

# Teapots Day Nursery

Inspection report for early years provision

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**Unique reference number**

223277

**Inspection date**

15/09/2011

**Inspector**

K.A. Bryan

**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**

Teapots Day Nursery is a privately owned full daycare provision. It opened in 2000 and is situated in the village of Broughton Astley in Leicestershire. The nursery is open each weekday from 7.30am until 6.15pm for 51 weeks per year, closing for the Christmas Week. All children share access to a secure enclosed outdoor play area. The nursery also provides a before and after school club for children up to the age of eight.

The nursery is registered on the Early Years Register and both parts of the Childcare Register to care for 90 children under eight years. There are currently 125 children on roll, of which 107 are in the early years age range.

The nursery employs 19, all of whom hold an appropriate early years qualification. The nursery is a member of the Pre-School Learning Alliance and the National Day Nurseries Association.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Staff have an excellent understanding of children's individual needs and work as an enthusiastic and fully committed team to meet these. Extremely positive partnerships with parents, local schools and other agencies are established to ensure that all children receive a consistent service and are fully supported. Children make exceptional progress in their learning because a wide and varied range of activities and resources support their development. A comprehensive range of policies and procedures are in place and staff have a very good awareness of how these are used to support the safety and welfare of children. The manager and staff team have a very good understanding of how to use a wide variety of self-evaluation methods effectively to identify areas for development.

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

To further improve the high quality early years provision the registered person should consider:

- further developing policies so they reflect the setting.

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

Children are extremely well protected by the range of measures in place to ensure this. Staff have a very good understanding of how to keep children safe from abuse and all have attended safeguarding training. They are clear who to report concerns to and a comprehensive policy is in place, which is shared with parents. The premises are well staffed and recruitment procedures are robust and ensure

children are cared for by staff that are suitable and vetted. Children's safety is further enhanced as a closed-circuit television system operates in rooms.

Detailed risk assessments are in place and the premises are checked daily to ensure the environment and resources are safe for children. A premises officer also ensures any identified maintenance issues are dealt with immediately. The nursery is welcoming, with many photos and displays of children's work on the walls, which helps them to feel valued and raises their self-esteem very well. Rooms have been designed to provide children with inspiring resources, which stimulates their curiosity and promotes their choices effectively as they move between a very wide range of activities.

The staff team are highly motivated and proud of their rooms and the children's achievements. All of the team are qualified and training is very well supported at the setting which means children are cared for by staff that are current with new developments in childcare practice. This also demonstrates the setting's ongoing high commitment to ensuring staff development benefits children.

The manager and staff have an excellent awareness of how to use self-evaluation to drive improvements at the nursery. This has helped the manager to devise an action plan to identify areas for development, such as more training for staff. Constant evaluation and appraisals of all staff and management ensure the nursery is always working towards delivering consistently high standards of care to children.

Parents receive an excellent amount of information about the nursery and their children's progress. This includes a very wide range of operational policies and procedures, newsletters, parent's evenings and invitations to events, such as an outdoor carol service. They also have extremely good opportunities to comment on the running of the nursery via a suggestion box and feedback forms, and staff respond positively to suggestions and implement these where possible. Parental participation in children's learning is also well promoted as a 'Share a Book' scheme is in operation, and staff are careful to record 'Parent's Voices' as an important part of children's learning journeys. Parents can also comment in older children's daily diaries which ensures staff have a very good awareness of children's lives and achievements. Parents spoken to expressed positive comments about the nursery and staff, and were pleased with their children's progress.

The setting also works extremely closely with a range of professionals who are involved in the care of the children and are also an approved resource for the local Sure Start centre. Consequently, children have their individual needs met very well and benefit from the nursery being involved in village life as they explore the community.

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

Children's learning is promoted extremely well as staff have a thorough understanding of the Early Years Foundation Stage. Children's starting points are

established with parents, and detailed and regular observations clearly show what children have achieved. The next steps in learning are identified and assessments provide an excellent overview of children's learning journeys as they move through the nursery.

Warm relationships are in place between the staff and the children and they clearly know them as individuals. Consequently, activities are planned which engage all children and help them make very rapid progress in their learning. For example, a stone pit has been created outdoors, which especially helps some boys to persevere at activities as they use diggers and spades and cooperate as a team.

The outdoor play area is exceptionally well designed to promote learning in all areas, and children can play outside in all weathers under an awning. A 'Hobbit House' provides wonderful opportunities to promote children's imagination as they play with small world equipment in this, and a tunnel leading from this also encourages children to develop their own action stories. Lots of natural wooden resources are available to help children develop their senses and an 'Art House', which has wallpaper walls, allows children to practice their mark-making in a highly innovative outdoor setting. Physical development is extremely well supported as children can also use a 'Jungle Run' indoor playroom where they can climb and jump in safety.

Staff provide children with highly innovative ways of becoming familiar with information technology. For example young children use a computer, with age-appropriate programs for numeracy and literacy. Older children use equipment, such as a smart board and digital camera, and they are delighted when they see their mark-making attempts displayed. Children's free play and choices are exceedingly well promoted and most resources are easily accessible at children's height. This really benefits younger children as they crawl and explore their environment. Many storage boxes are also labelled which helps older children to develop their reading skills.

Children have an excellent understanding of the natural world because of the many opportunities they have to explore this. They were delighted and excited when the camera in the bird box showed babies had been born, and they grow beans and tomatoes which they eat. Children also have access to an Eco Centre where they help to care for rabbits, reindeer, chickens and horses, and this is a dynamic way for them to learn about living things. The reindeer also visit the nursery at Christmas so children can say 'Hello' before he goes to deliver presents.

Hygiene is very well promoted at the nursery as staff are vigilant about wiping down surfaces with anti-bacterial spray and ensuring children understand about the importance of hand-washing. They also have an excellent understanding of helping children to learn about keeping themselves safe. For example, road safety procedures are practised in the outdoor area and children complete work on this and discuss it at circle time. The nursery has a very high commitment to ensuring children eat healthily and meals are cooked on the premises using ingredients from local suppliers. Consequently, children learn about sustainability very effectively as they have first-hand experience of this and know suppliers in the village.

Children behave extremely well because they know what is expected of them. Staff explain simple rules, such as sharing, and they are patient and calm with children which produces a very conducive atmosphere in which they can learn. Children are extremely confident and self-assured because they are given responsibilities, such as being a helper, and they take pride in this. Older children also help younger ones make the transition to the pre-school room as they befriend them for the day and help them settle on visits. Overall, children are developing excellent skills on which to base their future learning and development.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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