

Ashcroft House Day Nursery

Inspection report for early years provision

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Inspection date	16/11/2011
Inspector	Anita Pyrkotsch-Jones
Setting address	Ashcroft Day Nursery, Rear of 214, Whitegate Drive, BLACKPOOL, FY3 9JL
Telephone number	01253 695658
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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

Ashcroft House Day Nursery was first opened in 1976. It is currently owned by the director of Quality Childcare Limited, who is the Registered Provider. The nursery is situated in the Marton area of Blackpool. The setting is a single story building which offers two playrooms, one of which, has a divided area for babies and a separate sleep room. There is an outdoor play area to the side of the building. The nursery operates between 7.30am and 5.30pm, Monday to Friday, all year round.

There are currently 44 children on roll, 17 of whom, are in receipt of funding for nursery education. The setting supports children who have special educational needs and/or disabilities and for whom, English is an additional language. All staff are qualified to at least level 2 in early years, with the majority being qualified to level 3. The nursery receives support from the local authority teacher team and development worker. The nursery is registered on the early years Register and the compulsory and voluntary Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A welcoming, inclusive and stimulating environment is provided by the nursery, consequently the children enjoy attending. Safeguarding protocols and procedures are good, ensuring that children feel and are kept safe. They make progress because the staff have knowledge and understanding of the Early Years Foundation Stage. Activities are well planned and generally support children to achieve. Parents, carers and a range of professionals have good relationships with the nursery and communication is effective. Self-evaluation is thorough and provides the nursery with specific actions for improvement.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to develop numeracy skills through counting, sorting and matching of objects
- maintain room temperatures to ensure the comfort of staff and children

The effectiveness of leadership and management of the early years provision

Rigorous safeguarding arrangements at the nursery ensure that children's safety and well-being is a priority. The understanding of safeguarding protocols and procedures of the designated child protection officer is good. All staff have attended safeguarding training to provide them with knowledge of how to

effectively safeguard children in their care. Recruitment processes are robust and include rigorous vetting procedures to ensure that all adults working at the nursery are suitable. This is also reinforced through the comprehensive induction of staff. Twice daily risk assessments of all aspects of the premises effectively support staff in reviewing the safety of the nursery. Risks are swiftly identified and minimised, providing the children with a safe and secure learning environment. However, some rooms are cold and are not at a comfortable temperature for children. A thorough annual risk assessment of the provision is also undertaken. Policies and procedures meet all regulatory requirements, are reviewed and updated annually and are routinely shared with parents.

Effective self-evaluation of the provision ensures that strengths and areas for improvement are accurately identified. It is thorough, reflective and regularly reviewed and updated in consultation with the staff team. Self-evaluation is effectively supported through the nursery's participation in the local authority 'Steps to Quality' Framework. Ongoing staff appraisal provides staff with an accurate reflection of their performance and sets achievable targets for continuous improvement. Appraisal identifies continuous professional development opportunities to gain further knowledge and understanding to support children's progress and achievement. All staff have early years qualifications, the majority to level 3 with the manager currently studying towards a foundation degree in early years.

Children enjoy their time at nursery and develop their knowledge, skills and understanding. The nursery is fully inclusive and equality and diversity is good. Staff effectively support a number of children who have English as an additional language, or have special educational needs and/or disabilities. Resources, activities, policies and procedures further enhance and promote equality and diversity within the setting. The strong links with professional agencies ensure that children are able to access support if required.

Parents and carers are actively welcomed into the nursery and strong relationships have been formed. They attend formal feedback sessions regarding their child's progress and achievement and are invited to make contributions to this. Communication follows a two-way flow between parents and the nursery. On arrival, staff and parents establish the child's starting points. Parents receive regular updates about nursery, for example, through monthly newsletters.

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

A good range of activities are planned to motivate, interest and meet children's learning needs. Continuous planning of the provision ensures continuity; enhancement activities support and extend children's progress and development and identify next steps for learning. Assessment and observation informs and supports planning. Detailed learning journals incorporate assessment of children's progress. The journals include observations of children that effectively track their learning and progress against development planners that are linked to the early learning goals.

Independence is developed as children select resources to support their play, and develop concentration skills as they participate in activities. For example, exploring resources and learning about properties, such as capacity as they fill bottles in the water tray. Babies are inquisitive as they explore stacking beakers, bashing them and trying to fit them together. Children explore the wider world as they look at countries on the globe and participate in activities using a range of multi-cultural resources. Knowledge of growth and sustainability is developed as children plant and cultivate vegetables, such as potatoes. Language development is effectively promoted as staff engage and interact with children, extending their vocabulary and developing communication skills. There are missed opportunities for staff to develop counting, sorting and matching skills through routines, such as, setting the tables with cutlery and crockery for lunch.

Utilisation of the nursery facilities is good. The outdoor area has themed areas such as the natural area where children plant and grow flowers and vegetables. Awareness of nature is developed because bird boxes and spider catchers draw wildlife to the nature area. They develop physical skills as they climb and balance on the equipment, use the wheeled toys and throw and catch balls. Children enthusiastically participate in action songs and rhymes, developing an awareness of space and their own bodies. Exploring the world around them, children gain an awareness of the features of Blackpool, such as, the illuminations and Blackpool Tower.

Children engage in tidying up, singing the tidy up song as they clear away the resources. They take turns with the resources and share well with others, consequently behaviour is good. Older children are developing good skills of independence as they wash their hands after toileting and before and after mealtimes. Water is freely available to ensure that children remain hydrated and healthy lifestyles are promoted as children enjoy nutritious and healthy meals and snacks.

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	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	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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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