

Sylvan Court Day Nursery

Inspection report for early years provision

Unique reference number

EY224651

Inspection date

18/08/2011

Inspector

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Setting address

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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

Sylvan Court Day Nursery registered in 2002. The nursery is privately owned. It operates from a two-storey building in the Worsley area of Salford and serves the local community and surrounding areas. It is close to the motorway networks.

The nursery provides full day care for 68 children under the age of five years. There are currently 61 children on roll. Children attend on both a full and a part-time basis. They are grouped according to their age and stage of development. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The nursery operates Monday to Friday, from 7.30am until 6pm, all year round, except for Bank Holidays. There are 15 members of staff who work directly with the children. All staff hold an appropriate childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff have a high level of understanding of the Early Years Foundation Stage which contributes towards ensuring children make good progress. A strong emphasis is placed on valuing each child as an individual. In the main, procedures and effective practices contribute towards the safety and welfare of the children. Beneficial partnerships with parents help to ensure consistency and continuity for all children's welfare, learning and development. Clear processes are in place to monitor and evaluate the setting and to target specific areas for improvement, which are continuous and ongoing.

What steps need to be taken to improve provision further?

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

- ensure information is obtained about who has legal contact with the child and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 02/09/2011

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

- develop further systems for tracking children's progress to ensure it gives a summary of their achievements and is consistent across all groups

The effectiveness of leadership and management of the early years provision

Staff are knowledgeable about safeguarding policies and have effective procedures in place to manage any concerns that they may have about children in their care. Meticulous risk assessments and additional daily checks are completed for the premises to monitor children's safety. This means that children can move safely around the building. Comprehensive systems ensure staff are suitably checked and qualified for their role. Most of the required documentation is available and stored securely to respect confidentiality and the necessary consents relating to the welfare of the children are in place. However, information regarding legal contact and parental responsibility is not kept for all children on admission. Potentially, this leads to significant information being missed.

Teaching is rooted in a secure understanding of the Early Year's Foundation Stage and staff use this well to support children in their learning. Resources are well organised, so that children can access a variety of activities. For example, creative materials are displayed so that children can make their own choices. This means that they are able to thrive and make good progress in their development.

Self-evaluation considers the views of staff and parents in identifying areas for ongoing improvement. The recommendations raised at the last inspection have been met. For example, they have enhanced the outdoor area, taking into consideration the views of the parents. The highly skilled staff team are committed to ongoing training in order to keep up-to-date and continually enhance their practice. Staff work well together and know each of the children as individuals. However, because this is not recorded consistently across age groups, it can be difficult to identify children's progress.

Staff have good partnerships with parents and carers. They obtain detailed information about children when they start and use this effectively to establish the children's needs. Parent's views are sought to inform future planning about the provision. Learning and development records are regularly made available to parents. This means parents are well informed about their child's progress towards the early learning goals.

Where achievement gaps are identified, staff take effective steps to close these. Staff have a good understanding of children's backgrounds and needs, for example, using one child's knowledge of Polish to make children aware of other cultures. When additional support is needed, staff work closely together with outside agencies to ensure a consistent and well-informed approach is used by all.

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

Staff observe children regularly and ensure that there are observations for each area of learning. Because of this, children make good progress towards the Early Learning Goals. Staff plan a range of adult-led and child-led activities, such as

finding letters in trays of rice. Children have access to a range of information and communication technology opportunities, for example, using a CD player to listen to and identify sounds. Children have a good understanding of number and shape through a broad range of activities focused on children's interests, such as making cakes, counting the candles for them and finding the right shape when making a cake in the construction area.

Through well-organised routines, younger children and babies become secure and confident in the setting. Children know how to keep themselves safe, with few reminders from staff. For example, when climbing down the stairs, children remind each other to hold on. Children feel secure with staff because of the good interactions and relationships that are encouraged.

Children have wonderful opportunities to adopt healthy lifestyles as staff really encourage outdoor play and fresh air. This is because they provide a wide range of opportunities for the children outside, for example a bridge and stile that children are free to climb independently. Children have good self-help skills and know to wash their hands before eating, so that they don't 'get germs in their tummy'.

Children are happy and relaxed, both in their surroundings and with the relationships established with the staff. The children are engaged and enthusiastically involved in all they do and this is a real strength of the setting. Children support each other in their learning, for example, when outside using the water pump, telling each other when containers are full and helping to turn the pump. Children are encouraged to develop their understanding of different cultures through activities focused on a range of celebrations, such as, Chinese New Year, and the effective use of books and resources.

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	1
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