

Garforth Day Nursery

Inspection report for early years provision

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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

The Garforth Day Nursery opened in 2011. It operates from a two-storey property on the outskirts of Leeds. Children have access to all three rooms on the premises and there are enclosed gardens for outdoor play. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year, except for Bank Holidays.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 50 children. There are currently 38 children on roll, all of whom are in the early years age range, and some are in receipt of funding. Children attend from surrounding areas. The nursery supports children with special educational needs and/or disabilities and those with English as an additional language.

The nursery employs 11 members of staff, all of whom hold qualifications at level 3 or above, and the manager has a degree in early childhood studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe and caring environment where they make good progress in their learning through play. Children take part in a good range of activities which are planned according to individual interests to promote awareness of diversity and inclusion and to ensure regular opportunities for outdoor play. Good leadership and management help build an effective staff team and a good capacity for further development. Policies and procedures are well-thought-out and all children's information is up to date. The setting has good partnerships with parents and carers and has built links with other providers. Sound risk assessments are in place to reduce hazards and maintain children's well-being within the setting.

What steps need to be taken to improve provision further?

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

- extend partnerships with parents to enable them to share and contribute to children's profiles, and to become fully involved in their child's continuous learning and development
- provide opportunities for staff parents and children to contribute to the self-evaluation procedure

The effectiveness of leadership and management of the early years provision

Children are safeguarded through comprehensive policies and procedures, effective recruitment and ongoing appraisal systems. The designated safeguarding officer

attends safeguarding training 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, entry is restricted and visitors are asked to sign in and out. Risk assessments are completed for all areas of the nursery, both indoors and outdoors, and on specific outings to identify potential hazards. All risk assessments are reviewed regularly and signed and dated according to regulations.

Staff are supported by the manager and deputy to develop their skills and knowledge. As a result, they have access to a good range of relevant training, including first aid and safeguarding. Staff are given an induction procedure and regular appraisals, and attend meetings. The effectiveness of the nursery is monitored through staff meetings.

Good use is made of the available space in the building, providing attractive play rooms indoors and outside and good resources for the children. 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, for example, at times during the day toddlers and more able children join together to play, ensuring all children are able to participate. Children also learn about the wider world and the local community through the celebrating of festivals, good resources and visitors. Staff promote positive and supportive relationships with parents and carers. Information is shared around the playrooms about the Early Years Foundation Stage and there are daily opportunities for sharing information verbally in order to meet children's individual needs. Such discussions are supported by daily sheets that record food intake, nappy changes, sleep patterns and achievements for all children. Parents are welcomed into the nursery to share their skills and knowledge to support children's learning. However, parents are not yet fully involved in contributing to the assessment of their child's progress. Staff have developed very effective systems for sharing information with other settings that children attend to support their welfare and development. The setting has good transitional procedures in place for all children going to school and also for when they are moving into a new playroom within the setting.

The management team regularly reflect on the service they provide, however, contribution and feedback from staff, parents and children to evaluate the quality of the nursery are not fully promoted. Children benefit from a consistent staff team who have 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 feel secure, confident and safe in the nursery. Each child has a key worker who is responsible for ensuring the children's welfare needs are met. Their progress, starting points and next steps are clearly recorded and linked to all areas of learning, along with their stage of development, in their individual profiles. The close relationship the children have with their key workers means that they are making good progress in their learning and development. Planning is done in each

individual playroom, is displayed for parents to see and covers all of the areas of learning, including themes. For example, at present, transport is being looked at in the toddler area.

All children can access a good selection of toys and resources, all of which are clearly labelled. The more able children have fun playing the new game on the computer where they have good mouse control as they identify the areas that need cleaning up in the game. Children also appreciate the need to wait until other children have completed their turn before having a go on the computer. Children of all ages have opportunities to develop their creative skills. Babies enjoy having the paint on their hands as they do finger painting and hand prints, while the toddlers do lots of sand painting and choose from the brightly coloured paper. The children's artwork is displayed with pride around the playrooms and also in their own profiles for parents to see. Children have access to an outdoor area, which is well resourced, and activities are linked to the areas of learning. They are encouraged to dig in the soil area and also to grow sunflowers and to feel and touch the various herbs that they have planted. They learn to balance as they walk along the different shapes on the floor, put together the outside jigsaw mat and jump up and down on it to make sure the pieces are fitted together properly. Staff encourage them to recognise the different colours of the bricks as they build the tower and count them as it gets taller. All children have lots of fun in a bright and welcoming environment that stimulates their play and learning.

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 clean there are clear procedures followed by staff to prevent cross-infection. 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 and use hand dryers, and posters are displayed to remind children of why they wash their hands and flush the toilet. 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 high visibility jackets and younger children have reins or are strapped in the pushchairs.

Children's behaviour is good and staff act as positive role models, offering consistent praise and support, which raises children's self-esteem. More able children are aware of the boundaries of the setting and use good manners as they speak to each other and the staff. Younger children are appropriately nurtured and praised for their achievements. This ensures that children are cared for in a safe and caring 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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