

# Alton Manor Private Day Nursery

Inspection report for early years provision

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**Unique reference number** EY227321  
**Inspection date** 20/06/2011  
**Inspector** Justine Ellaway

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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

Alton Manor Private Day Nursery is run by Treetops Nurseries Limited. It opened in 1992 and operates from a detached purpose-built property in Belper, Derbyshire. The nursery is open each weekday from 7.30am to 6pm all year round. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 90 children may attend the nursery at any one time. There are currently 156 children on roll, all of whom are within the early years age range. The nursery supports children with special educational needs and/or disabilities.

There are 22 members of staff, 20 of whom work directly with the children. Of these, three hold an early years qualification to level 2, nine hold level 3 and one has a degree in Early Childhood Studies. The setting provides funded early education for three- and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective and consistently implemented policies and procedures mean that children's welfare is successfully promoted. Children make good progress in their learning and development as systems are, on the whole, well established. The nursery is committed to partnership with parents and carers to promote consistency of care. Sound relationships are developed with external agencies to support children's learning and development. Evaluation systems are thorough and take into account different views to identify relevant areas for improvement.

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

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

- review systems to ensure interaction systematically helps children to learn so that they make connections in their learning, are actively led forward and can reflect on their learning
- review systems to allow children to show increasing independence in selecting and carrying out activities, this relates specifically to lunch times.

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

A desire and commitment to continually improve the quality of care, learning and development is evident. Policies and procedures are successfully and consistently implemented to meet the welfare needs of children. Children's safety is strongly promoted. The setting has a rigorous approach to establishing whether adults are

suitable to work with children. A detailed checklist ensures that relevant checks are undertaken. Careful consideration is given to developing staff's knowledge and skills. An ongoing programme of training is undertaken and regular opportunities are available to share good practice. The designated person has a sound understanding of her role in safeguarding children with regard to child protection. She is very clear on her responsibilities. Risk assessments are regularly reviewed and address any changes.

Staff work well together and ensure that there is constant communication to ensure that the needs of all children are met. Additional staff members support busy times, such as lunch time. Children access a good range of toys and resources which are attractively presented in each of the rooms. Children have access to a suitable range of resources that promote their understanding of the wider world. In addition, staff plan a number of activities during the year, such as looking at different festivals. Very good use is made of the local community to further promote children's awareness and to link into children's interests. Thoughtful consideration is given to the layout of the space to promote children's enjoyment and independence. Free flow to the outdoor area is well established and provides children with constant choice about what they do during the day. Many children particularly enjoy the large sand pit, which is well thought out in promoting children's enjoyment and achievement.

The nursery has worked hard on the partnership with parents and carers. As a result, parents have lots of opportunities to engage and support their child's learning and development. There are regular social events and activities that provide parents with information about how to support children's learning. Parents are encouraged to share what they know about their child on a regular basis. There are lots of useful displays around the nursery and photographs of what children have been doing. Parents are comfortable to speak to staff and do this when they collect their children. Useful diary sheets are provided for younger children, and for older children staff give daily verbal feedback. The setting gives priority to any feedback or comments from parents and takes appropriate action. Strong links have been established with the local authority to ensure that training and advice is useful. The setting works well with other agencies to give good support to children with additional needs. Sound systems are in place for supporting children who attend other settings and when they make their transition to school.

Systems to evaluate the effectiveness of the nursery are well established. Good use is made of the higher management structure, as well as the management team within the setting, to evaluate practice. The management team are honest when evaluating and are continually striving to make improvements. All staff are encouraged to contribute to the identification of these, and as a result demonstrate a strong sense of commitment to their role. All of the areas for improvement will build on the already good practice and further benefit outcomes for children.

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

Children make good progress in their learning and development. Children of all ages are comfortable and secure and are given good support. They have regular opportunities to mix with children of different ages, which promotes their security when they move up to the next room. Children love playing outdoors and for some this is where they choose to spend the majority of their time. They use their imagination as they play in the sand pit, pretending they are going on holiday. They develop their physical skills as they attempt to climb and balance on the challenging frame. Older children play with the parachute and try to control it to keep a ball afloat.

Children of all ages demonstrate an enthusiasm to join in with activities. They are well supported by staff to develop their attention and listening skills. Younger children squeal with delight as they listen to a story about what their pet has been doing. Younger children develop their communication skills as they babble while they play. Older children chat during meal times and describe things they have done previously, such as baking cakes. Children have regular opportunities to mark make and good consideration is given to the relevance of this, for example, having prescription pads and telephone messages in the role play area. They use computers or toys that promote early technology for younger children. Children regularly use size language during play. A child finds a worm and describes how long it is.

Children demonstrate a good understanding of their safety as they move around the environment. They are careful when they join an activity that they do not encroach on another child's space. They listen carefully to instructions from staff. They know how to use cutlery safely and explain why knives can be dangerous. Children can explain why they wash their hands before eating. They enjoy a range of healthy meals and snacks, and alternatives are provided. They have regular access to drinks and are encouraged to drink more when it is warm. They learn about aspects of being healthy, such as the affects of exercise on the body, through activities and discussions.

Children behave very well throughout the day, supported by the staff who are positive role models. A strength of the staff team is their ability to give clear and appropriate explanations of what the expectations are. As a result, children know what they need to do during an activity and understand the routines of the nursery. This means that in the vast majority of cases the transition between activities is smooth. However, this is less effective at lunch times. A newly established system has not been firmly embedded to promote children's independence fully.

Planning systems are well established and as a result staff are clear on how they plan for individual children. Relevant records are maintained of what children can do. This is then used to identify their next stage of development. In most instances staff interact well with children and support their learning and development.

However, on the odd occasion, more able children are not fully challenged during activities.

## 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	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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