

Nightingale Nursery

Inspection report for early years provision

Unique reference number	206284
Inspection date	15/09/2011
Inspector	Janice Hughes

Setting address	545 Tamworth Road, Long Eaton, Nottingham, Nottinghamshire, NG10 3FB
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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

Nightingale Day Nursery opened in 1997. It operates from a converted house in Long Eaton. A maximum of 55 children may attend the nursery at any one time. The nursery opens each weekday from 7.30am to 6pm all year round. All children share access to a secure outdoor play area.

Nightingale Day Nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 67 children aged from birth to eight years on roll, whom attend on full and part-time basis. Of these, 13 children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities.

The nursery employs 13 members of staff. Of these, nine staff hold appropriate early years qualifications and four are working towards a recognised early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this inclusive and welcoming nursery. Good relationships are formed with children, each other, parents and other professionals. There are a good range of age-appropriate toys and resources which help children, in the main, to make good progress in their learning and development. Documentation is mostly reviewed and there are procedures to ensure the safety of the children; however some are not accurately followed. The self-evaluation process is developing and has identified some good areas for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the procedure for recording all medicines administered and accidents are accurate (Safeguarding and welfare). 10/10/2011

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

- review the existing risk assessment to include anything with which a child may come into contact
- develop observations, assessments and children's next steps to clearly identify learning priorities for each child.

The effectiveness of leadership and management of the early years provision

The manager and staff work effectively together to provide a warm and welcoming service for children and parents. They help protect children from harm and neglect as they have a strong knowledge of safeguarding procedures and a clear understanding of how to report any concerns. Good vetting and induction systems are in place to ensure all staff working with children are suitable to do so. Suitable procedures are in place for the arrival and collection of children and effective measures are taken to ensure the premises are secure. Comprehensive and detailed risk assessments are carried out for all areas used by children and any outings they undertake. However, they do not cover all things that children may come in contact with. Staff take positive steps to promote children's health and well-being. Procedures are in place to ensure the premises and equipment are kept clean to minimise cross-infection.

The setting's self-evaluation gives those in charge a very good understanding of the strengths and weaknesses of the early years provision. Improvements made to date have had a positive impact on the overall quality of the early years provision and the outcomes for children. For example, the introduction of a child-led curriculum and reorganisation of furniture enabling children to freely access resources, has had a positive impact on children's learning. Future plans are very well targeted to bring about further improvement to the provision. Policies and procedures are in place for most areas of the nursery. Unfortunately, the accident and medication procedures are not completely followed by all the staff. This puts a high risk on safety in the setting. Regular staff meetings and appraisals provide valuable opportunities for staff to share good practice and to identify their training needs, which are prioritised by the manager. Resources are well organised to ensure that children can access them without help or with minimal assistance to aid their independence. Staff are effectively deployed to support children during all activities and to ensure that supervision is consistently maintained.

An inclusive environment is provided for all children who attend the setting. Good relationships are established with parents and outside agencies to ensure each child's needs are identified and met. Effective systems are in place to include parents in children's learning and development. When children start, an initial discussion and assessment takes place to obtain information about their child's interests and ability in order to determine their 'starting points'. Parents receive verbal information about their child's progress on a regular basis. Parents evenings are arranged each term for them to view their child's developmental record and find out about their learning in more depth.

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

Staff have a good knowledge of the Curriculum Guidance for the Foundation Stage and competently put this into practice. They know how children learn, and plan a good range of activities and experiences to cover all areas of their development.

Staff use open-ended questions to effectively promote children's thinking, and set out the room to stimulate children's interest in activities. As a result, children are motivated and make many good links in their learning. There is a good balance between adult-led activities and free play. The opportunities for children to self-select resources and initiate their own play are plentiful. Consequently, the children make good progress towards the early learning goals.

Generally good quality individualised planning ensures that each child receives an enjoyable and challenging experience across the areas of learning. Furniture and resources are well organised to help create an accessible and stimulating environment. Planning is flexible and covers all areas of learning in the curriculum, as staff plan around children's interests. Systems are in place to observe and monitor children's achievements and to plan experiences that help children progress. These plans and assessments are consistently evaluated for individual children. However, they do not clearly show the learning priorities for each child. Purposeful play and exploration, both in and out of doors, is planned. Craft activities are provided daily. Babies and toddlers explore their senses when enjoying painting and playing in blue bubble water. The older children use seeds, paint and, glue to create Autumn pictures.

Opportunities for children to learn about a healthy lifestyle are good. Through discussions, topics and social interaction with staff during meal times, children have a secure understanding of the importance of being healthy. Children are provided with a healthy balanced diet that meets with their individual requirements. Children's healthy lifestyle is fostered effectively through daily free access to outdoor play. They develop confidence and coordination when climbing up the slide and jumping across the tyres, and run around in the fresh air swinging streamers. This increases their physical development well. Children have a good understanding of appropriate hand-washing procedures and, when told it is snack time, older children, in particular, move to the bathroom spontaneously to wash their hands. Children's understanding of safety issues is further extended through stories and discussions and as they learn to cross the road with the staff.

Children are confident speakers and good listeners, and are keen to share experiences and enjoy listening to stories. Children have created a display all about a favourite book about a fish. This clearly shows their abilities to write their names and draw recognisable pictures of fish. Children are encouraged to show an interest in numbers and are supported to develop the skills needed for counting. For example, through a range of interesting games, songs and everyday activities. The children's interest in information and communication technology is also fostered well, which extends their skills for the future. They use a range of computer programmes that support their mathematical thinking and problem-solving skills. Older children like to use the computer independently, selecting their programmes and games. Babies and young toddlers enjoy exploring various battery-operated toys by pushing the buttons and listening to the noises they generate. Throughout the nursery the children enjoy participating in rhymes and songs, and older children memorise songs in their play independently. For example, the older children sing 'Incy Wincy Spider' as they go hunting for spiders in the garden. These help children to develop their language skills.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	3
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