

# Beanstalk Day Nursery

Inspection report for early years provision

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<b>Inspection date</b>	14/10/2011
<b>Inspector</b>	Jan Burnet
<b>Setting address</b>	2-4 Colton Street, Leicester, Leicestershire, LE1 1QA
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<b>Email</b>	
<b>Type of setting</b>	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).

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## **Description of the setting**

Beanstalk Day Nursery was registered in 2011 and is a limited company. The nursery is located on the first floor of a shared building in the centre of Leicester City. Access to the secure nursery unit is via stairs or a lift. There is currently no outside play area. Operational hours are Monday to Friday from 8am to 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 40 children may attend at any one time and all may be in the early years age group. Of these, no more than 20 may be under two years. There are currently 34 children on roll and all are aged three years and under.

A team of five qualified staff care for the children and their early years qualifications range from level 2 to level 4.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff promote children's welfare effectively and meet children's individual developmental needs well, although, the range of experiences for physical development has some limits. Health and safety within the building is given a high priority. The provider, manager and staff are aware of strengths and areas for improvement and they work well together to ensure that the needs of children, parents and carers are met. Information obtained from parents helps staff to identify and address children's differences effectively. The partnership with parents is good and all required policies and procedures are shared and contain generally good detail. Staff have experience of liaising with external agencies or services to ensure a child gets the support he or she needs.

## **What steps need to be taken to improve provision further?**

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

- extend opportunities for children to negotiate equipment for climbing and sliding
- make sure that parents are aware of required response timescales for any complaints put in writing.

## **The effectiveness of leadership and management of the early years provision**

Children are cared for in a stimulating, warm and welcoming environment. Staff assess and successfully minimise risks on a daily basis and risk assessment records

are good. The provider ensures that procedures for recruitment, selection and induction are clear and staff members' suitability is checked thoroughly before they have unsupervised access to children. The provider ensures that staff are aware of their responsibilities with regard to protecting children from abuse in accordance with the Statutory Framework for the Early Years Foundation Stage requirements and the Leicester Safeguarding Children Board procedures. Good procedures and practice ensure that good health and nutrition is promoted well and necessary steps are taken to prevent the spread of infection.

The provider, manager and staff are working well together to make sure that their knowledge, skills and experience combine in order to meet the care and learning needs of children effectively. A priority for improvement is identified as developing a piece of land close-by to be used as the nursery's own outdoor play area. Staff are motivated to continually improve their knowledge and skills, the advice and support from local authority development workers is sort and valued. A commitment to improvement is demonstrated with the use of a quality assurance system linked to the five outcomes for children, and providing supporting staff in being reflective practitioners. All required documentation and records are kept up to date and in good order. Resources are chosen for their quality and durability as well as to meet children's developmental needs effectively.

The partnership with parents is strong. Parents are extremely happy with the service provided and are keen to share positive views. A settling-in procedure is arranged with each parent according to their child's needs. Written information provided for parents includes a full range of policies and procedures, however, the complaints procedure does not fully promote a two way flow of information about the timescale for any written complaints. Information obtained from parents is very good with regard to each child's background and needs. Parents are fully involved in their child's learning and development because they contribute to the child's progress.

Staff ensure that they provide effective inclusive care for children and they demonstrate a good awareness of each child as an individual. Children are encouraged to recognise their own unique qualities and characteristics they share with others. They learn about similarities and differences through play, for example, they gain an awareness of different foods, clothing and language. Toys and play equipment reflect positive images and meet the developmental needs of the children well. The provider and staff have experience of liaising with external agencies or services to ensure that a child gets the support he or she needs. Staff are aware of the benefits of establishing links with other providers in order to provide consistency of care and education for children attending.

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

Children are making good progress and staff are clear of their responsibilities with regard to ensuring that all children are challenged effectively. The range of resources and activities meet their needs well. Each child has a folder that contains

detail from parents on their child's achievements, observations, examples of art work and next steps planning. Children are settled, secure, confident and happy. Young children play cooperatively alongside each other and enjoy the involvement of staff in their play. Older children are beginning to involve others in their play situations and are learning to share and take turns.

All children develop good manipulative skills as they play with a variety of toys and tools that are appropriate for their different stages of development. Older children develop good pencil control as they write for a range of purposes in the role play area and choose from a range of writing materials at the graphics table. Young children play with posting, stacking and interactive toys and make marks with their fingers in their own food and in paint, corn flour and jelly. All children enjoy easy access to a good range of books and older children confidently ask staff to read favourite stories to them. They learn to recognise their name in print on name cards as they identify who is present at group time. A photograph is added to the cards of younger children.

Mathematical language and problem solving is part of the daily routine. At snack time children decide how many children are present and then count out the required number of plates and cups. Children recite numbers as they play and staff promote counting with one-to-one correspondence as they support children's play, for example, they count the number of children sitting together at group time and are encouraged to match the number of children with a corresponding number of fingers. Children's creativity is promoted well. They enjoy singing and moving to music, drawing and painting and playing with role play resources. Older children and some of the children aged under two years, care for the dolls, as their babies and gently nurse, feed, dress and undress them.

Children are active in their large playroom as they practise balancing, kicking, catching and throwing and they learn to steer and pedal tricycles. The nursery operates from the secure first floor of a shared building and as there is no outside play area, regular walks are organised to local places of interest. These include walks to the pet shop, park, museum, library, and to a local open area of land where children explore seasonal change and the natural environment. However, opportunities for children to gain confidence and skills with the use of climbing and sliding equipment are limited because equipment of this kind is not available in the nursery and trips to the park are not regular. Healthy eating is given a very high priority and a menu agreed with caterers who share the building, includes, a good variety of different healthy foods and always includes a vegetarian option. Menus are displayed for parents.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children develop skills for the future	2

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