

Silverdawn Day Nursery

Inspection report for early years provision

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EY104411

Inspection date

26/09/2011

Inspector

Ruth Thrasher

Setting address

23 Lytham Road, Warton, Preston, Lancashire, PR4 1AD

Telephone number

01772 679 680

Email

info@silverdawndaynursery.co.uk

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

Silverdawn Day Nursery opened in 2001 and is privately owned. It operates from two single-story buildings in the village of Warton, near Preston in Lancashire. The main building is used for children aged from approximately two to under five years, and the second building is a dedicated baby unit. Children have access to an enclosed outdoor play area, with a separate area for the sole use of the babies. The nursery is open each weekday from 8am to 6pm, all year round, except for Christmas and bank holidays.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 31 children may attend the nursery at any one time, including up to 10 children aged under two years. There are currently 31 children aged from birth to under five years on roll, some in part-time places.

There are 10 members of staff, nine of whom hold early years qualifications to at least level 3. The manager has a degree in Early Years. The nursery provides funded early education for three and four-year-olds and has recently completed the 'Step into Quality' quality assurance program.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make excellent progress in their learning and development in an exciting and stimulating environment. They have superb opportunities to be active and make choices in their learning, indoors and outside. The staff know the children and their individual development needs extremely well and have an excellent understanding of how children learn. As a result, they provide an exemplary range of activities that overall provide children with optimal challenge across all areas of learning. Managers and staff use self-evaluation very effectively to continuously improve the nursery provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- enhancing opportunities for children to develop their mathematical understanding through stories, songs, games and imaginative play.

The effectiveness of leadership and management of the early years provision

Children's safety is the utmost priority. Comprehensive risk assessments, rigorous policies and procedures promote children's well-being. All staff have completed

training in safeguarding and three staff have completed advanced training. As a result, staff have an excellent understanding of procedures to follow should they have concerns about a child. There are very robust procedures in place to ensure that any adults who come into contact with children are suitable and remain suitable. Criminal Record Bureau checks and references are completed before an offer of employment is made and new staff complete a very thorough induction during their trial period.

All staff work exceptionally well together. They demonstrate a passion to provide a high standard of care and education so that children grow and achieve. The nursery has completed a detailed self-evaluation of its strengths and weaknesses, which is regularly reviewed and updated. The impact of improvements is assessed and further action identified in order to continue to improve outcomes for children.

The small size of the nursery enables all staff to get to know each child and their particular learning styles very well. Staff work closely with parents and carers to ensure all children's individual needs are met and that the nursery is fully inclusive for children of different backgrounds and abilities. The premises are designed to accommodate wheelchairs and staff work closely with outside agencies to support children's specific needs. There is an excellent range of resources and activities to develop children's understanding of diversity in society. Children celebrate different festivals and access a range of toys and equipment reflecting different cultures and lifestyles. Parents and carers are invited into the nursery to share aspects of their culture, such as cookery demonstrations.

The nursery is very well resourced to promote active learning, indoors and out. The outdoor area has been imaginatively developed to provide a wealth of learning opportunities that children are able to access freely. There are a number of different 'outdoor rooms', with a range of inspiring equipment and materials, providing many opportunities for children to experiment, explore and be creative.

The nursery has developed excellent relationships with other professionals and organisations to provide support and continuity for children. Children invite reception teachers to visit and join them in an activity, such as baking, and share their individual learning records with them. The nursery has initiated link books to enable planning to be shared when a child attends more than one setting. Parents and carers are engaged in their children's learning in a variety of imaginative ways that link home and nursery. For example, they complete a weekly weather chart with their child who later discusses this in nursery. Children take home book bags, with resources that support particular interests. They take it in turn to take home 'Barney Bear' and fill in the diary of his travels. Regular parents' evenings, drop-in 'clinics' and the sharing of information and progress through diaries and photographs ensures parents and carers are fully involved in their child's learning and development.

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

Children are thoroughly engaged in their play from the moment they enter the nursery. They play outside whenever they choose and have excellent opportunities to initiate their own learning and make decisions. Staff are very well deployed to support children. They join in their games and extend their vocabulary and thinking skills. The outdoor area is superb and children are physically active across all areas of learning. They learn about how things grow by planting bulbs and carefully filling watering cans from the water butt. They learn to respect each other as they take turns to water the bulbs. They use a range of natural materials to develop their problem-solving skills. They fill containers with stone chippings, play in the sand hut and make tracks from blocks of wood. Children have access to a range of technology to support their skills in this area. For example, they use a compact disc player to play music and dance to action rhymes. There is scope to develop further children's understanding of mathematical concepts and numeracy in their play.

Babies enjoy a lot of time outside in the fresh air and enjoy an excellent range of activities to develop their senses, such as playing with 'gloop' and the toy animals. Their personal routines are followed and they receive lots of individual attention. This enables them to develop trusting relationships and feel safe. Children are fascinated when staff bring out the 'blue box' containing a mystery activity. They listened to a familiar story with props to bring it alive and joined in the refrain with enthusiasm. On other days it might be a craft activity in the box and children decide if they want to join in or carry on with another activity of their choosing. Children are very aware of the ground rules of the nursery and staff use lots of very effective techniques to promote positive behaviour, such as simple reward systems. Children develop excellent social skills as they help set the table and call their friends in for tea.

Children develop an exceptional understanding of healthy lifestyles as they play in the fresh air and are physically active for most of the day. This results in very healthy appetites, and they tuck into the wholesome food prepared on the premises. Children bring their own water bottles and regularly access drinks. They learn about keeping themselves safe through routine activities, for example, when staff remind them how to carry chairs safely. They also learn about safety through visitors to the nursery, such as a paramedics and police officers.

Staff use observations of the children very effectively to record their progress and ensure they plan activities that provide them with optimal challenge. They are all aware of different children's needs and learning styles and allow children to pursue their own interests. As a result, children make excellent progress in relation to their starting points and develop extremely good skills that will support them in the future.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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