

My Nursery

Inspection report for early years provision

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Inspection date	06/09/2011
Inspector	Carly Mooney

Setting address	Conduit Lane, GRANTHAM, Lincolnshire, NG31 6PB
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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

My Nursery registered in 2011. It operates from a two-storey building situated in the town centre of Grantham, Lincolnshire. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Opening times are from 7.30am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 33 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 31 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years. The nursery provides funded early education for three- and four-year-olds. It is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs seven members of staff. Of these, six hold appropriate early years qualifications, including one with Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well provided for by caring and attentive staff who value each child as individuals. They make good progress in their learning and development through participating in a range of stimulating activities and experiences which interests them. Effective procedures for observing and assessing children's progress are in place and plans of activities are based on children's learning needs and interests. Positive relationships with parents are in place, which is effective in meeting children's individual needs. The staff are led and managed well by a management team who demonstrate a firm commitment to improving and continuously developing the provision.

What steps need to be taken to improve provision further?

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

- extend the systems in place to support children attending with English as an additional language.

The effectiveness of leadership and management of the early years provision

Clear safeguarding systems are in place to protect children within the nursery. Staff attend regular training. They are vigilant at all times and deployed effectively

around the nursery to keep children safe. Thorough recruitment systems are in place to ensure that all staff who work with children are suitable to do so. A clear induction programme ensures staff are familiar with all policies and procedures and effectively implements them into the day-to-day running of the nursery. Risk assessment procedures are thorough and include daily checks that enable any hazards to be identified and minimised immediately. Documentation that supports children's health and welfare is well maintained.

Staff create interesting and stimulating play spaces which enables children to enhance their learning through creative play and exploration. Older children move freely between several rooms, independently selecting resources and participating in activities of their choice. Children spend quality time outdoors each day and during this time children of all ages are able to spend time together. A variety of children's artwork and photographs of themselves are displayed throughout the nursery, which gives children a true sense of belonging. Staff address the needs of the children well due to their clear knowledge of all children and their families. Children who speak English as an additional language attend the nursery and have settled well as staff ensure the setting is inclusive for all children attending. Procedures are beginning to be implemented to ensure that different cultures and linguistic diversity is fully embraced within the setting.

Parents are made to feel very welcome in the nursery and spend quality time chatting with staff about their child's day. Parents are well informed about all aspects of the nursery through newsletters and noticeboards. Relevant, clear information is gathered from parents at the beginning regarding their child's care and development and progress records are available to parents at all times. Parent's views are very positive and comment specifically on the support received from staff when helping their child settle. Procedures are in place to exchange information about children when they attend other settings to ensure effective continuity and progression.

The nursery is led and managed well by a management team, who have built valuable relationships with all members of their staff and offer very good support. There is clear vision for the future and procedures for self-evaluation are effective in monitoring and evaluating the provision. Staff are motivated to attend professional training, which enhances their current knowledge and skills.

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

Children are happy and settled in the nursery and have formed close bonds with all staff, who demonstrate a warm and caring nature with all children. Babies benefit from lots of individual attention and cuddles, especially when they wake from a sleep. Staff spend quality time at their level, encouraging and supporting play. Pre-school staff are bubbly and enthusiastic and ensure children are having a fun time, which results in lots of smiles and laughter. Children are able to make good progress in their learning and development due to staff's secure knowledge of the Early Years Foundation Stage, implemented through effective questioning and

interesting activities, such as, visiting a local pet shop and watching the builders working close to the nursery. Effective planning of activities is in place which reflects children's interests and learning needs, established through observations of children's play and identified next steps. Systems for recording children's achievements provide a good account of their time at the setting and parents are encouraged to contribute their child's learning from home to the records.

Children are confident and are happy to approach staff when needed. They are supported well in their chosen activities and are developing good self-esteem because staff are attentive and interested in what they have to say. Children's independent skills are encouraged at all times. They eagerly help to tidy away toys when the 'tidy-up' music is played and carefully pour their own drinks at snack time. Children play in a word rich environment and can access a variety of books in the cosy book area. They independently access a number of resources, such as, rulers, chalks, pencils and scissors, from an inviting mark-making area to create spontaneous pictures or simply make snips and cuts with scissors, demonstrating good concentration skills. There are good opportunities for children to recognise their name, for example, on name cards and individual drawers. Staff introduce children to the initial letter sounds in their name during routine activities, such as, welcome time. Counting is introduced naturally in activities and children throughout the nursery have good opportunities to see number in their environment.

Good use is made of the local vicinity as the nursery is situated very close to the town centre. Children often go for walks to nearby parks and shops. Children spend quality time in the fresh air and enjoy a range of physical activities on the outside apparatus. For example, children enjoy negotiating the different levels on the obstacle course, which provides good challenge for young children. Babies access appropriate equipment and furniture to encourage their standing and walking skills. A computer is accessible at all times for older children to create their pictures or participate in games to extend their learning. Resources, such as telephones and musical push-button toys for babies, help children become familiar with technology. A child playing with a toy telephone informs a member of staff he is 'texting' his mum. Children have the ability to express their creativity through participating in a range of activities on a daily basis, including dressing up, drawing, water play and play dough.

Most staff are trained in first aid and are well informed about children's medical or dietary needs. Records which safeguard children's health are appropriately maintained and children are cared for in a clean environment. Children are encouraged to maintain their own personal hygiene through hand washing before eating or after attending the toilet. Children learn about healthy eating through the range of balanced and nutritious meals and snacks provided. Participating in routine activities, such as fire drills, means that children and adults are aware of how to keep themselves safe within the setting. Positive behaviour is consistently praised and encouraged by staff, both verbally and through sticker rewards, which helps to build up children's self-esteem. Children feel safe and secure in the setting and this is demonstrated through their happy and confident disposition.

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	3
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