

The Old Forge Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

The Old Forge Day Nursery is privately owned and managed. It re-registered as a limited company in 2011. It operates from a former residential property in the centre of Findern village, Derbyshire. The nursery is a two-storey building, but consists of three levels due to a split-level ground floor, these levels are linked by three separate sets of stairs and steps. The nursery serves the local area and the wider geographical area and has developed links with a number of local schools, from which older children attend. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.00pm. Children are able to attend for a variety of sessions. A maximum of 55 children may attend the nursery at any one time, 23 of whom may be on the Early Years Register. There are currently 53 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to 12 years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 13 members of child care staff. Of these, 12 hold appropriate early years qualifications. A number of staff are working towards further qualifications. Two staff hold Early Years Professional Status and two hold an early years degree. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive within this stimulating and very well-organised setting. They enjoy a broad range of exciting play and learning experiences, which present excellent levels of challenge across the Early Years Foundation Stage programme. All children are valued as unique individuals and have generally good opportunities to explore diversity and difference in their play. Comprehensive observation and assessment systems work very well in practice to enhance children's on-going development and progress. Partnerships with all those involved in each child's care are strong and supportive. Self-review systems are used very well to promote improvement through continuous professional development.

What steps need to be taken to improve provision further?

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

- improve the range of resources to enhance children's opportunities to develop positive attitudes to diversity and difference.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because excellent procedures exist to protect them from harm and neglect. All staff are clear about the safeguarding policy and procedures, paying close attention to children's safety and well-being at all times. Thorough risk assessments and daily safety checks are conducted for all areas of the setting, the equipment children use and for each outing. This successfully supports children's safe care. Comprehensive written policies, covering all aspects of the provision are highly effective in practice, ensuring the safe and efficient management of the setting.

Children develop a strong sense of self within this very supportive and inclusive environment. A wide range of activities are well-planned throughout the year to help children learn about the traditions, customs and beliefs of the wider world. However, there are few resources within the everyday environment to enhance opportunities for children to explore diversity and difference.

Leaders and managers focus strongly on self-evaluation to drive forward improvements. They take time to consider the views of children, parents and staff to identify what works well and to highlight key areas for development. As a result, a number of new initiatives have been introduced which have had a significant impact on children's learning and their health and well-being, particularly with regard to the continuous outdoor provision and the importance of physical exercise. Staff are highly committed to professional development, attending many training events and courses to extend their knowledge, skills and qualifications.

The setting is bright and welcoming and very well-resourced, effectively supporting children's individual needs, routines and learning experiences. Staff develop close bonds with the children and their families, forming secure and trusting relationships. They offer guidance and support to parents about the types of activities, outings and events that will cover the educational programmes, enabling parents to support their child's continuing progress at home. Comments received from parents are positive and complimentary, demonstrating their complete satisfaction with all aspects of the provision. Staff closely observe children, offering good levels of support for those with identified needs. They develop good links with other childcare professionals and agencies, so that children receive complementary care and education.

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

Children are actively engaged in a broad range of stimulating play and learning experiences, which provide excellent levels of challenge across each area of learning. Observations and assessments are used skilfully to support and enhance children's progress towards the early learning goals. For example, babies and young children develop strong sensory awareness, observing twinkling light sets and responding to the sounds made by a variety of musical toys and sound shakers. They feel safe and secure, forming strong bonds with familiar key workers, as they settle and separate happily from their parents. They gain increasing control over their movements, using a range of creative materials to paint, draw and make marks. Adult interactions are purposeful, responding positively to babies' spontaneous communications through vocalisation and visual expressions. Young children show increasing control of their daily play and routines as they select toys for themselves from low-level baskets and boxes. They learn how to manage their self-care routines from an early age, finding their own items of clothing when they are ready to go outside. They demonstrate care and consideration towards others, offering a comforting pat and a re-assuring voice when they see others are upset. They respond promptly to instructions from adults when they have to hold onto the safety rings on outings or when they need to move away from the gate, demonstrating safe behaviour.

Well-planned activities and projects ensure that all children benefit from a wide range of experiences that help them to develop their creativity, imagination and interest in the natural world. They handle a variety of natural and man-made materials as they explore different textures and observe the changes in the seasons. They dress up during festival celebrations, and use small tools to make costumes and cut out shapes. Stories, songs and rhymes feature significantly in their daily routine, using puppet prompts to help them recall the importance of good hygiene routines. They discover information about the variety of animals living outside and how to take care of living things. They sort objects by size, shape and number and use pretend money and weighing scales in their role play games.

Excellent opportunities for continuous outdoor play extends children's learning experiences and significantly enhances their healthy growth and development. Babies and young children frequently join in with action games and rhymes outdoors, enjoying the benefit of regular fresh air and exercise. Older children enthusiastically join in with specialised yoga classes which help them to find out how their body moves and works, and how to become calm and relaxed in their actions. They take part in planting and growing projects, using their freshly grown carrots, courgettes and garlic to add to their meals. Varied outings to local areas of interest enable children to explore their community and the world around them. All children enjoy many opportunities for social contact with each other throughout the day, developing a strong sense of belonging.

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	1
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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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