

Safe N Sound Shepherd Day Nursery

Inspection report for early years provision

Unique reference number	EY216869
Inspection date	08/12/2008
Inspector	Rosemary Beyer
Setting address	Shepherd Lane, Beverley, HU17 8PH
Telephone number	01482 871953
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Type of setting	Childcare on non-domestic premises

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.

Description of the setting

Safe N Sound Day Nursery on Shepherd Lane in Beverley belongs to a chain of privately owned day nurseries and after school clubs. The nursery and out-of-school provision is registered for 72 children under eight years of age. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Opening times are Monday to Friday between 07.00 - 18.30 and the provision is open throughout the year.

The provision operates from two separate single-storey buildings, the nursery in one building, and the after-school-club in the other, located on the same premises. A manager is in charge of the two facilities, supported by the overall manager who oversees the chain of nurseries and after school clubs. There is an attractive, child-friendly outdoor area, and parking facilities are available.

There are currently 67 children on the roll, most attending part-time. There are 19 staff, of whom one is a full-time cook and two are drivers for the after school group. There are 16 staff working with the children, of whom only one is unqualified but experienced, and four are doing degree courses and working towards professional status.

The provision is a member of the Preschool Learning Alliance.

Overall effectiveness of the early years provision

The nursery promotes all aspects of children's welfare successfully, ensuring they are safe and secure. Staff work closely with parents, making good use of the information they receive from them and their own observations to meet the children's individual needs. Parents are kept informed about their children's care and learning, with free access to their files and good relationships with their key persons. The nursery uses effective self-evaluation to identify areas for improvement which are then included in the future development plan, such as the new information technology equipment.

What steps need to be taken to improve provision further?

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

- develop the lost child policy to include the notification of Ofsted
- ensure the books available to the children are in good condition.

The leadership and management of the early years provision

The setting is very effectively led and managed by the owner and managers. They provide enthusiastic role models and support staff very well. Effective recruitment, vetting and induction procedures ensure the children are cared for by suitable

people and all staff have a good understanding of their roles and responsibilities in safeguarding children and clear procedures to follow if they have concerns. Ongoing appraisals identify individual training and development needs, with a rolling programme for first aid courses in addition to professional qualifications. Because of the staff commitment to training, they are constantly providing ideas to further improve practice within the nursery and hence improve the care of all the children.

Clear policies and procedures are effectively implemented to ensure the safe and efficient management of the nursery and out-of-school, with close contact and consistency to ensure a smooth transition for nursery children as they move over. Parents are able to access the policies and procedures file in addition to the information they receive when they start to use the service. They are also made aware of the complaints procedure and have the Ofsted contact number displayed in the entrance. Comprehensive child protection procedures are in place and staff have a good knowledge of how to raise concerns. They know Ofsted must be notified of any significant events, such as a lost child, although this is not included in the procedure.

The nursery encourages staff to develop very good relationships with parents as the children's primary carers, to ensure information is shared effectively to meet their needs. Parents receive comprehensive information about their children's progress and are able to contribute to assessments made on the children. They are therefore very involved in the children's learning, with ready access to their development files, so they can monitor progress. They are also given ideas for activities at home to help their children learn. Staff, parents and carers and other professionals work very effectively together to meet the children's needs. Parents spoken to during the inspection expressed great satisfaction with the care and education their children receive; some have used the chain for considerable amount of time for their children. They like to feel involved, have very good contact with the key persons and the owner, all of whom are helpful and supportive.

Procedures are in place to ensure each child is treated as an individual whatever their needs with consideration being given to special requirements, such as diets or allergies. Children with English as an additional language are welcome in the setting, and the children are starting to develop a good awareness of the differences between people through their use of resources, such as dolls and books, but also their topic work when celebrating festivals or different countries.

The setting has developed an effective self-evaluation system in which all staff participate, and uses regular questionnaires for parents to ensure the setting meets their needs. Through the process of monitoring and evaluating the quality of their work, they successfully identify and plan for areas of development, such as children's use of the outside area and their opportunities for use of technology.

The quality and standards of the early years provision

The children and babies are settled, happy and comfortable in their playrooms, and move through the nursery according to their need. Babies enjoy a wide range of experiences including music, creative activities and treasure baskets to explore different materials. They develop their physical skills by the use of larger equipment and different tools, such as implements for baking and play dough when appropriate. They also enjoy being outside or visiting the local park with the toddlers or preschool children.

Toddlers and preschool children are becoming independent in their learning by selecting resources for themselves or asking for particular activities in addition to the wide range of resources and adult-led activities provided. They produce very imaginative artwork, some of which is displayed, and enjoy role play activities. The toddlers like stories and music, sitting quietly to listen but also participating enthusiastically as required. They help themselves to books independently and use them correctly.

The preschool children are confident, friendly and curious about the world and their place in it. They are confident speakers, enquiring why the nursery was being inspected and giving their own views when asked. The children spoken to are all very happy with the care they receive; they like the staff and the things they can do. They are developing their vocabulary very well through conversation with staff and their peers, and willingly discuss the activities they have enjoyed, such as the outside area where they have grown flowers and vegetables, some of which they have eaten. They are all willing to try new tastes even if they are unfamiliar. During the inspection the children used the well displayed books independently, although some are not very attractive as they have become very worn.

All children are making good progress in their learning, as they are supported by staff who are well qualified and have a very good understanding of the early learning goals. Information from parents and observations are used to monitor progress of all children whatever their starting point, and to ensure their next steps are planned and their interests fostered. The key persons record development as part of each child's individual file, ensuring achievements are noted and any concerns addressed. Through working with parents and outside agencies the staff provide support to maintain good progress for all children.

Children's welfare is protected effectively by the implementation of good hygiene practice throughout the nursery, with established hand washing and nappy changing procedures in place. The children learn to look after themselves to prevent the spread of germs, and help themselves to tissues as needed. They also know how to keep fit and healthy, and enjoy fresh air and exercise each day, with waterproof clothing available if it is raining so they can go outside. They help to prepare for mealtimes by cleaning and setting tables, then eat very well from the home-cooked, balanced diet provided. Mealtimes are a pleasant social occasion when the children chat together and consolidate their friendships.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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