

The Old Vicarage Day Nursery

Inspection report for early years provision

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Inspector Nicola Jones

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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

The Old Vicarage Day Nursery opened in September 1995. It operates from a converted detached house and a separate purpose-built preschool in the centre of the town of Barrow-in-Furness in Cumbria. The childcare facility is on the ground floor and first floors of the house consists of; three childcare rooms, children's canteens, changing areas and cot rooms; a kitchen and staff facilities. The preschool consists of four classrooms; four toilet blocks, kitchen areas; an office and disabled facilities on the ground and first floors. There is access to a fully enclosed outside play areas. The nursery employs 21 members of staff who work directly with the children, one manager who works full time and one manager who works part time, one administration staff, one cook and two cleaners. The majority of staff who work directly with the children have recognised early years qualifications.

The nursery operates each weekday from 7.30am until 6pm and is registered to provide care for 131 children under the age of eight years old. There are currently 140 children attending, all of whom are within the early years age range. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Procedures are in place to support children with special educational needs.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Highly positive and well established relationships with parents are a key strength and are significant in children's ability to settle well and gain confidence. A rich and varied environment supports children's learning, as a result, children make good progress. Children are safe and secure, enjoy their time in the nursery, learning about the world around them, with sensitive support from staff. Individual needs are met as effective observation and assessment procedures are in place, however it is not always clear how decisions are made about children's progress. Self-evaluation involves all staff and the managers are confident about what the nursery needs to do to improve further, however it is not always clear how improvements are measured and impact on outcomes for children.

What steps need to be taken to improve provision further?

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

- develop systems to monitor and evaluate provision so that impact on children's learning can be measured
- further develop assessment procedures by analysing observations and show links to the Early Years Foundation Stage to make informed decisions about children's progress.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have clear policies and procedures embedded within their practice. Effective recruitment and vetting procedures are in place. Staff make effective use of up-to-date risk assessments to support them in ensuring the areas used by children are safe, and as a result children display a very good awareness of safety. The indoor and outdoor areas are secure at all times. Children are safeguarded well as fire safety procedures are in place and children take part in regular fire drill practices.

Staff are very knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The available resources are used well to achieve the planned goals in learning and development; children achieve well as a result of the nursery they are in. The managers are taking appropriate steps to ensure resources and the environment are sustainable. For example, each room has a set of three bags where parents provide boxes and other containers which children incorporate into their play.

Staff are focussed on helping all children to make good progress in their learning and development. This is because the managers have clear expectations and plans for the future which will bring about further improvement to the provision and outcomes for children. However, it is not always clear how these improvements impact upon children's learning and how the outcome will be measured. Staff moral is high as managers stimulate the enthusiasm of staff and channel their efforts to good effect. For example, they arrange regular team building sessions.

Partnerships are well established and make a strong contribution to children's achievements and well-being. Links with other providers are effective when children transfer from one setting to another, as a result, continuity is maintained and children's social, emotional and educational needs are addressed appropriately. The nursery liaises with external agencies or services to ensure children get the support they need. There is a regular exchange of information with parents and carers, providing them with adequate information on how well their children are achieving, their well-being and development. Discussions with parents and results from recent questionnaires demonstrate how satisfied they are with the nursery. For example, they make comments such as 'I am always met with a smile' and 'very satisfied with care, all staff are helpful and polite'.

Equality and diversity is well established as staff know and understand each child and where their needs lie. There are a range of resources such as books, photographs and toys available throughout the nursery to help children to understand about different cultures.

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

Children are making good progress in relation to their starting points. This is because assessment through high quality observations is rigorous. Children have individual learning files which include observations, photographs and progress tracking information. Parents are encouraged to contribute towards this process which provides a full picture of a child's learning and development. Overall systems for observation, assessment and planning are implemented effectively, however some observations are not analysed against the Early Years Foundation Stage. This means it is not always clear how decisions are made about children's progress. Children are happy, confident and enthusiastic to learn in an interesting, well equipped and welcoming environment. Staff support children with communication skills as they play with small world animals. For example, they ask questions such as 'What is special about the giraffe?' and extend children's thinking about horses and other animals. Babies and toddlers' early attempts at communication are encouraged by staff, who respond sensitively to them with lots of eye contact, repetition and praise. As a result children are beginning to babble and use single words such as 'mummy', 'daddy' and 'bye-bye'. Number and problem solving are part of everyday activities and children enjoy measuring using tapes and rulers and work out how to place wooden planks outside to make a walkway. Babies and toddlers enjoy finding out what toys are like and can do through handling objects and exploring materials. There is a wide variety of equipment for children to develop information and communication technology including computers and programmable toys. As a result they are effectively developing the skills they need in order to secure future learning. Children have access to a good range of resources in the indoor and outdoor environments which allows them to make choices and become independent learners.

Children display a strong sense of belonging and security within the nursery. Effective settling in procedures are in place and all children appear happy and settled. Photographs of children are made into books to share in nursery; this helps children to feel valued. Staff provide very good role models and children are reminded of their behaviour in a calm, sensitive way, as a result, children behave well and respond appropriately.

Children's understanding of safety is demonstrated through their play. For example, children are careful not to walk into others as they balance along wooden blocks and change direction. Children know what is expected of them and demonstrate an understanding of how to stay safe independently of adult prompts. Children have good opportunities to learn about healthy eating because they are encouraged to eat fresh, healthy food at snack and meal times. Individual dietary needs are met and staff share good practice with parents to help them prepare a daily snack for their children. They have access to fresh drinking water throughout the day. Babies and very young children appear content and settled because their health, physical and dietary requirements are well met. Older children are encouraged to wash their hands before eating and after playing outdoors, as a result, children are gaining independence in their personal care.

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