

Abbey Children's Day Nursery

Inspection report for early years provision

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Inspection date

25/10/2011

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*.

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

Abbey Children's Day Nursery is a privately owned setting and opened in 2003. The nursery operates from rooms on the lower three floors of a building in Carlisle city centre and has a flight of stone steps to the front door. A maximum of 34 children may attend the setting at any one time. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The children have access to three enclosed outdoor play areas.

There are currently 55 children on roll, aged between birth and four years. Children are able to attend for a variety of sessions and most attend on a part-time basis. The nursery provides funded early education for three and four year olds. The nursery is registered on the Early Years Register. The nursery mainly serves the needs of children from the local community, although, some children come from a wider geographical area. Currently the nursery supports children who speak English as an additional language.

The nursery employs 11 staff to work with the children and all hold early years qualifications to level 3. One member of staff is a qualified teacher and has achieved Early Years Professional Status.

The nursery is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery meets the needs of children very well because staff enjoy getting to know them and their families. Welfare requirements are well met. Policies and procedures are well embedded so that children settle quickly and make warm, secure attachments to staff and one another. Highly effective partnerships with parents ensure that the needs of children are met, along with any additional support needs. Regular self-evaluation and strong team working makes sure that most development priorities are identified and acted on in order to enhance the provision.

What steps need to be taken to improve provision further?

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

- provide greater level of environmental print in the baby room to promote links between words and numbers and infants' experiences.

The effectiveness of leadership and management of the early years provision

The nursery manager follows thorough procedures during recruitment and selection of new staff in order to fully safeguard children. The staff participate in safeguarding refresher training as a whole team event so that all individuals have a high level of awareness of signs of abuse and the procedure to follow in the nursery. Parents are provided with information about all policies and procedures, including, how to complain to Ofsted should they consider it necessary.

Risk assessments of equipment, toys and the premises are regularly and routinely carried out in order to provide a very high level of safety for children and adults using the environment. Comprehensive records are kept by senior staff and management.

Resources are well organised and spaces utilised creatively to provide a broad range of purposeful, interesting play and learning opportunities for all children. Staff are deployed efficiently according to the ages of children attending. The movement of staff on occasions across age groups serves to enhance the already comprehensive knowledge of all children and their individual needs.

Senior staff reflect critically on their work and evaluate its effectiveness with the children in their care. The staff team is strong, all have a positive, enthusiastic attitude to continual professional development and are prepared to learn new approaches and methods from more skilled and knowledgeable staff. The nursery is developing its use of self-evaluation documentation and is highly motivated to consolidating and developing recent improvements, its standard of care and learning.

The nursery has developed close, warm and trusting relationships with parents often with a number of siblings attending over time. Consequently staff have detailed understanding of children and their families which enables them to meet children's needs and raise concerns with parents should they arise. Wider partnerships are developing well so that sharing of information is very effective and children receive any additional support needs identified.

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

Children feel safe and emotionally secure at the nursery because staff get to know them very well and provide warm supportive care. For example, as a child starts nursery detailed information is obtained by staff from parents that describes individual interests and routines, for example, if a young baby is starting, how they are comforted and put down for a sleep.

Older children learn how to move around the building in safety because staff give them clear guidance and regular reminders, for example, about going up and down the staircases using the handrails provided. Children also know what to do in an

emergency situation that requires evacuation of the building. This is because staff explain what to do in such situations and regular practises take place.

Children are learning how to make healthy choices when they eat and what activities help them grow stronger. This is because staff teach them about what foods and drinks are healthiest and encourage children to taste the 'fruit of the week'. Staff also provide children with lengthy periods of active play outside so that they develop gross motor skills through climbing, sliding and riding tricycles.

Because the nursery provides well for all children and welcomes them, children thoroughly enjoy attending and new starters settle quickly. Children are developing a good understanding of literacy and number because staff provide an abundance of examples displayed on most walls in each room. However, opportunities to provide babies with examples of written words and numbers are not maximised which limits infants early association between spoken language and written representation of words. Toddlers and pre-school children are developing good communication skills by using telephones and calculators and computer games that challenge their critical thinking. Consequently children make good progress towards the early learning goals across all six areas of learning.

Children are learning about the different cultures and festivals existing around the world. However, opportunities to explore the diversity of British people are not maximised. Children behave exceptionally well at the nursery because the staff give clear explanations and set appropriate boundaries. Children show warm affection to each other and to staff because all families are affectionately welcomed by the manager and staff. Children are developing high self-esteem and respect for others because staff include everyone and place high value on individual contributions.

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	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

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	1
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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