limited. It is located within a local car plant, Solihull. The nursery operates from a purpose-built, self-contained single storey building. Children access safe and secure outdoor play facilities.

The nursery opens five days a week all year round from 7am until 6pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 103 children may attend the nursery at any one time. There are currently 106 children on roll; all of whom are within the early years age group. The nursery supports children with special educational needs and/or disabilities.

The nursery employs 40 members of staff in total. Of these, 37 members of staff work directly with the children, of whom, 18 hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, comprehensive policies and procedures ensure children's care and learning needs are met effectively. The setting establishes very good relationships with parents and all relevant professionals. Space and resources are used creatively to ensure children make good progress in their learning within a secure and fully inclusive environment. Systems to evaluate and improve practice are thorough and result in a continually improving setting.

What steps need to be taken to improve provision further?

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

- develop further the systems to observe, assess and plan for children's learning to ensure they make as much progress as they can towards all the early learning goals.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is given high priority in the setting. Robust recruitment and vetting procedures ensure all staff are suitable to be working with children and hold appropriate qualifications. A range of comprehensive policies and procedures are effectively implemented to ensure the smooth day-to-day running. All aspects of the setting both indoors and outdoors are subject to effective risk assessments. Designated, trained staff complete and sign risk assessment sheets displayed in each area of the nursery. The setting has a good knowledge and

understanding of how to successfully safeguard children. Staff have a strong knowledge and understanding of child protection procedures and a well-written safeguarding policy is shared with parents.

Children's care, safety and welfare are very well promoted because the enthusiastic and dedicated staff and management team have a very good vision for the nursery. Comprehensive self-evaluation systems demonstrate several initiatives have been successfully developed and a detailed record of plans for future improvements is maintained. For instance, the areas in which children play have been enhanced by opening doors between rooms to allow children free-flow and more choices. Staff are very much involved in monitoring the setting. For example, an initiative known within Busy Bees as 'See the difference', encourages staff to observe and reflect on their practice. In addition, room managers complete a monthly 'Focused improvement plan', identifying specific areas within the setting which can be further developed.

Children enjoy freely accessing well-organised and stimulating play areas both indoors and outdoors. A wide range of very good quality resources are stored and displayed very well, inviting children to make very good choices and decisions about their play. The environment is rich in positive images of diversity and children have very good opportunities to learn about similarities and differences between themselves and others. For example, in the library, children and staff access packs of posters showing positive images relating to; Asian food, European food and Caribbean food. Children with special educational needs and/or disabilities have their needs understood and met well. The setting works closely with other professionals and parents and effective plans enable the transitions to other settings, such as school, to run smoothly.

The nursery embraces the role of parents. Purposeful systems that enable parents to become involved and make their views known in various different ways, have been successfully implemented. For instance, parents are encouraged to make full use of; written questionnaires, a suggestions box, room assessment sheets sent out twice a year and customer satisfaction forms. On the whole comments are very positive. The setting considers and discusses all suggestions and demonstrates that some practice has been changed or enhanced as a result. For example, notice boards are more informative and less busy and the organisation of the nursery as a whole, has been significantly improved. Parents also have the opportunity to join a 'Parents liaison group'. Through their detailed newsletters all parents are well-informed of new initiatives and forthcoming events.

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

Children benefit from a safe and secure environment and build warm and trusting relationships. Throughout the nursery those new to the setting receive one to one attention and lots of hugs and cuddles from the staff. This helps them to feel safe and secure. Good hygiene practices across the provision help to minimise the risk of spreading infection. Children learn very well the importance of good personal hygiene habits through everyday routines. They benefit from healthy and nutritious

meals that are prepared and cooked on the premises, using fresh produce. For example, they enjoy chicken and asparagus pie made with mashed potato for lunch and peaches in natural juices with freshly made custard for dessert. In addition, weaning babies enjoy pureed or mashed foods and all children are provided with a vegetarian option. Children with allergies have their needs met very well. Designated staff who have received specific training support them very well at mealtimes. All children are provided with regular drinks throughout the day. Older children benefit from freely accessing fresh drinking water, provided in jugs and available in the playrooms. This helps to keep them well-hydrated and develops their independence.

Children make good progress in their learning and development. Systems to observe, assess and plan for children's learning are established and mostly effective. Consequently, children are making good progress. Each child has a learning journal and their progress is recorded using text and photographs. Staff use the information gained to identify some of the children's learning priorities in some areas of learning. However, staff are not systematically assessing children's learning towards all the early learning goals. This may compromise the progress some children make.

Children thoroughly enjoy their time in the nursery. They participate in purposeful play and exploration and are developing the skills they need for the future. Older children begin their day by taking part in a planned physical activity, designed by Busy Bees and known as 'Wake and Shake'. They enjoy five minutes of dance and movement promoted by the staff. This helps to develop their physical skills. All children have good opportunities to be creative. They enjoy exploring media such as cornflour and sand, learning to share and co-operate, whilst filling up different size containers using tools such as spades. They develop their good language skills at this time as they name the colour of the items they are using. Older children explore 'Space' and proudly display the rockets they have made out of boxes and colourful pictures they have created using paint. This helps develop their imagination and good self-esteem. An interactive 'smart board' available in the pre-school rooms and operated by the children themselves, creates a great deal of merriment. They scream with enjoyment as they watch a shark swim across the screen and they jump up and down like the frog.

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