

# Genesis Day Care Nursery Ltd

Inspection report for early years provision

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EY287107

**Inspection date**

12/10/2011

**Inspector**

Catherine Curl

**Setting address**

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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**

Genesis Day Care Nursery is one of two privately owned nurseries within the Rochdale area. It was registered in 1993 and operates from a purpose built building in the town centre of Milnrow. The nursery is open each weekday from 7.30am to 6pm all year round, except Christmas week. Children are cared for in four separate playrooms according to age and have access to a secure large outdoor area which is partially enclosed.

The nursery is registered on the early years register. A maximum of 65 children may attend any one time. There are currently 83 children attending in the early years age range on a full and part time basis. The nursery offers funded places for two, three-and four-year olds.

The owner of the nursery has achieved Early Years Professional Status and employs 21 staff. Of these 18 are working directly with the children, all hold relevant early years qualifications, 15 to level 3 and three working towards level 3. Of these two hold a foundation degree in early years, one is working towards a foundation degree and one holds a level 4 qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery provides a welcoming, safe and happy environment for children where they are valued and respected. Excellent partnerships with parents and carers means children and families are central to everything they do. Teaching is rooted in a good knowledge of children's welfare and development and provides children with good levels of challenge appropriate to their age and stage of development. Children are making good progress in their learning. The nursery has good procedures in place to ensure continuous improvement, identifying strengths and weaknesses appropriately.

## **What steps need to be taken to improve provision further?**

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

- support the development of independence skills in the toddler room by improving access to fresh drinking water.
- extend the range of positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities.

## **The effectiveness of leadership and management of the early years provision**

Comprehensive policies and procedures and the efficient management of the nursery promotes children's welfare. Staff knowledge of local safeguarding procedures ensure any concerns are effectively dealt with. Staff are appropriately vetted, safe and suitable to work with young children. Staff and children effectively carry out risk assessments ensuring all areas are safe, this allows children to move freely around the building, outdoor area and be kept safe on outings. The premises are secure and well managed so that children cannot leave the site unsupervised.

High levels of qualifications, sound knowledge of the Early Years Foundation Stage and child development means that staff are skilled at identifying and meeting diverse needs. Overall the range and quality of resources available to children is good. For example, mirrors and dressing-up clothes help children to develop a positive self-identity. However, resources that promote diversity were limited. The nursery is fully committed to drive improvement. Staff constantly monitor plans, evaluate and review practice to ensure the needs of children are met and taking account of parents' comments. For example, parents said they wanted details of activities on offer on a daily basis. As a result an information board in the entrance hall depicts activities that have taken place in each of the rooms. The nursery works with the local authority on a self-evaluation process. Recommendations from the last inspection have been met, which impacts positively on the children's care and learning.

In line with their philosophy 'we want all parents to feel as comfortable in nursery as their children' the nursery has excellent partnerships with parents. Staff constantly look for ways to involve parents and carers in all aspects of the nursery, promoting inclusive practice. Parents are welcomed in the setting and there are many opportunities for parental involvement. Such as, contributing to decision making, attending play, open days and training sessions at nursery and by providing contributions to assessment of children's learning observations from home. There are also opportunities for parents to provide feedback, such as through questionnaires. Parents are kept updated by the use of daily diaries and newsletters.

Children's achievement is further supported by well established partnerships with other organisations and services. For example, local authority advisors, schools, oral and nutritional health experts.

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

Good settling in procedures ensure that children feel safe. A key-person system is in place which helps the staff to develop strong bonds with the children and their families. Information sharing supports children's care routines and meets their individual needs, thus promoting children's sense of security and belonging. Children are learning to assess risks within their environment. Under supervision, they are responsible for checking the garden area to ensure it is safe. For example,

stray toys; spiders and screwed up paper are removed. Slugs and worms are relocated to the compost bin to live. They alert the staff to anything else they see.

Children are developing a good understanding of healthy lifestyles. Staff model good standards of hygiene. They enjoy a healthy diet that includes fresh fruit and vegetables; all food is prepared on site. Fresh drinking water is available throughout the day so children are hydrated, this aids concentration and means most children are independent in meeting their care needs, although this is less well established in the toddler room. The benefit of fresh air and exercise is promoted. Children have access to a safe and secure outdoor play area with freedom to move around and they participate in weekly group activities with adults such as Zumba dance. Regular walks and trips to the shops, park and the Lake further promote their physical development.

Daily observation and assessment by staff ensures plans reflect children's individual's needs, current interests and abilities. Thus children remain motivated. Suitably challenging and achievable activities help children to make good progress towards the early learning goals across all six areas of learning.

Children's communication and language development is well supported through a variety of initiatives used by the nursery. For example, younger children sing and sign which involves songs, rhymes, music and movement. Older children practise listening skills in games involving naming and match the sounds of different musical instruments. Children's interests are used to introduce problem solving reasoning and numeracy concepts. Children experience shape, space and measure through sensory experiences. For example, babies explore sand, rice and whipped cream. Older children have sand and water play with scoops and containers. Children are learning to use appropriate information and communication technology that supports their learning. For example, cause and effect toys; telephones, digital cameras and a computer. With staff supervision they also access websites on the internet which further develops their understanding.

Children behave well in the nursery due to the clear guidelines. There are ground rules and children understand why they are being asked to behave this way. This means they are learning to distinguish right from wrong and their physical and psychological well-being is protected.

The nursery is improving outcomes for children, taking effective steps to identify and close gaps in attainment and ensure equality of opportunity. For example, they work with the local authority and have identified areas where boys need more support, such as writing and emotional development. The nursery has made adaptations to the provision on offer to ensure that children's interests and preferences are taken into account giving them more opportunities for mark making and helping each other. The nursery has an inclusive philosophy to 'provide an atmosphere of happiness, comfort and safety in which every child in our care feels secure and totally at ease.' This is evident in their practice, staff are open minded and prepared to adapt the way they do things to accommodate the needs of children and families. This is validated by positive feedback from parents who say they feel genuinely welcome and accepted.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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