

Calverley Village Day Nursery

Inspection report for early years provision

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Inspection date

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Inspector

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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

Calverley Village Day Nursery was registered 2011 and is on the outskirts of Leeds. It is located within a ground level property. Two well-enclosed and resourced areas are provided for outdoor play.

The nursery is open for 51 weeks of the year, closed for one week at Christmas and bank holidays and is open from 7.30am until 6pm. The provision is registered for an overall total of 43 children from birth to five years. There are currently 69 children on roll attending full or part-time sessions. Out of these, all children are in the Early Years Foundation Stage and none are in the compulsory age range. Out of the Early years children 11 of them are receiving funded education.

There are 12 members of staff, including the nursery manager and owner. All staff except for three hold a relevant childcare qualification, nine hold a level 3 and above childcare qualification and the others are working towards level three in childcare. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, clean and caring environment, where they make good progress in their learning through exciting play opportunities. All children take part in a good range of activities which are planned according to their individual interests and needs. Good leadership and management help build effective team working and all staff contribute to the ongoing development of the service through effective self-evaluation. Policies and procedures are well thought through, information is up-to-date and staff implement them effectively to maintain good standards. The setting is developing good partnerships with parents and carers and other settings offering the Early Years Foundation Stage. Good risk assessments are in place to reduce hazards and maintain children's well-being within the child-orientated 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 labelling of the toys and resources to ensure children learn that print carries meaning
- review systems as to how parents are informed about policies and procedures of the setting.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through well-written policies and procedures, effective recruitment, employment and ongoing appraisal systems. The manager is the designated safeguarding officer and has attended safeguarding training and this is completed on a regular basis to ensure knowledge and procedures are up-to-date, protecting children from harm. Safety and security is given priority throughout all areas of the setting. For example, risk assessments are completed for all areas of the setting, both indoors and outdoors and on specific areas that are also used to identify potential hazards. All risk assessments are reviewed regularly and signed and dated according to regulations.

Staff make very good use of the available space in the building, providing attractive play rooms indoors and outdoors and a variety of resources for the children. Good ratios of adults to children are maintained overall so that children develop a sense of belonging and their individual needs are met effectively. Staff work towards an inclusive setting so that children feel valued and included, throughout the setting. Children's awareness of diversity is increased through special celebrations, including a variety of religious and cultural festivals. The setting is developing good partnership with parents. The manager ensures that settling in periods meet with parental needs. Parents receive information through regular newsletters and very informative noticeboards, where all key persons are easily identified for their own children. Staff make all parents feel welcome and provide daily feedback in a variety of methods. For example, they use daily books for each child, along with access to the children's individual profiles. Parents can access the policies through a set displayed on the noticeboard. However, they do not get a full opportunity to read and sign the policies to ensure they fully understand them. Parents are asked to complete starting point's sheets about their child when they first begin at the setting. The nursery has strong links with the local school that children go on to. They visit the school and have photographs of the school, the teacher and playground to show children and also encourage teachers to visit the nursery.

All of the staff team regularly reflect on the service they provide and also gain feedback from parents and children to evaluate the quality of the nursery. They effectively identify areas for future development. Children benefit from a consistent staff team who have very clear roles and responsibilities and work together well. They are enthusiastic and knowledgeable about the Early Years Foundation Stage.

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

The children are secure, confident and safe within the setting. Each child has a key worker who is responsible for ensuring the children's welfare needs are met, that their progress is noted and recorded, and that a next step for the children's learning is identified and built upon. The close relationship the children have with their key workers means that they are making good progress in their learning and

development. Staff complete detailed individual children's profiles. These contain lots of observations which are clearly linked to the areas of learning and next steps are recorded. All profiles are fully supported, with a good variety of photographic evidence. Planning is completed and takes on board children's individual needs and their interests and is flexible to ensure that it covers all areas of learning and is displayed for parents in each room.

Children have a good selection of toys and activities, all easily accessible. However, resources are not always easily identified through the lack of some labelling in some areas. Children of all ages learn about technology. More able children have access to a computer, whilst younger children and babies have good opportunities to develop through a good selection of mechanical toys. For example, babies press the car and watch it as it whizzes across the room. They enjoy taking part in the wide choice of creative activities available. More able children proudly put their hands into the paints that they have mixed to make 'purple' and do hand prints whilst comparing the size of their hands and staffs, stating 'yours are bigger than mine'. Babies, with help from staff, do printing and are keen to put the shapes onto the paper. All rooms have lots of displays of children's artwork on the walls and also in their profiles. Staff display posters around the rooms of numbers, letters and shapes and children of all ages are constantly learning to count. For example, younger children line up when going in for dinner and count how many children there are, and more able children count how many flannels are needed to wipe their faces.

All children enjoy the free access to a very well-organised and resourced outdoor area. Children are very keen to go outside, where they water the flowers and vegetables they are growing. Children learn to balance as they walk on the tree stumps, develop their imagination as they run in and out of the pretend fort in the garden. Younger children throw the ball to their friends, whilst others are proud to tell adults that they are mowing the grass like daddy does at home. Babies have their own outdoor area where they play with push alongs, bounce on toy animals and run around. All children access a good selection of books. More able children listen intently to the story of 'the three little pigs', explaining that the wolf has fallen into the stew. Younger children listen before lunchtime to the story about the different animals and copy the sounds that they make and recognise that the bear is 'brown'. Children also go out into the community. They visit the library, local parks, woods and shops, where they get foods from different countries to taste.

Children enjoy a wide range of healthy and nutritious snacks that are prepared on the premises. They have free access to drinks, which are available throughout the day in their own clearly labelled cups. More able children serve themselves and all children enjoy sociable meal and snack times, where they chat with their friends and staff. Good health and hygiene practices protect children well, for example, the setting is very clean and hygienic. There are clear procedures to prevent cross infection that staff follow. Children's independence and self-help skills are actively encouraged as more able children wash their hands competently after toileting and before meal and snacks, use disposable towels. Posters are displayed to remind children of why they wash their hands and flush the toilet. Younger children also wash theirs independently, with both them and babies getting appropriate help.

Children learn to feel safe through regular fire drills and are taught the importance of moving around the setting safely, both indoors and outdoors. When on outings children wear visibility jackets and younger children have reins or are strapped in the pushchairs. Security is good, with all play rooms having keypads and all visitors completing a record of their visit. The nursery encourage outside agencies to come into the provision to teach children about safety, for example, police and ambulance service, and also through a strong range of resources, such as toy traffic signs.

Children behave well and staff actively support them in their learning to share, take turns and show consideration for each other. Staff are very good role models and encourage children to be polite and sociable to their friends, staff and visitors. Children are given rewards, for example, when they are polite, eat or their meals and kind to each other. This is given through hanging stars on the happy tree along with lots of positive praise. They respond well to praise and encouragement, which helps develop their confidence and self-esteem in a warm, homely and very welcoming environment.

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