

Guinea Lane Nursery

Inspection report for early years provision

Unique reference number

EY428181

Inspection date

05/10/2011

Inspector

Beverley Blackburn

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

Guinea Lane Nursery registered in 2011 and operates from St. Mary's Church Hall, in Bath. Children have access to an enclosed outside area. The nursery is situated in a residential area in the centre of Bath. It is open each weekday from 07.30 to 18.30 for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 58 children can attend at anyone time. There are currently 37 children from birth to under five years on roll, some in part time places. The nursery can support children with special educational needs and or disabilities and children who speak English as an additional language. The setting is in receipt of free education to children. There are 11 members of staff, of these 9 staff members hold appropriate early years qualification to at least National Vocational Qualification at level 2 and 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is safe and secure for children due to a robust system of risk assessment and supervision. All staff have a sound understanding of child protection and safeguarding children, they are aware of the procedure and how to deal with any concern about a child. The nursery environment is mostly warm and welcoming. Most children and babies are making good progress in their learning and development; accessing a broad range of indoor and outdoor activities help to support their learning. The staff ensure all children are fully included in all activities. Children and their families have good relationships with the staff and work in close partnership with the parents to meet the individual needs of all the children. The quality of the nursery is monitored through an effective self-evaluation system, identifying their strengths and areas for improvements to enhance the provision and improve outcomes for children. The setting demonstrates good capability to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop consistency in the recording of the next steps in the children's learning and development across the nursery, ensuring that the Next steps are clear so that all staff are aware of the learning intentions for each child and what they want them to achieve
- develop a system to enable all staff to evaluate activities provided looking at what worked well, what did not and how can it be improved to ensure children are provided with learning experiences to keep their interest and keep them stimulated

- improve self-evaluation system to include the views of the all staff, children and parents in order to effectively improve the provision and the outcomes for children
- improve the sleeping environment for the toddlers so that it has a more relaxed, cosy and inviting atmosphere to enable children to feel relaxed and secure and to rest easily.

The effectiveness of leadership and management of the early years provision

Children are cared for in a nursery environment that is safe and secure due to an effective risk assessment process. The staff take a professional approach to their role in safeguarding children. The manager makes sure the required suitability checks for adults working directly with children are carried out, and that the unique numbers of all staff enhancement checks are recorded; that children are always appropriately supervised; effective procedures are in place to identifying any child at risk of harm and liaising with the appropriate agencies. As a result the arrangements for safeguarding children are robust. The nursery has a strong commitment to ensuring all information, such as policies and procedures, which underpins the safe management of the provision, is shared with the parents, for example, complaints and sick children policies. Staff support every child to make certain that their individual needs are met and that no child is disadvantaged. Children are helped to embrace differences and value other cultures and religions and to get a better understanding of the wider world through planned activities, for example, the celebration of festivals. There is a good range of resources that reflect positive images of diversity, such as dressing up clothes, books, musical instruments and posters, including a welcome poster in different languages. The nursery actively and effectively promotes equality and diversity. The staff have a good knowledge of each child's background and their needs. Staff provide good support to children who have special educational needs and /or disabilities. The nursery recognise the importance of effective partnership working. They have had strong links with professionals involved in children's care and local school, and are beginning to develop relationship again and are fostering good links with childminders and other settings that offer the Early Year Foundation Stage to ensure continuity of care and education.

Children benefit from using a wide range of resources which are utilised well to produce a well planned and interesting environment. Resources, both indoors and outdoors, are used effectively to achieve the planned goals in the children's learning and development. The staff are deployed effectively ensuring that the children's learning and care needs are well met. The nursery have not use the required self-evaluation form, but has an effective system in place for indentifying areas for improvements and raising standards which forms the basis of a clear vision for the nursery's future. However, the setting would benefit further from all staff, parents and children's views. The nursery current forward-planning includes the need to continue to develop the outdoor play space by introducing more resources. The owner is confident about what the nursery needs to do to improve further and sustaining improvements to the provision to improve outcomes for children. The staff have good relationships with the parents, which is continuously

developing. All work well together enabling effective two-way communication which greatly benefits the children. Information is shared in a variety of ways such as newsletters, notice board, meetings to discuss their child's progress and daily verbal feedback of each child's day. The information gathered about each child is comprehensive, significantly enhancing the continuity of both their care and learning. From discussion with the parents they are very happy with the care and education their children are receiving.

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

The children appear happy and relaxed in an environment where their learning is supported through the provision of a wide range of toys and resources and well planned activities. There is a good balance of adult-led and child-initiated activities. As a result children are making good progress in their learning and development and respond to challenges with enthusiasm. Children enjoy a variety of interesting activities both indoors and outdoors, including regular involvement in forest school activities, such as visiting places like the local Botanical gardens. Children also have very good opportunities to develop their physical skills, through a good range of indoor equipments. They exercise their bodies as they run and kick balls, riding on tricycles and scooters as they play in the small enclosed garden or visit the local park. Children enjoy activities such as cooking, for example carrot soup, such activities help them to develop their understanding of problem solving, reasoning and numeracy, as they learn about the quantity of ingredients required for their soup. Children enjoy playing with construction toys, sand and water, pasta and rice, where they are able to experience the different textures. They show enthusiasm and enjoyment as they look at books and listen attentively at story time. This helps to build their concentration and their interest in reading. Children enjoy the experience of using early writing materials, art and craft resources to create using their own ideas. They use their imagination as they take part in role-play and dressing up activities. Children are developing their communication skills well as staff spend time talking to them and use effective open-ended questioning during play to help children think critically; Children are encouraged to ask questions and develop their confidence in participating in conversations. Children are learning about the wider society through using a good range of resources that promote diversity. Most children are becoming very equipped with the skills they need in order to secure future learning.

Babies appear happy and contented and confident to explore their surroundings; they are happy to play by themselves, with the assurance that a familiar adult is around. They have a good range of toys and equipment in easy reach that they like to investigate using their senses, for example, the feeling of textures and materials such as pasta, rice and lentils. They have access to good range of resources such as treasure basket, discovery bottles, and musical toys. They enjoy sensory play such as cooked pasta, jelly and ice cube play. Staff carry out regular observations and assessments on each baby and plan activities according to their age and stage of their development. The next steps for their development are identified and appropriately planned for. A "learning journey" is available, with

photographic evidence of babies participating in range of activities, to share with parents. Suitable equipment such as highchairs and cots are available to ensure children can eat and sleep comfortably, ensuring their individual needs are met.

Most of the children's play rooms are welcoming and organised very well to meet the needs of all the children. However, the toddlers sleep room could be further development; to make it less clinical and more inviting, relaxing, with a cosy atmosphere to create a homely environment enable younger children to rest easily.

The older children's progress is regularly monitored through observations which are recorded in each child's "learning journey". All activities are linked well to the six areas of learning. Staff are beginning to identify any gaps in the children's learning through the observations and plan the next steps for each child's further learning and development. However, Staff need to be clear how they intend to move each child on and how the activities they plan will help each child make progress and achieve. There also need to be consistency in the recording of the next steps in the children's learning and development across the nursery. Staff would also benefit from a system that would enable them to evaluate activities provided looking at what worked well, what did not and how can it be improved to ensure children are provided with learning experiences to keep their interest and keep them stimulated.

Parents are encouraged to be involved in their child's learning and sharing of their child's progress records helps them to gain an understanding of how children learn through play and about the Early Years Foundation Stage. Children are learning to take turns and share. They are able to select and use resources independently, successfully building their confidence and self-esteem. There are good strategies in place to manage children's behaviour according their age and stage of development. The staff ensure they use a positive approach giving lots of praise and encouragement. Children's healthy lifestyle is well supported. They are provided with healthy snacks and well balance meals. Fresh drinking water is always available to children. Children are helped to manage their own personal hygiene with good support from the staff. Staff are aware of the children's dietary needs and work with the parents to ensure children are provided with snacks or lunches that are healthy and nutritious. Children are helped to understand how to keep themselves safe through the frequent practise of the evacuation procedures, and learn the importance of being safe indoor and outdoors. The older children are helped to understand how to be safe on the road and how to cross it safely; they are encouraged to put away toys they are not using in order to prevent accidents. Staff are aware of their responsibility in promoting a safe environment and promoting children's understanding of keeping themselves safe.

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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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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