

ABC Day Nursery

Inspection report for early years provision

Unique reference number	EY353064
Inspection date	06/09/2011
Inspector	Bridget Copson

Setting address	A B C Day Nursery, 143 Exeter Road, EXMOUTH, Devon, EX8 3DX
Telephone number	01395 222 808
Email	
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

ABC Day Nursery is a privately owned nursery which has been registered since 2001. The nursery operates from seven rooms on the ground floor of a large, converted house in Exmouth, Devon. Children share two outdoor play areas, one of which is for the babies.

A maximum of 56 children may attend the nursery at any one time. The nursery is in receipt of funding for the provision of free early education to children aged three and four. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open every weekday from 7.30am to 6pm throughout the year, except for bank holidays and Christmas. There are currently 93 children on roll, all of whom are in the early years age group. The nursery cares for children who learn English as an additional language.

The nursery employs 17 staff, most of whom hold or are working towards appropriate early years qualifications. In addition, two senior managers have Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met effectively through good partnerships with parents, but not all other settings children also attend. Children are included equally and are making good progress towards the early learning goals. However, they are not always supported well in learning about their own cultures and beliefs and those of other people. The management and staff show a good commitment to maintaining continuous improvement. Some staff, however, are not fully informed regarding safeguarding children issues and procedures.

What steps need to be taken to improve provision further?

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

- improve staff's knowledge and understanding of safeguarding children issues to ensure all staff working with children are able to implement the safeguarding children policy and procedure appropriately
- provide a positive reflection of every child as an individual to support children in learning about their own cultures and beliefs and those of other people
- improve the systems for working together with other practitioners to support transition and consistency between settings.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by staff who implement effective systems to help ensure their safety and well-being. Robust employment and vetting procedures, induction programmes and appraisals ensure all staff working with children are suitable. Risk assessments, checklists and staff practice help to ensure good standards of health and safety are maintained. Most lead staff have a secure knowledge and understanding of their child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children. However, not all staff working with children are as well-informed to ensure they are able to implement the safeguarding children policy and procedure appropriately.

Staff work with key groups of children within newly established teams, after several recent changes. This provides children with consistency and a smooth transition through the nursery. Staff demonstrate an enjoyment and commitment in their roles, and work efficiently to ensure children are closely supervised, routines are met consistently and health and safety maintained. They prepare warm and welcoming play rooms with a good range of resources and play provision to support children's interests and needs. These are all easily accessible within enabling environments to promote independent play. Staff create a positive and cheerful environment in which children are included and involved. Children learn about the needs and feelings of others through sharing, taking turns, kind play and helping. They have some opportunities to learn about diversity within their local community and the wider world.

The setting has successful systems for monitoring and evaluating the quality of provision to identify aspects for development. These include the views of all staff who complete surveys, attend regular meetings and in-house workshops. Action plans prioritise the short and long term improvements planned and good links are established with the local authority. As a result, staff morale has improved and weaknesses are addressed quickly and efficiently to the benefit of all children.

Staff have established good working partnerships with parents, who are provided with comprehensive information relating to the care of their child. Parents' views and involvement are valued and actively sought. For example, they complete 'build a picture' forms on admission regarding their child, attend consultation sessions and complete surveys. They are kept up to date through daily communication with staff, displays and newsletters. Some children are also cared for by other settings. However, staff have not established links with these providers to ensure activities are complementary to promote continuity and progression within the Early Years Foundation Stage.

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

Children's learning is planned and promoted effectively through a balance of free-play time, child-initiated activities and organised experiences with a specific learning intention. Key persons record observations of children's achievements in their individual 'celebration' book, with examples of work and photographs to illustrate. This information is used to monitor their interests and prioritise their next steps of learning in consultation with parents. Most staff have a secure understanding of the Early Years Foundation Stage. They interact with sensitivity to support children in their play, and more confident staff step in to stretch and challenge children further. For example, introducing size concepts and numbers into creative activities, and organising a spontaneous herbal dough-making activity. As a result, children are happy, active and involved.

Children of all ages demonstrate a good sense of well-being. Infants are forming warm attachments to key staff who support them closely to help them feel settled and secure. Older children move confidently around their play rooms choosing activities, seeking out friends and joining in adult-led activities. Children focus well on their play and are supported in developing independence through helping with tasks and managing their personal care needs. Children's communication, language and literacy are developing well. Staff are receptive to infants' non-verbal communication and encourage their language development through picture books, singing and talking with them. As children develop, sociable snack times and small group activities are used to encourage children to share their news, views and knowledge. Children also make good use of the dedicated book corners to read, and to mark make purposefully in their play rooms and in the outdoor areas to support their preferred play environment.

Children of every age problem solve in their play. For example, infants explore objects to find out what they do, and sing action songs to find out about where things are on their bodies. As children develop, they use their knowledge of shape, size and position to complete puzzles and work activity toys. Children learn about numbers through counting aloud in activities and singing numbers songs together. They use equipment to promote their understanding of information and communication technology, for example, taking photographs with digital cameras and printing off pictures, and completing programmes on the computer. Most children are developing a good understanding of their own lives and their local community. However, the setting does not always provide a reflection of every child within the nursery to support them in learning about their own cultures and beliefs and those of others. Otherwise, infants look at themselves in low-level mirrors, older children make displays exploring their families, and have some opportunities to visit places of interest within the town. Children use their imaginations well. They role play in the home corner environments, play with small word sets, and build with constructional equipment. They explore a range of different media and materials in sensory and creative activities which they use both indoors and outside. Children join in singing and action songs with enthusiasm, and are applauded for their efforts.

Children feel safe and secure within the nursery. This is nurtured with sensitivity for new children or those starting back after a break to promote their sense of security. Children are supported well in learning about how to keep themselves safe through managing steps and using craft tools and large scale equipment safely. They are developing a good attitude to healthy lifestyles. They benefit from healthy snacks, and well-balanced meals freshly cooked every day by the nursery chef. Children's physical development and fitness are promoted well. Infants benefit from equipment to support their core strength, balance and early mobility, and older children join in action games and dancing to music indoors. In addition, frequent play time in the well-resourced outdoor play areas allows more active children time to run freely and play in the fresh air.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met