

Deerlands Day Nursery Ltd

Inspection report for early years provision

Unique reference number

EY103599

Inspection date

26/09/2011

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*.

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Description of the setting

Deerlands Day Nursery is a family run limited company which registered in 2001. The purpose-built nursery houses five play rooms and is situated within a deer farm in the picturesque village of North Fambridge in Essex. All children share access to several large enclosed outdoor areas attached to each playroom. A maximum of 50 children may attend the nursery at any one time. The nursery opens five days a week, all year round, from 7.15am until 6pm. The nursery has a guinea pig on site.

There are currently 82 children aged from seven months to five years on roll. Of these, 24 children receive funding for the provision of free early years education. Children attend from the local and wider catchment areas for a variety of sessions. The nursery supports a small number of children with English as an additional language and special educational needs and/or disabilities.

The nursery employs 23 staff, of whom 15, including the manager, hold appropriate early years qualifications. The manager has an early years degree, 15 staff have level 3 accreditation, one member of staff has a level 4 and one has a level 2. In addition, one member of staff and the owner have early years professional status. The owner also has an early years degree. The nursery receives support from the local authority, the National Day Nurseries Association and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development in this stimulating environment. Managers and staff work well together in developing their systems to ensure that they plan for children's individual needs and interests. Managers understand the strengths and weaknesses of the provision. High quality planning ensures children are challenged by activities, and regular assessment effectively determines their next steps in learning. Overall, good relationships between providers and other agencies are developing very well to ensure individual children's needs are met.

What steps need to be taken to improve provision further?

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

- improve the two way flow of information with parents to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development
- develop the process of effective self-evaluation, through collaborative working with staff and parents.

The effectiveness of leadership and management of the early years provision

Effective systems successfully support and maintain children's safety and security. A well thought out recruitment and induction programme ensures that new staff are supported in their roles. Everyone on the site is vetted and there are good systems in place for monitoring practices. Comprehensive policies and procedures on safeguarding enable staff to effectively promote children's well-being, including parents completing personal documentation with their child's key person regarding allergies and any other health needs. Staff carry out effective risk assessments and emergency evacuation plans are practised regularly with children so that they know what to do in case of an emergency and can move safely and freely around the building.

Available resources, including training, are used and managed efficiently to achieve high quality outcomes. The stimulating environment is well organised with a good range of exciting resources for children to access themselves. Inclusive practice is promoted well so that children's welfare needs are met and all achieve as well as they can. Children who speak English as an additional language and those with special educational needs make good progress. This is because systems allow for the identification of a child's needs for additional support as soon as possible. Staff actively promote equality and diversity by effectively supporting children's language, communication and social skills, so all can participate and communicate equally.

The management team consistently communicate high expectations to staff about improvement. The managers and staff are skilled and experienced in their role, and communication is good between them and other providers and professionals. Staff ensure a smooth transition by contacting other schools to come to the setting to meet the children before they move. They also help children to familiarise themselves with new procedures by teaching them new skills, such as knotting a tie. Next steps are realistic and challenging, consequently outcomes for children are consistently good. The management team have evaluated their practice to enhance outcomes for the children. Some improvements are based around the outside play area. However, self-evaluation has not been updated to ensure the inclusion of the current views of staff and parents, in order to provide a shared vision for future development.

Staff establish positive relationships with parents and carers and gather good levels of information to support children's needs. Parents and carers receive a welcome pack detailing the policies and procedures, and regular newsletters. Staff complete daily diaries for the younger children with information on what they have eaten, how long they have slept and what they have enjoyed doing that day. They meet regularly with parents to discuss children's 'learning journeys'. However, systems are not yet developed to fully involve parents in practical support of their child's learning and development.

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

Children are confident and eager to learn. They are provided with very good opportunities to help them make good progress across all areas of learning in relation to their individual starting points. Progress is discussed with parents, and staff constantly review their planning to respond to children's next steps and individual styles of learning. Regular observation and assessment of children's learning supports the planning of each child's progression towards the early learning goals. This is effectively documented by photographs and notes in their learning journeys.

Children are grouped according to age and development to meet their individual needs. All children have outdoor play timetabled into their day in one of the many outside areas attached to each room. Resources inside and out are well matched to children's needs, reflecting their diversity, so that no group or individual is disadvantaged. The stimulating learning environment promotes children's interests in all six areas of learning very well. Younger children enjoy tactile experiences, such as playing with natural materials in a treasure basket, printing with their hands or responding well to music. All children have good opportunities to practise writing and mark making. Older children practise writing their names and acting out stories that have been read to them. They also benefit from the freedom to explore materials, such as paints and brushes, to create and experiment enhancing their creative skills. They are developing their knowledge and understanding of the world by experimenting with construction materials and caring for the guinea pig. Outdoors, two children develop their problem solving skills by putting out the same number of toys as the children who wanted to play. They are confident in their physical skills as they use the range of outdoor play equipment, such as tricycles, with ease.

Children know and understand how to stay healthy and are used to making healthy choices. They appreciate the benefits of physical activity. They actively choose fruit, such as apples and pears at snack time. Water is always available to ensure they remain hydrated at all times. Older children cut and prepare the fruit and help themselves to fillings for the wraps. Snack and meal time arrangements are effective in supporting children's social skills and independence.

The environment in which children are cared for is safe and supportive. Children are taught to be safety conscious without being fearful. They show a strong understanding of how to keep themselves safe demonstrated by their awareness of the tractor cutting grass next to the nursery and how they must not go too near it. Children behave very well and understand they have to take turns and be considerate to each other when playing outside on the big equipment. Consequently, they are provided with good opportunities to develop the necessary skills they will need to become independent.

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	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	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	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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