

# The Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	305380
<b>Inspection date</b>	04/08/2011
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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*.

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## Description of the setting

The nursery is privately owned and was first registered in 1996. It operates from a two-storey house in Wistaston, Nantwich, Cheshire. Rooms on the upper floor are accessed via stairs. All children share access to secure, enclosed outdoor play areas.

A maximum of 80 children aged from birth to under five years may attend the setting at any one time. The setting is open five days a week from 7.30am to 6pm for 51 weeks of the year. The nursery serves the local and surrounding areas, and children attend for a variety of sessions.

There are currently 139 children on roll. Of these, all are within the early years age group and some are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register.

There are 30 members of staff, including the managers, 24 of whom work directly with the children on a permanent basis, with an additional four relief members of staff. Of the permanent staff, 23 staff hold appropriate early years qualifications.

The setting receives support from the local authority and is a member of the National Day Nurseries Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An enthusiastic and committed staff team create a fully inclusive and welcoming environment. Children are valued as unique individuals and their welfare, care, learning and development are excellently provided for. As a result, they make very good progress towards the early learning goals. There are strong relationships between staff, parents and carers, and clear policies and procedures are implemented effectively to safeguard and promote children's welfare. All records are robustly maintained and promote the efficient management of the setting. Partnerships with other professionals are excellent and support children's care, learning and development effectively. Systems for self-evaluation have not yet been fully implemented.

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

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

- further develop systems for self-evaluation and informed discussion with staff to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

Robust recruitment and vetting procedures and the ongoing checking of staff suitability ensure children are well protected. Staff have a clear knowledge and understanding of safeguarding procedures, with designated persons undertaking training. As a result, children's welfare is given high priority. Staff are well deployed across the nursery, ensuring children are effectively supervised at all times and that they feel secure and welcome. All records, policies and procedures that support the nursery in promoting positive outcomes for children are robustly maintained. Thorough risk assessments, daily checks and regular fire evacuations ensure children's safety at all times.

The setting have not yet fully implemented systems for self-evaluation; however, management are able to monitor the setting, and they have identified their current strengths and areas for improvement. Regular full team and senior staff meetings take place and the implementation of appraisals and supervision is ongoing. All staff are fully committed to ongoing training and development. Staff deployment is effective, and resources and equipment are used imaginatively to meet the needs of the individual children. Staff training, the addressing of recommendations at the last inspection and processes for evaluation of the setting show a good capacity for improvement.

Resources are organised effectively in low-level storage for easy access, and young babies are placed near to them for self-selection. As a result, children are becoming independent and active learners. The excellent indoor and outdoor environments fully support children's learning, development and enjoyment. Transition arrangements for children moving through the nursery and on to school are excellently planned.

Partnerships with parents and carers are extremely positive in supporting children. Parents and carers have access to a wide range of information on the nursery and the learning and development requirements. Parents and carers spoken to comment very positively about what the nursery has to offer their children. They are invited to complete questionnaires on a regular basis, and attend parents evenings to discuss their child's progress and development. An excellent system for parents and carers to share their own observations of their child's development is in place and contributes to planning next steps in children's learning.

Staff have built positive links with other early years professionals to support children's development, and transition arrangements for the move to school are in place. These excellent links ensure there is a complementary curriculum and continuity of learning and care. All children have equal access to the activities, opportunities and available resources, and therefore inclusion is very well promoted.

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

Children are extremely happy and settled across the nursery. A highly enthusiastic and committed staff team plan activities based on observations of children's interests and development, for example, pre-school children study a story about a caterpillar following a child's interest in caterpillars. Staff offer children a balanced programme throughout the day, with a mix of adult-led and child-initiated activities and opportunities for outdoor play. Staff make observations of children's activities, progress and development, keeping detailed records which are shared with parents and carers, who are asked to contribute to these records by sharing their own observations.

Warm relationships between staff and children are formed and children's behaviour is exemplary. Children are confident and independent as they make choices about their play, selecting from the wide range available. Children are developing excellent communication skills as staff engage with them. Babies and younger children have lots of eye contact with staff, who respond to their gurgles and early attempts to form words. Pre-school children are skilful communicators with both their peers and adults around them. Toddlers thoroughly enjoy the stories read to them by members of staff. Children, including babies, help themselves to books, and a variety of resources encourage their early mark making skills. For example, children use paintbrushes in outdoor play and babies enjoy making marks when using sensory resources.

Children develop an appropriate understanding of numbers and mathematical language as they count, complete jigsaws, match and sort shapes, and older pre-school children are skilful at simple addition and subtraction. Children have access to computers to develop their understanding of technology and younger children learn that pushing buttons creates further actions. Resources and activities, such as, posters, play figures, jigsaws and books promote children's awareness of the wider world. They celebrate a variety of festivals from around the world, such as Diwali and Chinese New Year.

Excellent use is made of the outdoor environment to promote all areas of learning. For example, children grow a variety of fruit and vegetables in their 'allotment', and younger children have their own 'digging area'. They are involved in early science as they experiment, look at how to look after living things in their allotment and look at animals by visiting the sheep in the field. A variety of different textures, techniques and opportunities encourage children's creativity. For example, all children enjoy music, babies enjoy the feel of jelly during sensory play, and toddlers enjoy splashing in the water.

Daily access to an excellent outdoor play space encourages all children's physical health and overall learning and development, where they develop an understanding of the benefits of physical exercise. Babies develop movement as they move towards toys placed away from them and practise walking with staff support.

Children are developing an excellent understanding of healthy lifestyles as they are offered a very healthy diet, with meals cooked each day with fresh ingredients, many from the children's garden, and the need for good hygiene routines. They all have access to drinking water at all times. The premises are very clean and well maintained and support children's very good health. A wide variety of activities and opportunities encourage children to develop appropriate skills for the future.

## 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	1
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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