

Ashby Day Nursery

Inspection report for early years provision

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Inspection date	31/10/2011
Inspector	Mary Kelly
Setting address	28 North Street, Ashby-de-la-Zouch, Leicestershire, LE65 1HS
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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

Ashby Day Nursery is one of three nurseries owned by Swingboat Nurseries. It opened in 1996 and operates from four rooms in a purposely, converted domestic premises. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 50 children may attend the setting at any one time. There are currently 89 children attending who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for two, three and four year olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 20 members of childcare staff. Of these, 13 staff hold an appropriate early years qualification at Level 3 or above. There are currently two staff who have BA Hons Degrees in Early Childhood and one member of staff who holds a HND qualification in Advanced Practice Working with Children and Families, one member of staff has gained the Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Outcomes for all children attending this homely, welcoming nursery are outstanding. Staff are extremely passionate and dedicated about their work and clearly enjoy working with children and their families. Equality of opportunity and inclusion underpins every aspect of this wholly inclusive nursery. Partnership working between parents, staff, other providers, and external agencies is a major strength of the nursery and given high priority. This ensures that children are safeguarded and their needs met. Sustained, ongoing improvement and well-targeted future plans are evident because of the owner and staff's ambition and endeavours to provide high quality care and education for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reflecting how to develop the partnership with parents further.

The effectiveness of leadership and management of the early years provision

Safeguarding children is given excellent consideration. Staff prioritise children's well-being and are extremely confident in the effectiveness of procedures regarding allegations of abuse and their duty of care to report any child protection concerns. Collaborative working with external agencies is exemplary, as staff follow Local Safeguarding Children Board procedures with vigilance, efficiency and respect confidentiality. Excellent infection control procedures and detailed, robust risk assessments ensure children's health, safety and well-being are extremely well considered. For example, effective arrival and signing in systems for children and adults are in place. Exceptionally detailed risk assessments for the premises and outings helps staff anticipate potential hazards. Issues relating to accidents, incidents and children's behaviour are regularly monitored, ensuring effective procedures are in place. Robust recruitment and vetting procedures ensures high quality staff are recruited and a thorough induction programme enables them to settle into the existing team. Staff have clearly defined roles and responsibilities, and support each other.

Inspirational leadership and team work, ensures the nursery runs smoothly on a day-to-day basis and through effective monitoring of their practice they strive for constant improvement to the setting. Staff are reflective, motivated and all hold great aspirations for quality that underpin all aspects of care and education in this setting. Outstanding outcomes for children can be clearly attributed to innovative use of high quality, sustainable resources and staff deployment. For example, there is an excellent balance between indoor and outdoor play and children have use of extremely well resourced areas, where they can all self-select resources independently. Effective relationships with parents and carers are encouraged and promote the importance of family, continuity and community. Parents and carers are able to regularly update staff as to how their child is making progress at home. Parents and children are able to care for Dora and Daisy, the nursery Guinea Pigs to care for them in their home environment as well as in the setting. Regular meetings with staff to discuss children's learning journals are available and parents are encouraged to look at these on a regular basis informally. This is additionally supplemented by daily conversations, text messages and newsletters. Staff feel that this is an area that they would like to develop further, by continually reflecting how they can extend parent partnerships within the setting.

Children easily settle in to this welcoming environment because staff prioritise children's happiness. Preparation for starting at the setting and room transitions is excellent. Families are offered sensitive settling-in sessions and staff are on hand to offer additional support. Transition arrangements are very well supported through highly effective links with local schools and other settings. Open evenings are held with parents and carers where they have individual 1-1 times to look at learning journals and discuss children's progress. Parents and carers speak extremely highly of the nursery, one parent states that 'staff are all fantastic', another stated that she was 'very, very happy, loves the nursery, you can always talk to the staff and they are always prepared to listen'.

Inclusive practice is at the ethos of this setting as staff have an exceptional knowledge of each child's background and needs. Staff are very confident and professional in modelling good practice, ensuring early intervention is successful within the setting. The learning environment is constantly being evaluated and improved. All staff consistently reflect how they can further enrich the setting to maintain the exceptional high standards. Evaluation procedures and plans for the future are focussed, very detailed, and meaningful as all staff, children's and parent views are considered, ensuring all aspects of the EYFS are considered and high standards embedded.

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

Children make excellent progress in the Early Years Foundation Stage (EYFS) because staff's inspirational ideas motivate them. Children are active learners, offering their ideas, resulting in a busy nursery with a vibrant atmosphere. Children direct their own play. They can help themselves to resources to enhance their play and encourage their independence, such as, the children who dressed as pirates making treasure maps to use outside. Planning, ongoing assessments and evaluations of all children's progress are embedded in reflective practice and used very effectively to guide future activities. For example, staff have a very good awareness of children's play interests, which ensures activities are detailed, focussed and incorporate all six areas of learning. Children's starting points are recorded by their key person and parents regularly completing individual care plans and 'all about me sheets'. This includes information about children's play preferences, home background and their emotional support needs including comforters. Excellent, trusting relationships between staff and children are evident because staff take time to listen to children's conversations and aspirations with interest and sensitivity. Children's progression through the nursery is marked by a graduation ceremony prior to moving on.

Children's behaviour is exemplary and they are beginning to show an excellent awareness of responsibility within the setting and empathy for each other. For example, older children take turns at being the 'special helper' and help give out cutlery at mealtimes. Babies and younger children have excellent opportunities to be independent and also select resources for themselves and have excellent support from staff. Circle time is used effectively for a variety of purposes, for example, to calculate how many more children can tell their news and talk about things that the children have done. Special events in children's lives are celebrated, including cultural festivals, singing to elderly people in the locality and raising money for local charities. Older children demonstrate excellent literacy skills, as they sit very attentively enjoying books. All children in the setting can access a wide variety of books in cosy areas and show an awareness that print carries a meaning. Children are confident speakers and confidently share their memories of visiting the fair looking at shapes they could find and what they did in their week off. All children demonstrate excellent pre-writing and write for a variety of purposes in all areas of the nursery. Many of the pre-school children are able to write recognisable letters, know sounds of letters and are able to write their names unaided. Younger children have access to early pre-writing skills, such as foam

play and magic painting outdoors. Children enjoy music and playing instruments and enjoy their weekly Kimbles session and use learnt skills at other times, especially when outdoors. Overall, children are embracing excellent skills to support their future learning particularly in communication, language and literacy and problem solving.

Children's specific health, dietary needs and allergies are thoughtfully regarded by all staff and detailed documentation is completed and regularly updated. All staff hold a current paediatric first aid qualification, which ensures that all emergency situations are dealt with appropriately. Children are developing a strong sense of personal safety. For example, they are gently reminded to be kind to each other and asked to think about their safety, such as, 'Do you think spinning around inside is a good idea?' The children have an excellent awareness of the emergency evacuation procedure and all alarms are tested on a weekly basis, which ensure the safety of everyone in the premises.

Healthy eating is the focus of snack and meal times. Food is freshly cooked on the premises by two cooks. The food is freshly prepared, wholesome and nutritious. Meal and snack times are very well organised. Older children have access to a cafe style snack time, choosing when they want their snack. For example, children select their photos for the board to register that they have had snack and eat their snacks. All children access drinks at all times and drink trays are taken outside to ensure that the children remain hydrated. Older children are able to recognise their cup by reading name labels and younger children have photo labels. Older children are encouraged to serve their own lunches and pour their own drinks. Mealtimes are a sociable occasion where learning opportunities continue. Children have excellent opportunities to appreciate fresh air and exercise and are able to free flow outdoors. The extensively resourced area has many resources to enable the children's outdoor experiences to be as extensive as when indoors. For example, children have access to a range of resources that reflect the indoor environment outdoors and babies have a separate area ensuring their safety.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
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	1
The extent to which children develop skills for the future	1

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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