

Shapes Day Nurseries Limited

Inspection report for early years provision

Unique reference number	EY423146
Inspection date	20/09/2011
Inspector	Helen Penticost

Setting address	11 Lynn Walk, REIGATE, Surrey, RH2 7NZ
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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).

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Description of the setting

Shapes Day Nursery Limited opened in 2011 and it is run by a private provider. The setting operates from a converted church in Reigate, Surrey. There is access to a secure outdoor play area. The nursery provides a service for children from the local and wider community. The setting is open each weekday from 7.30am to 6.00pm all year round, except Christmas and bank holidays.

A maximum of 92 children may attend at any one time of whom, no more than 36 may be under two years at any one time. Currently there are 45 children on roll and the nursery receives funding for early years education. Children attend for a variety of sessions. Systems are in place to support children with special educational needs and/or disabilities, and children who speak English as an additional language. The setting employs six staff and of those, five hold an early years qualification. The nursery is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a relaxed environment, where bright, cheerful rooms and easily accessible resources contribute to children's learning and development. The nursery provides a warm and inclusive environment, where children are secure and happy and where most of the requirements are met. Detailed information is shared with parents and there is a good partnership between the staff and parents. Strategies for self-evaluation are in the early stages of development and have not yet been fully implemented.

What steps need to be taken to improve provision further?

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

- ensure that there is a named deputy who is able to take charge in the absence of the manager (Staffing arrangements). 30/11/2011

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

- maintain a regular two-way flow of information, knowledge and expertise with other early years settings that children attend, to help support and extend children's learning and development
- use the systems in place to make ongoing observational assessments of each

- child's achievements and interests and use them to provide relevant and motivating learning experiences that meet children's individual needs
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

The effectiveness of leadership and management of the early years provision

The management and staff create an environment, in which children are well protected from abuse and neglect, and where all staff are trained effectively to enable them to promptly respond to any concerns about children's welfare. Robust recruitment procedures ensure that all new staff, volunteers and students complete the necessary checks to confirm their suitability to be in contact with children. Daily risk assessments are effective in ensuring that any potential hazards to children's safety are both identified and minimised. The nursery is newly established within the area and has begun to implement procedures for driving improvement. Steady and careful progress is being made in increasing the staffing team to coincide with demand. Sufficient plans are in place for developing the staffing team's individual professional practice and knowledge. However, a deputy manager is yet to be appointed to further secure the management structure to promote stability of this developing setting. Systems for self-evaluation are in their infancy; however this is not presently fully identifying all areas for development.

Staff provide an inclusive environment, where children are fully encouraged to show kindness and consideration towards each other. The nursery welcomes all children and is able to support children with special needs and/or disabilities and those who are learning English as an additional language. Staff use a good range of positive images and resources within activities to enable children to learn about differences and respect each other's cultures. The nursery have begun to develop links with their local feeder school, although systems for communicating well with others providing care for children in the early years age range have not yet been developed.

The setting is child friendly and warm and welcoming to children, their families and visitors. Resources are of good quality, plentiful and are easily accessible to children in the low level storage systems, which enables children to self-select their own toys and gain independence. The good use of available space and effective deployment of staff help to ensure that children are fully supervised at all times. There are good partnerships with parents. They receive detailed information through both verbal and written information. Notice boards around the nursery, keep parents informed about the routines, menus, sleep times of children and their food intake. Parents spoken to, were very happy about the care provided, the information they receive, how approachable the staff are, and how happy their children are.

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

Children are cared for in a relaxed environment, where bright, cheerful rooms and easily accessible resources contribute to children's learning and development. Children are happy, feel safe and enjoy their time at the setting; they are active learners and staff are kind, caring and obviously enjoy being with the children. Staff have a suitable understanding of the Early Years Foundation Stage and how young children learn. Parents are consulted to determine the children's individual interests and starting points, which are then incorporated into the planning. The staff know each child very well and are able to demonstrate verbally children's developmental stages and plans for next steps. However, there is currently no written evidence of observations, assessments and planning; consequently this restricts the staffing team's ability to enable children reaching their maximum potential, consistently.

Children enjoy solving problems such as piecing together the wooden train sets, comprehending that they need to turn some pieces around in order for them to fit. They are able to count their trains with support being offered, if needed. Children show their understanding of keeping themselves safe through their acceptable behaviour and consideration of each other. They show they understand safety rules as they are careful with resources and are rewarded with stickers as they help to tidy away the toys.

Children are praised for all of their efforts and achievements and their input is valued, for example, their works of art are clearly displayed, which enables children to develop a strong sense of belonging and builds self-esteem. Children of all ages enjoy creative activities, such as sticking and painting and happily make cups of tea in the well resources home corners. They are becoming confident speakers and the staff appropriately promote communication skills and this enables children to develop skills for their future. They are able to recall events in their past, such as where they have been on holiday and happily discuss the current season and what is happening to the leaves on the trees. Children are beginning to learn about good personal hygiene routines and understand why they need to wash their hands before meals and after using the toilet. Snack and meal times are social occasions and children enjoy a range of healthy and nutritious foods. They have regular access to the outside play area, where they use ride on toys to navigate their way around the designed roadways, play in the sand pit and act out role play scenarios in the pirate ship.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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