

Nightingales Day Nursery

Inspection report for early years provision

Unique reference number

EY239968

Inspection date

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Inspector

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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

Nightingales Day Nursery is privately run and was registered to the current owner in 2002. It operates from the ground floor of a property situated in a residential area of Norwich. Children have access to an enclosed outdoor play area. There is a step from the building to the outside play space and a few steps up to the grassed play area. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. At present the nursery does not provide for children over the age of five. A maximum of 32 children may attend at any one time. There are currently 27 children aged from three months to under five on roll. The nursery is in receipt of government funding for early education and currently supports a number of children with English as an additional language.

There are seven members of staff all of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Work continues on the self-evaluation process to develop a greater understanding of strengths and areas for improvement. Children are respected as individuals and there is some support for their culture and those learning English as an additional language. There is a sound partnership with parents, although, links with other provisions the children attend have yet to be developed. Children's welfare and safety is generally supported. Children make acceptable progress with their learning and development.

What steps need to be taken to improve provision further?

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

- ensure that where children also receive education and care in other settings, there is continuity and coherence by sharing relevant information
- provide opportunities for children to develop and use their home language in their play and learning and provide a range of meaningful contexts in which children have opportunities to develop their understanding and use of English
- ensure risk assessments cover anything with which a child may come into contact.

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

- ensure the individual needs of all children are met; this particularly refers to the period after lunch when all children are grouped together (Organisation).

27/04/2009

The leadership and management of the early years provision

The staff team has developed an understanding of the Early Years Foundation Stage (EYFS) and continues to attend training showing a commitment to continuous improvement. There has been progress with most of the actions from the last inspection especially with better support for children and improvements to their learning and development. The process of self-evaluation has started and this is helping identify strengths and some areas for development. Management realise this is an area for ongoing work to make it fully effective by including parents and others in the process and encouraging the recognition of weaknesses that can then be resolved to improve the service provided. Systems are in place to gather and maintain all the required documentation to promote the care and welfare of children and understand their individual needs. Families from a range of cultures and speaking English as an additional language are welcomed. However, insufficient support is given to encourage children to use their home language in their play or to help them effectively learn English in the nursery.

Many parents express their satisfaction with the service they receive. They feel their children are well cared for and that they are kept informed of what is happening through developing relationships with their children's key person. Some parents take advantage of the reading scheme to borrow books and staff are encouraging their viewing of and contribution to their children's 'Learning Story' to further improve the partnership in their children's learning and development. Links with other provisions the children attend have not been developed to make sure they receive a balance of care and education and that all their welfare needs are met throughout the week.

Risk assessments are conducted and action is taken to minimise identified risks. However, staff are not proactive in spotting situations that have a potential impact on children. For example, some radiators are excessively hot with parts of them accessible to children and open doors to the garden blow in the wind. Appropriate use is often made of the space for children to play. Staff make sure rooms are bright and attractive with good displays of children's work and easy access to resources encouraging children to come in happily and settle to play. After lunch when children are grouped together, their space to play is restricted as is access to the range of resources for older children. As a result, the needs of the various ages of children are not always met at this time and some become unsettled. Staff have a sound understanding of child protection issues and understand the action to take if they have concerns so the children are appropriately safeguarded.

The quality and standards of the early years provision

Children enjoy a range of meals and snacks that promote healthy eating. They eagerly eat a selection of freshly prepared meals that are adapted to meet their dietary needs. Meals are sociable times as they sit together, chatting about what they are eating and have been doing, then helping to clear the table, taking part in

this routine activity with pleasure. Babies are held comfortably to be fed their bottle and appropriately supported as they learn how to feed themselves. Children often choose to play in the fresh air. They run, climb, ride a range of wheeled toys and happily splash in puddles or explore the snow. Trips to the park enable them to extend their physical skills. Little ones often play safely on the floor and encouragement is given to help them with their increasing mobility. Children sleep according to their individual routine as agreed with parents. Little children sleep in comfortable cots with older ones having a sleeping mattress on the floor of the sleep room so all can have an undisturbed rest and wake up refreshed.

Children are making appropriate progress in their learning and development. This is because staff have recently established new systems for observing, assessing and planning to better meet the needs of individual children. Support is given by the key person who is building an in-depth understanding of the child and helping to ensure the next steps in their learning are taken. Children take part in a varied range of activities that cover all areas of learning. Babies learn to communicate at an early stage as staff respond to their noises and gestures. They explore moving toys and toys that make a noise with great delight and love messy play such as jelly or shaving foam as they find out how it feels and what they can do with it under the close supervision of staff. Older children chatter freely with friends and to staff. They listen to stories together, find books to look at quietly and act out familiar stories with enthusiasm. Children count in their play; work out how many more puddings are needed and older ones readily recognise shapes. For example, a child happily explains that 'I have decorated a triangle which has three sides'. During walks to local shops, the park or the post box they find out about their local area, meet people in the community and practise road safety. Visits from a policeman, road safety officer and a trip to the fire station help them learn about people that help us and how to keep safe. They learn about the living world as they consider the weather, study birds following a visit from the Royal Society for the Protection of Birds and dig for worms in the garden. A variety of craft activities, dressing up and dancing to music helps them develop their creative skills. Older children sometimes use the computer and are developing skill with accessing simple programmes and some take photographs with the camera as they practise using technology.

Children generally behave well. They understand that they are expected to share and play together and staff reinforce this with gentle reminders to help them learn right from wrong with appropriate support.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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