

Didsbury Village Day Nursery

Inspection report for early years provision

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Inspection date	09/11/2011
Inspector	Nicola Nolan

Setting address	1 Moorland Road, MANCHESTER, M20 6BB
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Telephone number	0161 445 0100
Email	admin@dvdn.co.uk
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

Didsbury Village Day Nursery opened in January 1995. It operates from a converted Victorian house and is located in the centre of Didsbury, in South Manchester. The Nursery is within easy walking distance of the local library, shops and parks. The provision is open each week day from 7.30am until 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is registered to care for 87 children in the early year's age group and there are currently 83 children on roll. The nursery is on three levels and is divided into six main units. Outdoor play areas are available to the front and the rear of the property. There are 35 members of staff who work with the children. Of these, 22 have early year's National Vocational Qualification at level 2 or 3. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting provides funded early years education to three and four year olds. The Nursery is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

An enthusiastic and committed staff team are led by an inspiring manager to create a fully inclusive, homely and welcoming environment. Planning and assessment wholly support individual needs and as a result, children thrive and make excellent progress in their learning and development. They learn from a wealth of meticulously planned activities that optimally challenge their thinking. There are strong relationships and excellent partnerships between staff, parents and other professionals. Priorities for development are acted on through a rigorous self-evaluation and continual improvement programme that reflects the highly efficient management of the setting.

What steps need to be taken to improve provision further?

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

- supporting self-help skills at meal times, for example, by encouraging children to pour their own drinks and serve themselves.

The effectiveness of leadership and management of the early years provision

Robust recruitment and vetting procedures ensure children are well protected. Staff have an excellent knowledge and understanding of safeguarding procedures and undertake training. As a result, children's welfare is given a high priority.

Thorough risk assessments, daily checks and regular fire evacuations ensure children's safety at all times. The nursery has fitted a close circuit television system to ensure the perimeter of the building is surveyed regularly to ensure the children are fully protected.

The environment is highly stimulating with beautifully displayed photos and samples of children's work and includes a wealth of exciting resources that are well organised and labelled clearly. This encourages children's opportunities to choose independently and is highly effective in supporting learning. Recyclable cardboard boxes are used outside for children to climb into and reflect the setting's commitment to sustainability. The high ratio of adults to children ensures that children's needs are given their most priority. Through the highly effective planning for staff training that has been rated as 'outstanding' in an Ofsted survey inspection programme for continual professional development, staff are highly knowledgeable. As a result of this children's progress is excellent. The use of a daily log of the deployment of adults ensures the high adult to child ratios are maintained and children are fully supported in their learning and development.

The staff team have regular meetings with the manager where their views and the vision of continuing to develop standards are shared. This in turn reflects on the care and learning of the children and the overall outstanding ethos. There is a cohesive approach adopted for self-evaluation and this also shows the settings commitment to continuous improvement.

The nursery is committed to promoting equality and diversity and this ensures that the children learn about differences through sharing stories, playing with resources and celebrating festivals. For example, the 'day of the dead' is celebrated as one child in the nursery celebrates this South American festival where relatives are remembered and skull cakes are made from sugar. Children with English as an additional language or special educational needs and/or disabilities, are supported and have their needs met as the setting ensures they feel included into the setting. For example, German and French books are included into the book area for children with these home languages. As a result, all children feel extremely confident and self-assured as they are included into the setting.

The setting strives to continually work in close partnership with parents and outside partners. Parent's wishes are always meticulously followed. For example, children's sleep patterns reflect how they are at home. Parents are encouraged to contribute to planning and are welcome to discuss progress at any time. Information is shared regularly, for example, regular newsletters inform parents of new themes and they are encouraged to share activities to promote learning. They are also welcome to make suggestions and comments on updated policies. This ensures parents are fully included and that their contributions are valuable.

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

Children benefit from positive relationships with staff, who interact well and support the children's emotional skills. Family photos are made into family tree

mobiles and hang from the ceilings. This ensures that the children feel a sense of belonging and are comforted by seeing their family. Children are extremely well behaved as they are always busy doing interesting and inspiring activities. Staff are always eager to praise and encourage their achievements and consistently follow the behaviour policy which is displayed in all the rooms as a reminder. These supportive relationships between children and staff help children to feel safe and secure.

Adults model hygienic practices for children to follow. For example, they wash their own hands alongside the children and they encourage them to brush their teeth and they learn the importance of this from a recent visit from the dentist. Children are developing their choice of foods from the selection that is offered and sourced locally. The nursery is currently working towards the "Food for Life" gold award from the Soil association for its commitment to locally sourcing organic vegetarian and fish produce. Children can access drinking water independently from the water coolers and babies have their own cups. Children are developing good physical skills in walking, running, jumping and climbing because they have regular outdoor play opportunities in the nursery and at the local park. All-in-one raincoats are provided and worn by babies and children, to enable them to play out in all weathers. This means children have a healthy lifestyle.

Staff are extremely well qualified and experienced and they purposefully provide a rich, varied and imaginative environment for the children. Displays of children's work and photos of their activities and achievements decorate the rooms and value what the children do. Children achieve excellent results and progress against their starting points and benefit from individual planning.

Mathematical concepts are learned through the daily routine. For example, children can count the stairs as they go up and down because each stair is labelled with numerals. Children are given opportunities to purposefully develop their measuring skills as they go to the local shops to buy fresh flowers. They measure the stems and cut them to size to fit in the vases and display them creatively on the dinner tables.

Children's communication skills develop well because staff engage them in conversations about their play and comment on what they do. They enjoy listening to stories and play phonic games, such as, 'silly soup'. Regular singing also supports the children's developing language skills effectively and mark making opportunities purposefully support children's early writing skills.

Children learn about the wider world through exceptionally well planned activities. They learn to investigate and explore the natural world by visiting a farm where they can see vegetables growing and help to pull them up. They learn about science and technology by taking part in fun games. For example, they are given torches to make shadows in the dark as they run around outside. This means that children are also developing good skills for the future.

Children are provided with a broad and interesting range of activities and learning opportunities to help them achieve and enjoy. Children's self-help skills are mostly supported by adults. However, sometimes adults do things for the children that

they should learn to do for themselves. For example, staff sometimes serve meals to the children and pour their drinks for them. This limits their learning of independence. Overall, children are making excellent levels of progress towards the early learning goals in all areas of learning.

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