

Alderley Day Nursery

Inspection report for early years provision

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Inspector Alison Gash

Setting address Alderley Day Nursery, Congleton Road, NETHER
ALDERLEY, Cheshire, SK10 4TD
Telephone number 01625 584428
Email info@alderleydaynursery.com
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

Alderley Day Nursery registered in 2007 and adopts the Montessori approach to care and learning. The nursery operates from five rooms in a purpose-built building situated in Nether Alderley, a rural area outside Macclesfield. All children have access to a secure enclosed outdoor play area. A maximum of 62 children aged from birth up to five years may attend the nursery at any one time. There are currently 101 children on roll, of which 20 are in receipt of nursery education funding. Staff at the nursery are experienced in caring for children with special educational needs and/or difficulties, they also care for children who have English as an additional language. The nursery is open each weekday from 8am to 6pm throughout the year apart from bank holidays. Arrangements to receive children from 7.30am or pick up to 6.30pm can be made with prior agreement. The nursery employs a total of 28 members of staff, 25 of whom work directly with the children. Of these, 19 hold appropriate early years qualifications and six are working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The excellent facilities, extensive resources and well trained staff team provide and maintain good provision for all the children. Leadership is good, demonstrating a complete commitment to continuous improvement to maximise every child's potential. Children are very happy and settled in the nursery where the uniqueness of each child is valued and staff work hard to support their different ways of learning. The children are provided with a well planned curriculum covering the six areas of learning that engages them well and results in them making good progress in their learning and development. Partnerships with parents are very positive and families are warmly encouraged to take part in the life of the setting.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment procedures further, to highlight children's learning priorities and match these to the expectations of the early learning goals.
- extend the range of experiences on offer for sand and water exploration outdoors.

The effectiveness of leadership and management of the early years provision

The management team are inspirational in striving for high quality and continuous improvement. Regular and very comprehensive self evaluation, which includes the

views of staff, parents and children, ensures that priorities for development are well identified and acted on. The managers and staff work closely together to implement systems to develop the provision and to provide an enabling environment where children consistently make good progress in all areas of learning and development. This results in a setting which is well organised and demonstrates a shared vision for the future to sustain continuous improvement.

The deployment of staff and resources is a key strength of the setting. Furniture, resources and equipment are of a high quality and suitable for the ages of the children to support them in their learning and development. The purpose built Montessori classrooms are richly resourced with high quality concept apparatus that support children's learning and acquisition of skills. Children clearly benefit and thrive and positive outcomes are achieved through the excellent use of resources. All children benefit from daily access to an outstanding outdoor environment, offering a wide range of learning opportunities, challenge and experiences.

Children are safeguarded well and staff knowledge of safeguarding is good because all staff have recently received training. Staff understand the policies and procedures for safeguarding children and are diligent and clear regarding their roles and responsibilities, should they have concerns regarding a child in their care. Robust recruitment procedures for vetting and assessing the suitability of staff are implemented, followed by in-depth induction for new staff to ensure the safety and well-being of all. Risk assessments are robust and enable children to move safely and freely around the setting, both indoors and out. A fully comprehensive range of policies and procedures meet all welfare requirements and ensure the safe and efficient management of the setting.

This is a fully inclusive setting where all children and their families are welcome. Children with additional needs are fully supported and their individual needs are met by working in partnership with outside agencies and providing specific training. For example, in order to support a child with communication needs, staff were trained in using sign language. The needs of children with English as an additional language are well provided for within the nursery. Good systems are in place to support the transition for the family and child. Staff work very effectively with parents to gain some insight into the home language, reflecting key words within the child's daily routines to encourage security and a sense of belonging.

Partnerships with families are good and comments from parents are very positive. Parents are warmly welcomed in to the nursery and are encouraged to share their skills and to contribute to the learning environment. Daily communication books and communication boards ensure parents are kept well informed about their child's experiences in nursery. Parents are able to learn more about early years practice and research through the excellent newsletter produced by the management.

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

The quality of the indoor and outdoor learning environment is excellent. Each child's personal and emotional development needs are well met, as they are assigned a key person who spends quality time to get to know them as a unique individual. Within the pre-school and toddler rooms the mixing of different age groups or "vertical classification" provides good support for children's social development. Younger children learn from the older children who are able to take responsibility to help their younger peers. For example, older children delight in sharing books with their younger peers, developing their love of stories. Babies receive close and caring attention from skilled staff who nurture and encourage each child to progress to their next steps. Detailed care plans are drawn up in consultation with parents and such consideration enables children to quickly feel secure and settled.

The Montessori approach to learning compliments the implementation of the Early Years Foundation Stage very well. Children's development is effectively nurtured by knowledgeable adults who listen attentively to children and encourage them to discover and explore concepts independently. Children are enthusiastic and focused learners, confidently using the available resources and asking for adult support if needed. The staff deploy themselves successfully to extend what children do without interrupting play and as a result, children maintain a sustained interest and tenacity in their learning. For example, a child who had chosen to use the beads and threading materials remained at this activity for over twenty minutes. Detailed individual child observations and assessments are completed daily and show children are making good progress towards the early learning goals. For some of the older children, however, the way in which observations are recorded and monitored, does not always reflect the planning needed in order to take their learning forward.

Children thoroughly enjoy their time spent outdoors. They revel in accessing the numerous opportunities the excellent outdoor provision provides. The needs of babies and very young children are well met with an exclusive area providing daily opportunities for exploration, discovery and physical development. Older children engage in a wide range of physical activities, increasing their understanding about the importance of fresh air and regular exercise as part of a healthy lifestyle. In learning to make a positive contribution, children take their caring roles very seriously as they tend to the vegetables in the garden and look after the hens. These experiences provide excellent opportunities for adults to support and extend children's language and thinking. For example, during an in depth discussion between the children the adult said 'yes it is a wriggly, long and curly worm'. Adults consistently help children assess the possible risks involved in their play and as a result, children know how to use real tools, such as a screw driver safely.

Developing children's health and well-being is a strength of the setting. All children show an exceptional understanding of the importance of following good personal hygiene routines, such as using tissues to wipe their noses and disposing of them appropriately. Babies and very young children are extremely content because their

individual health, physical and dietary needs are met to an exceptional level. All meals are freshly prepared and cooked on-site, using organic ingredients. A well-balanced menu is displayed to inform parents, and children are encouraged to enjoy a wide variety of nutritious foods. At snack time children confidently pour their milk into cups and know to clear away their dishes when they have finished.

Children have good opportunities to develop skills for the future. In communication, language and literacy, children are making good progress. Children acquire a high level of communication because time is planned for sharing conversations and listening to stories, both one-to-one and in groups. Children develop a keen interest in books because staff are skilled in encouraging children to enjoy stories. Children's fine motor skills are encouraged through activities, such as, pouring, transferring, threading, buttoning and zipping, which lead onto skills such as pre-writing. Children's problem-solving, reasoning and numeracy is building well. During adult led and child initiated experiences, children's mathematical skills are carefully developed using Montessori resources and open ended materials. Throughout the nursery day children are encouraged and motivated to develop their thinking and problem solving skills. For example, whilst building an assault course outside with planks and crates the member of staff extended children's problem solving skills through asking them thought provoking questions about how to bridge the gaps between the crates. In developing their information technology skills, children are taught and encouraged to use a digital camera. Children enjoy daily opportunities to express their creativity and imagination through experiencing a variety of arts and crafts materials and using the role play areas and small world toys.

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	1
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	1
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	1
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

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