

The Spinney Day Nursery

Inspection report for early years provision

Unique reference number 305385
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Inspector Ron Goldsmith

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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

The Spinney Day Nursery is owned by the provider and operates as a limited company. It opened in 1998 and operates from three activity areas in a purpose-built extension attached to the provider's house. It is situated in Hoole Village, near Chester. A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.30pm, excluding bank holidays. All children share access to a secure outdoor play areas.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 62 children aged from nought to under eight years on roll and the nursery provides funded early education for three and four-year-olds. Children come from both the local and wider catchments as their families either live or work locally. The nursery currently supports children who speak English as an additional language.

The nursery employs 18 members of staff, most of these hold appropriate early years qualifications; one member of staff has Early Years Professional Status, one has a degree, and a further three staff are working towards a degree qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff know and understand the children very well and together with excellent partnerships with parents and other agencies ensure that children's individual care and learning needs are successfully promoted. Children have access to a wide range of quality play resources and activities, in a safe and secure environment. Effective use of self-evaluation and a strong commitment by the proprietor and staff to continual improvement mean that they can plan effectively for future development.

What steps need to be taken to improve provision further?

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

- develop further children's independent learning by developing free-flow play and increased access to the outdoor areas
- develop further the opportunities parents have to be fully involved in contributing to the children's learning journey.

The effectiveness of leadership and management of the early years provision

The management and staff work well together as a team to ensure that procedures are in place to provide children with a safe, stimulating and inclusive environment. Careful attention is paid to staff recruitment and to the nursery's risk

assessment procedures to keep children safe. A comprehensive safeguarding policy, together with staff's sound understanding of safeguarding issues means that children are well protected. Adults provide children with positive role models and continually praise and encourage their achievements. As a result children's self-esteem is high, they behave very well, and they are developing their listening and concentration skills for increased periods of time. They are eager and inquisitive learners who are developing good skills and enjoy their time at the setting.

A good range of quality play resources and activities are well organised to encourage children to make choices about their play. The setting is rich in posters, pictures, labels, photographs and children's artwork, providing children and parents with a friendly, child-centred environment. Parents are made to feel welcome and are provided with good information about the nursery, the Early Years Foundation Stage and their children's daily routines, progress and development. The views of parents are routinely sought by the setting.

Regular team meetings, in-house training, and links with other early years settings to share good practice and information about the children, ensure that the setting is continually monitoring and evaluating practice in order to plan for future development. For example, plans to develop the outdoor play have been implemented and the setting are beginning to consider how to incorporate this more fully into the routine choices children make about their play. All necessary documentation is in place and is exceptionally well maintained.

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

Children are well supported to make significant progress across all areas of their learning and development. Staff make good use of observation and assessment to ensure that they can track children's progress effectively across the six areas of learning and plan for their individual needs together with the next steps in their learning.

Children are happy, confident and experience a sense of belonging during their time spent at the nursery. They relate well to staff and enthusiastically engage in a good balance of child-initiated and adult-led activities that cover the six areas of learning. Adults support children well by sitting with them at activities, talking to them and extending their learning. Children play well together and are forming good friendships. Excellent opportunities are offered for all children to mix at various times throughout the day. They are developing necessary independence skills by taking themselves to the toilet, helping to prepare fruit at snack time and making choices about their play. Independent learning in the outdoor area is not always fostered sufficiently well because children's time outdoors is limited.

Children have good opportunities to promote their imaginations and creativity. They enjoy taking part in a wide range of art and craft activities, pretend play and dressing up in the role play area. They play musical instruments and sing familiar

songs, often with actions. Children choose books independently and take pleasure in them; and listen attentively to familiar stories, predicting what will happen next. Older children can recognise letters of their names and some can write their names with some or all letters formed correctly. They enjoy mark making and creating shapes and patterns in foam on the table, laughing infectiously. Children develop their counting skills in various activities such as counting in songs or the number of butterflies. They have good opportunities for matching, sorting, problem solving and number and shape recognition using programmable toys or completing jigsaws which they concentrate on for long periods of time. Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events, listen to music from other cultures and go out on visits in the local community. They have an awareness of what happens around the world through projects which help them to raise money to help others. This ensures that they learn to value aspects of their own lives and the wider world in which they live.

Children enjoy exploring with sand and water and learning about nature through planting activities in the garden where flowers, potatoes and vegetables have been planted. They water the plants carefully and talk about what they will be in the future. All children take part in a wide range of physical activities in the well-equipped outdoor area and demonstrate good spatial awareness as they take part in physical activities such as music and movement, riding on bikes and running. They clash cymbals, bang on drums or chalk on boards; using all their senses to express themselves. Children examine insects in the 'bug hotel' or examine what is happening in the wormery. When butterflies are released into the garden children share a sense of amazement. Children's enjoyment outdoors is supported well by staff who use every opportunity to ensure children explore and investigate thoroughly.

The nursery's comprehensive policies and procedures are used effectively to ensure that children's health, safety and general welfare are fully promoted and to underpin the setting's good practice. The premises are clean, safe, secure and well maintained. Fresh food is prepared daily with some of the garden's vegetables occasionally being used and staff the setting have good procedures to acknowledge the dietary requirements of individual children. Children are provided with fresh fruit, healthy snacks and fresh drinking water during the day. The home routines of young children are followed and opportunities are made for children to rest during the day and to have access to regular fresh air and exercise. Children are learning good personal hygiene and effective procedures are in place to protect them from cross-infection. The nursery operates a healthy eating policy and has won an award for the quality of food.

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	1
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	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

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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