

# North View Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	206285
<b>Inspection date</b>	17/06/2011
<b>Inspector</b>	Karen Byfleet

<b>Setting address</b>	2 North Road, Glossop, Derbyshire, SK13 7AS
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<b>Type of setting</b>	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

North View Day Nursery opened in 1996. It operates from a detached house in the centre of Glossop and serves the local community. There is level access to the building and a staircase leads to playrooms on the first floor. There are two enclosed outdoor play areas.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to provide full day care for a maximum of 70 children under eight years. The nursery also provides before and after school care for children over eight years. There are currently 102 children on roll and of these, 72 are in the early years age group. The nursery is open Monday to Friday all year round from 7.30am to 6pm and children attend for a variety of sessions.

Eleven staff are employed to work directly with the children, with a further two staff to cover holidays and illness. All staff hold relevant childcare qualifications, with over half qualified at level 3. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff value and recognise the uniqueness of each child that attends. Children are happy and settled within a well-organised, welcoming and stimulating environment. Partnerships with parents are well established to ensure children's welfare needs are consistently met. Partnerships with other providers and professionals are starting to be developed to ensure consistency and coherence in children's care and learning and that transitions are smooth. Detailed and comprehensive documentation is securely in place to ensure children are well safeguarded. Self-evaluation of the nursery is still to be reviewed by the new manager and the staff team. However, there is a clear vision to move the setting forward and maintain continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is in place for the provision to seek any necessary emergency medical advice and/or treatment in the future (Safeguarding and promoting children's welfare).
- 30/06/2011

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

- further develop the self-evaluation system to reflect up-to-date information and take account of the views of parents and children
- further develop partnerships with other providers to ensure consistency and coherence in children's learning and development and to aid smooth transitions to mainstream education.

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

A detailed, comprehensive and effective safeguarding policy and procedure is in place and is understood by staff. This is shared with parents and highlights the nursery's role and responsibilities around safeguarding all the children in their care. However, not all staff have undertaken or updated their safeguarding knowledge. Detailed and effective risk assessments for the premises, outdoor area and outings are undertaken and reviewed to ensure any identified hazards are minimised, including accidents within the nursery. Children's safety within the nursery is paramount and highly effective measures are in place to ensure all children are kept safe. For example, the main door into the nursery is kept locked at all times while children are present and a doorbell alerts staff to parents and visitors. This ensures children cannot leave unattended and that visitors cannot gain access without the staff's knowledge. All visitors are required to sign in and out of the nursery. Children's safety is further enhanced as staff have a well-written emergency evacuation plan which is practiced with the children on a regular basis and recorded. This also enables children to learn how to stay safe in an emergency.

Children's health and welfare are well promoted. They are provided with a healthy balanced diet and meals are all cooked on site. Children have regular access to drinks throughout the day and older children are able to help themselves to fresh drinking water. Children are well cared for if they fall ill while at the nursery and staff hold valid first aid certificates. A policy and procedure for sick children is also in place. Prior written parental permission is obtained for staff to administer any medication to children. All administered medication is appropriately recorded and signed for by parents as acknowledgement of being informed. However, prior written parental permission for staff to seek any necessary emergency medical advice and/or treatment is not consistently obtained. Children follow good hygiene routines with regard to hand washing before eating and after using the toilet. For babies and young children who may require a sleep, the nursery has suitable sleeping facilities. Cots are available and all babies and children have their own linen which is washed after use. Parents' wishes are adhered to with regard to where their child sleeps, either a cot or a pushchair and for how long. Sleeping children are supervised well by staff.

A self-evaluation system is in place. However, this was implemented by a previous manager and has not been updated since a new manager was employed. A suggestion box is located within the nursery reception for parents to post any suggestions or ideas, although parents' views are not used to inform the self-evaluation process.

All staff have good knowledge and understanding of the Early Years Foundation Stage and they regularly monitor children's development through all the areas of learning. Plans of activities are completed as a result of prior observations made by all staff. Activity plans clearly show children's interests and the next steps in their learning, ensuring children make good progress. Clear routines are implemented for all children, for example, circle time, meal times and outdoor play. Outdoor play is also planned and staff take indoor activities outdoors.

Partnerships with parents are effective and they are kept informed of their child's day within the nursery as staff exchange information with parents at the start and end of each day. Babies and toddlers have a daily information sheet which is completed by staff and informs parents of what the children have eaten, any sleep times and nappy changes. Regular meetings between parents and their children's key worker ensure they are kept fully informed of the children's progress and development through the Early Years Foundation Stage. Partnerships with other providers and childcare professionals are still developing. Staff are motivated and committed to ensure they continue to develop these links with future providers where some children may attend to ensure consistency and coherence in their learning and development, and that transitions into mainstream education are smooth for the children. Overall, the setting has good partnerships to ensure consistent and high quality care for all children that attend.

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

The well-organised, stimulating and welcoming environment ensures children are happy and settled and that they are making good progress in their learning and development. Staff demonstrate enthusiasm and motivation as they fully interact with the children, making learning fun and challenging. Staff are attentive, warm and caring towards the children, which contributes to them feeling safe and secure. Children are separated into groups which ensures they have the space and resources that are suitable to their ages and abilities. All children are able to self-select activities and outdoor play is planned into the daily routine for all children.

There is a good balance of adult-led and child-initiated play. Staff plan effective activities which cover all the areas of learning and they make regular spontaneous and focused observations which they use to complete development records for each child. They then use these to help them plan the next steps in children's learning to ensure progression is suitable and challenging for all ages. Children's own interests and ideas are also taken into account and children's development in all six areas of learning is promoted well. They have regular access to activities and toys which encourage and develop skills, such as problem solving and communication, for example, sorting shapes for the shape sorter and looking at books, both individually and as a group. Toddlers and older children participate in a wide range of craft and creative activities, such as painting, collage and malleable play. They particularly enjoy mark making in shaving foam on the table top. Staff allow and positively encourage the children to be creative in their own way. Through activities, such as role play, children have many opportunities to use writing for a purpose. For example, they have appointment books when playing

hairdressers, menus when playing cafes and writing and stamping implements in the 'post office'. Mark making activities are constantly available with a good range of suitable resources. Through activities like construction and small world play, such as the train track, young children are using and developing problem solving skills as they fit the track pieces together and build towers of bricks. Children's knowledge and understanding of the world is enhanced as they have enjoyed planting seeds and vegetables. They have planted seeds in individual containers, which they have been able to take home and replant in their own gardens and they have planted, nurtured and harvested vegetables at nursery, which they have then tasted. They engage in 'circle time' which enables children to share their experiences with the whole group as they talk about their life outside the nursery and bring items from home to talk about.

Children have very clear boundaries as a secure behaviour management policy is in place which all staff know and follow. Children are given lots of praise and their artwork is attractively displayed around the setting, giving them a sense of belonging. The children are cooperative and play well together, forming strong relationships with each other.

## 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	3
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

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### 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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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