

Gordon Day Care Nursery Ltd

Inspection report for early years provision

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EY372626

Inspection date

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Inspector

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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

Gordon Day Care Nursery Limited opened in 2008. The setting operates from a refurbished school building, situated close to the town centre of Burslem, Stoke-on-Trent. The nursery operates on the ground level of the building and consists of two large rooms along with a large dining room and kitchen. Facilities on the upper floor provide care for children who attend the out of school and holiday club. Children are taken to and collected from a number of schools in the local and surrounding areas.

The nursery is registered on the Early Years Register. A maximum of 78 children may attend the nursery at any one time. There are currently 40 children aged from seven months to under five years on roll, some in part-time places. The nursery is open each weekday from 7.20am until 5.45pm for most of the year excluding bank holidays and for one week at Christmas. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

There are currently 11 members of staff who work with the children, all of whom hold appropriate early years qualifications. Both the manager and deputy have completed a Foundation Degree in early childhood studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting's capacity to maintain continuous improvement is exceptionally well demonstrated by the remarkable progress that has been made since the last inspection. Children's safety is prioritised and the environment is superbly organised and resourced to provide inspiration and challenge to each and every child. Equality and diversity is embedded throughout. The level of engagement with parents is developing at a rapid rate. This, along with high levels of liaison with children's other early years providers, outside agencies and the local community, along with the knowledge and skills of the staff team, provide for children to make superb progress, from their starting points, towards the early learning goals.

What steps need to be taken to improve provision further?

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

- consider recording the verbal feedback from parents regarding their child's development in relation to the book club.

The effectiveness of leadership and management of the early years provision

Children are cared for in a secure environment by a team of fully vetted, suitably experienced and qualified early year's practitioners. The team's knowledge and understanding of the importance of monitoring children's welfare and development, through observation and record keeping, is highly secure and effective, as is their understanding of what to do if they become concerned about a child's welfare. Management have completed advanced child protection training and are clear about the procedures for responding to an allegation against staff. The premises is secure and well maintained, for example, intercom systems vet the comings and goings of all visitors, with all equipment, such as fire extinguishers stored safely and emergency evacuation procedures practised regularly with the children. The setting is equipped with an abundance of high quality toys which help to raise awareness of diversity and ensures the inclusion of all children's interests.

Highly motivated, proactive and inspiring leadership has led to an amazing turn-around in the outcomes for children since the last inspection. Key to this is the involvement of the team in the process of self-evaluation through thorough and continuous reflective practice. This leads to the identification of astute priorities for improvement, from the ambitious to the simple. For example, funding has been secured for the redevelopment of the roof, windows and outdoor play area to provide an exciting and natural environment which is often used to compliment the provision indoors. Of equal importance though, is the identification of the need for more suitable seat restraints for babies' whilst feeding, which enables them to sit with the older children, thereby reinforcing key routines and behaviours from an early age. The recording systems for monitoring children's progress and development towards the early learning goals have been modified several times in the team's strive to establish the most effective system. The provision for enabling a child-initiated and mostly child-led, programme of activities and the way that staff skilfully pitch when and how and when not, to intervene in children's play and learning is also a key feature of this highly progressive setting. Throughout all of the nursery and out of school provision, equality and diversity is exceptionally well promoted. This is best demonstrated by the wholly inclusive learning opportunities, the arrangements for supporting children with special educational needs and/or disabilities and those who speak English as an additional language. Staff show a level of commitment which is above and beyond their responsibilities within the setting as they tirelessly aim to provide meaningful and consistent support.

The setting's policies and procedures have been comprehensively reviewed and updated. They effectively underpin the operational plan, are well understood and implemented by staff and shared with parents. The setting ensures an exceptional level of engagement with parents and carers. Newsletters go out each term and keep parents well informed of themed activities and special events. Relationships between parents and the team are warm, friendly and open and honest. Parental involvement in children's learning is positively encouraged from the beginning, for example they are invited to spend time in both rooms with their child before beginning a gradual leaving process. Parent consultation evenings take place as

they are encouraged to view their child's progress and assessment records on a regular basis and to contribute observations themselves. The nursery's vision is clearly put into practice as they have successfully engaged all parties so that parents and practitioners work in complete partnership as co-educators, rather than practitioners being 'the informers'. The setting has been highly proactive in securing partnerships and relationships with external practitioners and agencies, and the local community. For example, teachers from the local school visit the setting at the end of the summer term to help ease the transition for children due to start school in the autumn. The setting has well established links with the local area Special Educational Needs Coordinator and other local area health professionals involved with children. Members of the community regularly visit the setting and children enjoy visiting them in their diverse roles.

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

Practitioners gather comprehensive information about children prior to their first visit, for example what their particular interests are, whether their play is dominated by repeated patterns, what upsets and comforts them and what they can and cannot do. Staff use this information to plan for children's first visit with their parent which, along with their observations, are used to identify children's starting points for learning. Separation anxiety, for both children and parents, is significantly minimised by the individually tailored and gradual settling-in procedure. By the time children are left for the first full session on their own they have established a secure and trusting relationship with a key practitioner. Children arrive brimming with enthusiasm, even after lengthy periods of absence. They know where everything is, have their own personalised coat peg to keep their personal belongings and have affectionate and trusting relationships with all the team, especially their key practitioners. Behaviour is exemplary, squabbles are few because there is plenty to do.

Practitioners' highly secure knowledge and understanding of the Early Years Foundation Stage, along with their confidence in enabling children to lead planning, provides the forum for children to engage in powerful and dynamic play and learning. Key to this is their knowledge and understanding of children's individual interests, which are evident in their representations and symbolic play and the type of play that they choose. For example, artistic creations, pretend play, or cognitive and technological experimentation. Practitioners use their well established observation skills to monitor children's interests and developmental progress and this enables them to 'go with the child'. Children are thus empowered and their levels of competence, confidence and imagination are insurmountable. The extensive and accessible provision enables children to turn their ideas into reality. For example, large shallow trays which hold shapes become boats with rowers as children climb in and action their thoughts, recognising the deep water at either side which feeds their excitement as they row faster.

Children decide what they want the book area to represent and using collaborative critical thinking and problem solving skills it is changed from a previous story to their favourite. This turns into a mini project spanning the week as their ideas

develop, for instance as they use fabrics and lights to make a cosy woodland den, with their paintings of the characters from the story that hang from the ceiling and adorn the walls. Children act out the behaviours of the characters which spill over into other learning opportunities as they too are accepting of others, sharing their time and toys and being calm just like the mouse. The quality of learning, as a result of accessible resources and expert adult interaction in one single activity, such as this, is superb.

Children learn how their body works and what they need to do to stay healthy through the provision of highly engaging activities that include stories and discussions about healthy foods during snack time. Projects which are also continued in the out of school club look at the effects of social habits such as smoking and the potential impact on the body's organs. The setting is exceptionally well equipped with technology which children use confidently and competently. Children have fully mastered their way around the computer as they take turns in moving objects from right to left, listening attentively to the support and guidance of staff. They clearly recognise differences in lower and upper case, with young children also indicating this in their learning time as they collect not only their own name cards but identify, through the use of letters, their friends too. Older children take reading books home which continue to build on their existing skills. Verbal feedback increases staffs awareness of how children engage at home and whilst ever this is showing signs of success it is still a developing area.

Children show concern for people and their differences within play, for example as they identify roles whilst 'cooking', asking if others can help them make tea or look after the baby and change its nappy. Children's own cultures, traditions and interests are highly valued and respected and well demonstrated by the number of activities that are planned to support individual children, whilst introducing others to new experiences. Photo albums collect information about those children who are from other parts of the world, helping their friends understand the type of house they once lived in, the food they ate and the style of dress accustomed to their particular way of life. Outings into the local community engage children with familiar landmarks and help them to understand rules around behaviour as they eat in restaurants and visit attractions. Times, such as these allow children's learning to come to life. Activities are wholly inclusive and therefore provide for every child's interest and age or stage of ability. Children with additional needs are exceptionally well supported by all practitioners who are free to provide lots of one to one and small group support. High levels of observation and use of reflective practice throughout all the provision means that solutions are easily found to support children with specific requirements, for example makaton and photographic labelling supports children with learning disabilities. Possible concerns are promptly identified and swiftly acted upon to ensure early intervention support.

Every child's learning journey is documented and closely monitored to ensure that they make consistent progress. Children are making rapid progress in their learning, but most importantly their journey, in this delightful setting, is highly exciting.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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