

# ABC Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY278445
<b>Inspection date</b>	25/10/2011
<b>Inspector</b>	Nicola Jones

<b>Setting address</b>	Derby Yard, Catherine Street, WHITEHAVEN, Cumbria, CA28 7PG
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<b>Type of setting</b>	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

ABC Day Nursery is privately owned. It opened in 2004 and operates from two self-contained buildings, including separate, purpose-built facilities for babies, in the centre of Whitehaven.

The nursery is open each weekday from 7am to 6pm for 51 weeks of the year. The children have access to an enclosed outdoor play area. The nursery is registered to provide care for 54 children under the age of eight years, all of whom may be within the early years age range. There are currently 87 children attending. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 12 staff, all of whom hold appropriate early years qualifications. The setting is a member of the National Day Nurseries Association and supports children with English as an additional language and those with special educational needs and/or disabilities.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Highly effective partnerships with parents, local services and other agencies are a key strength and are significant in making sure that the needs of all children are met. Children are safe and secure and enjoy learning about their local area and the world around them. They make good progress as a result of effective observation and assessment procedures, however, opportunities to extend children's vocabulary are sometimes missed. Overall, children's learning and development needs are very well met, however, occasionally some next steps in learning are not effectively threaded through into future planning, which does not ensure they are fully supported to make progress. Regular self-evaluation by the manager and staff ensures that priorities for development are identified and acted on, resulting in provision that responds to all user needs.

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

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

- model language appropriately to extend children's vocabulary and enable them to become confident and skilled communicators
- ensure all staff make clear links between observational assessment and progress monitoring in order to understand and consider children's learning and development.

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

Children are safeguarded because staff have clear policies and procedures embedded in their practice. Effective recruitment and vetting procedures are in place. There is a designated person and all staff have received training and know what action to take in the event of a safeguarding issue. Staff make effective use of up-to-date risk assessments to support them in ensuring the areas used by children are safe, and as a result children display a very good awareness of safety. Children are safeguarded and protected as the indoor and outdoor areas are secure at all times. Staff are very knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The environment is highly stimulating, and resources are fit for purpose and able to support children's learning and development. The manager is taking well-considered steps to ensure resources and the environment are fully sustainable by using recyclable materials. For example, children regularly take items to a nearby recycling centre.

Effective steps are taken by the nursery to evaluate its provision for children's welfare, learning and development. The manager has clear expectations, and as a result there are plans for the future which will bring about further improvement to the provision and outcomes for children. For example, there are plans to further develop the outdoor area. Self-evaluation involves all staff and includes the views of parents, and provides an accurate diagnosis of the strengths and weaknesses of the nursery. Training needs are identified through staff appraisal.

The nursery is highly committed to working in partnership with others and takes a lead role in establishing effective working relationships. Links with local services are a particular strength and significantly enhance children's achievement and well-being. For example, children's interest in dinosaurs was extended when they took part in a project at their local museum. There are well-established channels of communication between all partners involved with individual children, which successfully promotes their learning, development and welfare. Partnerships with parents are exceptional; they take an active part in their child's learning and are involved in decision making in the nursery. For example, parents requested an information sheet to inform them of events in nursery and how they could support their child's learning, and this document is now in place. Parents and carers describe how the nursery significantly enhances the lives of their children and they talk enthusiastically about how staff support and meet their child's individual needs.

Equality and diversity are well established as staff know and understand each child and where their needs lie. Staff identify a child's need for additional support as early as possible and share information and records with interagency teams to ensure that each child gets the support they need. They help children to understand about different cultures by reading stories, and regularly talk to parents to gain an understanding about other festivals and religious events. Stereotypical views are challenged by staff through discussion with children when situations arise.

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

Children are making good progress in relation to their starting points. This is because assessment through high quality observations is rigorous. Children have individual personal learning plans which include observations and photographs, and learning is matched to the Early Years Foundation Stage. Parents regularly contribute towards this process, which provides a full picture of a child's learning and development. Overall, systems for observation, assessment and planning are implemented effectively, however, some children's identified next steps in learning are not effectively threaded through into future planning, which does not ensure they are fully supported to make progress in their learning and development. Children have access to a good range of resources in the indoor and outdoor environment, which allows them to make choices and become independent learners. They develop communication skills as they talk about models they have made and make marks on the easel. Babies' and toddlers' early attempts at communication are encouraged by staff, who respond sensitively to them with lots of eye contact, repetition and praise. Children's early language development is given high priority and overall practice is very good, however, occasionally there are missed opportunities to extend vocabulary, which limits children's ability to become confident and skilled communicators. Number is part of every day activities. Children enjoy taking part in familiar rhymes and are learning how to count as they build towers out of bricks.

Problem solving skills are developed as children build structures using construction and make decisions about the positioning of equipment. For example, children decide which part of their model will become the door of their rocket. The manager and staff are passionate about the quality of children's learning outdoors and have plans in place to extend the provision to maximise opportunities. Children go outside in all weathers, and as a result they are able to experience the elements first hand. Children have access to information and communication technology, including computers, where they effectively develop the skills they need in order to secure future learning.

Children, including babies, display a strong sense of belonging and security within the nursery and all appear settled. Parents describe how happy their children are at nursery and talk about the activities they have enjoyed during the day. Staff provide very good role models and praise children for their efforts, and as a result behaviour is good and they are beginning to show a good awareness of responsibility. For example, they recognise when others are using equipment and know when to wait their turn.

Children's understanding of safety issues is demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe. For example, children describe how to keep toys away from the interconnecting gate to avoid staff tripping as they come into the pre-school room. Good quality interaction and well organised routines help babies and very young children to become secure and confident in the nursery. Children have good opportunities to learn about healthy eating because they are encouraged to eat

healthy snacks. All food is provided by parents, and staff share good practice to help them prepare children's packed lunches and daily snacks. They have free access to fresh drinking water throughout the day. Children are encouraged to wash their hands before eating, and as a result they are developing good personal hygiene routines.

## 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	1
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