

Wright Start Day Nurseries

Inspection report for early years provision

Unique reference number EY416472
Inspection date 05/07/2011
Inspector Patricia Champion

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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

Wright Start Day Nursery is run by Wright Start Day Nurseries Limited. It opened under new management in 2010 and operates from four playrooms within a converted factory building in Ingatestone, Essex. All children share access to a secure, enclosed, outdoor play area. Access to the premises is via one low step into the front entrance. A maximum of 55 children may attend the nursery at any one time. The nursery opens five days a week, all year round. Operating times are from 7am until 6.30pm.

There are currently 75 children aged from three months to 10 years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions, full day care or before and after school care. The nursery serves the local community and wider areas. It supports a small number who have English as an additional language. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 13 staff, of whom 11, including the manager, hold appropriate early years qualifications. There are three staff currently working towards qualifications. The nursery also employs a cook and it receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this safe and stimulating nursery because the staff take the time to get to know the children and their families well. Clear and effective systems are implemented to ensure that any individual needs are met. Consequently, children are happy, settled and make good progress towards the early learning goals. All the essential documentation needed to promote children's safety and welfare is in place and is mostly well maintained. The management and staff team work together effectively to identify and plan future improvements and are committed to enhancing outcomes for children

What steps need to be taken to improve provision further?

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

- update recruitment procedures to include information about how the nursery determines the medical suitability of the staff
- develop further the partnership with the school the children in the out of school club attend to enhance continuity in their learning
- review routines to enhance the opportunities for the older children to develop their independence skills at mealtimes.

The effectiveness of leadership and management of the early years provision

Well-written and comprehensive policies and procedures promote children's welfare and safety and the operational plan effectively explains how the nursery runs smoothly. The staff are fully aware of their responsibilities and there is a very positive team spirit. Risk assessments are rigorously carried out to ensure that children are safe inside the nursery and when on outings. The premises are secure and entry systems include alarms and fingerprint identification to prevent unauthorised access and ensure children cannot leave unnoticed. Reliable arrangements are in place to take and collect children attending the out of school club to and from their primary school. The staff follow well-established daily routines to keep the nursery clean and hygienic. There are very effective safeguarding procedures in place for identifying any child at risk of harm. This ensures that staff act in their best interests of children if they have concerns about their welfare. There are reasonably robust recruitment and vetting procedures to ensure that all staff are checked through the Criminal Records Bureau. However, the nursery does not currently record information about how they determine the medical suitability of new and existing staff.

Many improvements have been made since the nursery opened under new management. Most of the playrooms have been redecorated and a section of the outdoor area has been refurbished with a soft all-weather play surface. Play materials are plentiful and varied, promoting all areas of learning. All children benefit from a sensory room and a soft play area in addition to the space in the playrooms. The nursery management continually monitor the provision and often work directly with the children and staff, providing good role models and ensuring successful teamwork. Action plans are well targeted to improve outcomes for children. Consequently, the capacity to make ongoing improvements is strong.

Babies and young children experience very effective and supportive procedures to settle them in successfully and the information collected from parents contributes to personalised individual learning plans. Equality is promoted well within the nursery as positive images of diversity are displayed, with labels and captions written in different languages. Each week the older children learn simple words and phrases in French. Multi-cultural props and artefacts are used to promote children's knowledge of the wider world and encourage respect for each other. Appropriate systems are in place ready to support children who have special educational needs or disabilities. Good links have been developed with local schools to ensure that there are smooth transitions into full-time education. However, the information shared with teachers once children start attending the out of school club is more limited and not yet used to enhance continuity in the care and learning of children in the Early Years Foundation Stage.

Children benefit from the good relationships between the nursery staff and their parents. Conversations with parents on a daily basis are complemented by communication books, information on noticeboards and regular emails or newsletters. Parents are involved in their children's learning in a variety of meaningful ways. A library system operates so that children can borrow books to

share with their families, and parents record and photograph the adventures of a nursery bear that travels with them on outings. Specific family participation events are held when they join activities in the nursery and they are regularly invited to contribute their views through questionnaires and meetings. Parents and carers are keen to express their satisfaction with the nursery. They compliment the caring approach of the staff and their willingness to talk to them about their children.

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

Children and babies are happy and make very friendly relationships with staff and each other. They are polite and learn to listen attentively to instructions. The staff are calm and encouraging. They relate well to each child by understanding their characters and ensuring any additional support is offered for any difficulties children encounter. Children receive regular praise for effort and achievement, which helps boost their self-esteem. They are extremely eager to help the staff and take on responsibilities as helpers, for example, by distributing cups and plates when it is time to eat. However, the older children's independence skills are not yet fully promoted as they are not consistently involved in preparing their snack, serving their food or pouring their own drinks at mealtimes.

Children communicate confidently, using language well to share their ideas and needs. They are capably developing problem-solving, numeracy and literacy skills. Comfortable areas are provided where children can listen to stories or look at books for pleasure and they confidently link sounds to letters. There is an action plan well underway to enhance the opportunities for children to develop further their technology skills. Children are confident to investigate and try new things. For example, they work out how to turn a windmill by directing the hosepipe at the correct angle. Babies and toddlers are offered a wide range of sensory and tactile experiences so that they can explore and make sense of objects in their own time and in their own way. Staff have developed effective procedures for observing babies and children's play and learning, both during focussed activities and spontaneous learning experiences. These observations are recorded in individual profile folders and enable staff to positively extend children's achievements and interests and provide for their identified learning priorities. Consequently, children are challenged to develop the skills they need for future learning and to reach their full potential.

Children have a good understanding of a healthy lifestyle. They have healthy appetites as they eat wholesome freshly-cooked meals and snacks. Staff are well aware of any allergies or special dietary requirements to meet individual children's needs. Effective personal hygiene routines are adopted and children are full of energy; they know exercise is good for them and relish the opportunity to play outdoors. Staff are mindful of the effects of hot weather and ensure children wear sunhats and that drinking water is always accessible so that they do not become thirsty or dehydrated. Nappy-changing and toilet training is sensitively undertaken to preserve children's dignity. Babies and children sleep peacefully and undisturbed in a cool and comfortable environment. Children learn to keep themselves safe when they practise fire drills so that they can swiftly evacuate the premises in an

emergency. They learn about road safety and the importance of responsible behaviour when on outings around the village or to the local park.

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

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