

Greyfriars Day Nursery

Inspection report for early years provision

Unique reference number	EY341447
Inspection date	25/11/2008
Inspector	Susan Victoria May

Setting address	Greyfriars Centre, 64 Friar Street, READING, RG1 1EH
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Type of setting	Childcare on non-domestic premises

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).

Description of the setting

Greyfriars Day Nursery is a private organisation affiliated to Greyfriars Church. It opened in 2006 and operates from a specially converted house and separate hall on the same site. It is situated on the edge of Reading town centre. All children have access to an enclosed outside play area. Children attend from local and surrounding areas.

The provision is registered for a maximum of 73 children on the Early Years Register. There are currently 75 children on roll aged from 3 months upwards. The setting is able to support children with learning difficulties and those for whom English is an additional language; accessibility to some areas of the nursery may be limited for those with disabilities.

The nursery is open each weekday from 08.00 to 18.00 hours for 51 weeks a year. The nursery employs 18 staff, of whom 14 hold a recognised childcare qualification.

Overall effectiveness of the early years provision

The good management structure of the setting and the caring staff team constantly review the service they provide; they are successful in recognising where changes can have a positive effect on the outcomes for children. The nursery obtains essential information concerning the children at the point of registration. Strong links with parents that include open communication and shared development records ensure children's next steps are identified and their learning and welfare needs provided for. Additional support is available for those that need it. Children are kept safe through the many good practices, policies and procedures that are followed effectively by staff.

What steps need to be taken to improve provision further?

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

- continue to develop staff's knowledge of the arrangements and procedures for supporting children with learning difficulties and/or disabilities

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

- put in place a record of the risk assessments for specific outings clearly stating when it was carried out, by whom and date of review (Safeguarding and welfare).

08/12/2008

The leadership and management of the early years provision

The staff receive continuous support from the management of the organisation. They work well together as a team and regular staff meetings and good communications help the group to self assess, evaluate their provision and identify strengths and weaknesses. Children benefit from being cared for by staff whose knowledge and childcare practice is constantly developing. Staff are appropriately qualified and encouraged to undertake further training. To protect children there are well-established systems in place that ensure all adults who work with the children are suitable. The nursery creates an inclusive environment in which children's needs are met. The provision has completed written risk assessments on the premises and to ensure ongoing safety complete visual checks throughout the day. Staff follow strict procedures to keep children safe off the premises; however, this is not supported by a record of risk assessments for specific outings. The setting's policies and procedures undergo regular review to ensure they reflect current legislation.

Strong links are in place with parents, who have access to all policies and procedures. These include procedures and information to protect children's health and well-being, such as accident and medication documentation and complaints. Daily information about the nursery is provided through verbal exchanges, notice boards and emails. Parents have access to their own children's records and are encouraged to regularly share information from home and reflect with staff on the children's progress. Staff protect children from harm as they clearly understand their role in child protection, share the information with parents and know the appropriate procedures to put into practice if necessary.

The quality and standards of the early years provision

Children have good opportunities in the bright and welcoming environment to enjoy a range of challenging and stimulating experiences to promote their development. Throughout the nursery children are encouraged to be independent and even the youngest children are able to access and select their own resources, thereby initiating their own learning. Staff are skilled at recognising when children wish to spend time alone and do not interrupt their concentration. When staff are more directly involved with the children they are genuinely interested in what children have to say. Children have secure relationships with the staff team; they enjoy conversations and value staff's participation in the games and activities they choose.

Key persons know their children well, using their clear and up to date observations and assessments as an aid to planning for the children's next steps. However, for children with additional needs, while staff provide good support, for example, identifying and practising sounds as a fun activity to help language development, not all staff are aware of the arrangements and procedures that lead them in their practices. Babies and very young children follow their own routines in accordance with parental wishes. Older children are aware of the daily routine and know what happens next, for example, before lunch they are eager to help tidy away. Children

handle tools and learn good hygiene practices in everyday situations, for example, as they help serve their own meals from nutritious and healthy options, pour their own drinks, clear away and wipe the tables. Staff have high expectations of behaviour, provide positive role models and give priority to promoting a caring environment where children show respect for each other and are kind and thoughtful. Children are encouraged to take responsibility for their actions and resolve any issues themselves, giving consideration to the feelings of others. Children find out about the natural world as they discuss the weather and dig and explore in the different nursery garden areas. Children begin to understand the wider world through themes and resources and as they explore the multicultural area in which the nursery is situated. Children begin to identify numbers as they play simple games, problem solve as they build with construction and experiment with volume as they pour water into a variety of containers. Children of all ages have access to books and sit entranced as they listen to stories independently and when part of a group. Children confidently use technology resources in their play and explore their creativity and imagination through role play, puppets and art and craft activities. Children have very good access to outdoors where they can run, balance and climb and staff help promote a healthy lifestyle as they talk to the children about the benefits of exercise.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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