

Altofts Private Day Nursery

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Altoft's Private Day Nursery is a privately owned and managed setting. It was registered in 2007 and operates from two buildings standing in its own grounds. It operates from two rooms in a purpose-built extension to a residential property and two rooms in converted premises on the same site. The setting is situated in the town of Altoft, West Yorkshire. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting serves the local area and is registered for 35 children. There are currently 53 children on roll who attend for various sessions. The setting provides funded early education for three-and four-year-olds.

The setting is open five days a week from 7.30am until 6pm, 51 weeks of the year. All children have access to secure outdoor play areas. The setting supports children with special educational needs and/or disabilities. There are a team of 14 staff, of whom all have relevant childcare qualifications. The setting is supported by the local early years team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and acknowledged by the staff who provide a warm, welcoming and stimulating environment for all children. All staff ensure that children's welfare, learning and development needs are met, which enables children to progress well in all six areas of learning. Staff are aware of their strengths and areas of weakness, they set realistic targets to drive continuous improvement and strive to develop effective systems to ensure all children have personalised learning. The setting provides a safe and secure environment for all children and staff understand the importance of having robust policies and procedures in place including having detailed registration forms for children. The setting has formed strong links with parents, carers and other providers.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure a record is kept of which parent or carer a child normally lives with (Documentation) 21/11/2011

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

- use assessment to plan the next steps in a child's developmental progress and regularly review this approach.

The effectiveness of leadership and management of the early years provision

All staff have comprehensive knowledge on safeguarding issues and a high level of commitment to promoting children's safety. For example, all staff have attended safeguarding training and are aware of the procedures to follow and who to contact in the event of a safeguarding concern. All staff have Criminal Record Bureau checks and are suitable to work with children. This means that children are safe and secure while in the setting. However, the setting does not record which parent the child normally lives with and this is a breach of regulations. The setting has detailed risk assessments ensuring that all areas inside and outside are safe for the children to access. This means that children move around the setting safely and freely. Risk assessments for outings are comprehensively conducted which means that children are consistently safe when not on the setting's premises.

Staff are very knowledgeable about the Early Years Foundation Stage and use this to support children's learning. However, planning does not consistently reflect children's individual next steps to ensure all children reach their full potential at all times. The environment is well organised and accessible to all children. The staff use resources accessed in the local community to promote children's development. For example, children visit the park to practice balancing and climbing in order to develop their large muscles and coordination skills. Children also visit the local library where they select books to bring back to the setting. Children access a wide range of resources and activities that support their learning and development.

Staff are aware of the setting's strengths and areas of weaknesses. They prioritise aspects of the provision to ensure that there is continuous improvement. For example, staff identify the need to continually improve aspects of outdoor provision therefore management created an inhouse training event. The setting has addressed previous recommendations promptly and effectively which has improved communication with parents.

Staff have formed positive relationships with all parents and carers. They share information regarding children's welfare, learning and development on a daily basis. This is demonstrated through children's development records and verbal communication and information is also shared with other providers. For example, children's development records are shared with schools prior to transition. This means that parents, carers and other practitioners are involved in children's learning and development and each child is well supported in working towards the early learning goals. Staff ensure activities and learning opportunities are adapted to meet the needs of all children. For example, staff make space to ensure that all children can participate in working cooperatively to build a train track together. Staff have good knowledge of each child's background and needs and discuss these with parents which means children's welfare requirements are well met.

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

Children are settled and eager to explore learning opportunities and their surroundings. They do this independently by self-selecting resources and asking to take part in activities. For example, children ask to make printing pictures with colourful paint and blocks. This shows that children are developing their confidence and self-esteem. Children have access both to the indoor and outdoor environment and discuss their preferences with staff. Children are given the opportunity to discuss staying safe as staff ask open-ended questions to make children think about their own and other's safety. Children are provided with good opportunities to take calculated risks. For example, they are encouraged to think about the risks when taking part in obstacle courses and when climbing on large apparatus in the local park. Staff understand children's individual needs and respond to these well. This ensures children feel safe and secure.

Children follow good hygiene procedures by washing their hands before snacks and meals and after toileting. Children understand the importance of good hygiene and discuss the need to wash away germs, which shows that they develop a good understanding of healthy lifestyles. Children enjoy snacks throughout the day as they have freedom to independently choose from a good selection of fruit whenever they desire. The setting provides meals and the staff ensure that children's preferences and dietary requirements are incorporated into the meals. All meals and snacks are balanced and nutritious and children grow their own tomatoes and peppers, which they are very proud of. Children exercise regularly using large apparatus to develop their large muscles. For example, children use large tyres and ropes to practice balancing as staff support and encourage them. This allows children to engage effective physical activities and develop skills in using their bodies.

All staff regularly observe children and this enables a rich and stimulating environment to be created. Activities and learning opportunities are based on children's interests, age and stage of development and new experiences. For example, children engage in story telling and become excited as a member of staff reads a favourite gingerbread men story. They talk about their favourite books and staff encourage conversation through asking open ended questions and listening intently to the children. This means that children feel valued and develop their communication skills very well. Children readily access a wide range of resources including jigsaws and peg-boards are available for younger children, which allows them to develop their mathematical knowledge successfully. The staff plan individually for each child ensuring that children develop new skills and are motivated to learn. Although, some children do not have their next steps planned consistently all children progress well in all six areas of learning.

Children display a strong sense of belonging in the setting and behave very well. This is because all staff regularly praise the children and give clear explanations of boundaries. Children work cooperatively with peers, which shows that they are developing respect for others. Children also learn about other cultures and beliefs, this is because the staff provide a variety of resources which include a good

selection of books, dolls and small figures as well as low level displays that children access easily. Children celebrate festivals including Chinese New Years and Easter which staff discuss with children to develop their knowledge and understanding of the world.

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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