

Stapleford Day Nursery

Inspection report for early years provision

Unique reference number

EY333946

Inspection date

21/11/2011

Inspector

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Setting address

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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

Stapleford Day Nursery was registered in 2006. It is one of four nurseries run by a private ownership and operates from a two storey converted office building in Stapleford, Nottinghamshire. The nursery has an enclosed outdoor area. The nursery serves the local and wider community. It is accessible to all children.

The nursery opens Monday to Friday, all year round, except bank holidays. The nursery is open from 7.30am to 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 55 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 52 children attending who are within the early years age range. The nursery provides funded early education to three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs eight members of childcare staff, all of whom hold appropriate childcare qualifications. The registered person holds qualified teacher and Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage, which contributes towards ensuring that children make good progress in their learning in a suitable learning environment. Staff have a good knowledge of safeguarding matters. Procedures and practices contribute towards the safety and welfare of the children. Partnerships with parents are effective and positively contribute towards children's learning and development. Partnerships in the wider context are used to promote sound care and education. The setting's capacity for well-targeted continual self-evaluation and improvement is good.

What steps need to be taken to improve provision further?

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

- develop systems for sharing learning and development information with other practitioners who deliver the Early Years Foundation Stage
- provide positive images that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and/or disabilities
- ensure that all children have opportunities to be outside on a daily basis all year round.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have a clear understanding of child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. Staff are competent and demonstrate a good understanding of their roles and responsibilities. Children receive care in a nursery that is safe and secure. There are clear written risk assessments which ensure that hazards are identified. As a result, risks to children are minimised. Regular fire drills are carried out ensuring that children understand how to evacuate the premises in the case of an emergency. There are suitable arrangements for first aid, recording accidents, administering medication and nappy changing. As a result, children's welfare and care requirements are met. The identification of visitors is routinely checked as part of the setting's efficient risk assessment procedures.

The nursery is effectively led by the manager, supported by staff who are fully committed to providing quality learning experiences for the children. Regular staff meetings and positive partnerships with parents, ensure that the evaluation of the provision is inclusive and purposeful. Staff work well as a team and are committed to improving outcomes for children. Systems to monitor and evaluate the nursery's strengths and areas for development are in place. There is a shared vision for inclusive practice, ensuring that every child is fully included and integrated into nursery life. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being are further enhanced. The nursery has created links with local primary schools to ensure continuity of care and development during transition times. However, links with other settings providing the Early Years Foundation Stage are not as robust. There is not a systematic approach whereby practitioners exchange information. Consequently, children do not benefit from efficient approaches in continuity of care, welfare and development across all settings. Should children require external support in their care and learning, the setting works in partnership with other agencies to ensure needs are met.

Staff support children well in their learning and development and create an appropriate environment, so that children are able to play and explore. Resources are age and stage appropriate. However, resources and displays reflecting diversity and positive images throughout the nursery are limited. Consequently, children do not have continuous opportunities to develop their understanding of the wider community and world. Children have access to a large outdoor area, which is well resourced across all six areas of learning. However, some younger children do not get daily opportunities to play outside. Consequently, they do not regularly access activities on a larger scale in the natural environment.

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

Children make good progress towards the early learning goals in all areas of learning in relation to their starting points and capabilities. The learning environment indoors is welcoming and child-friendly, with space for children to move around and explore. Resources are purposeful and developmentally appropriate. Children interact very positively with their peers and share good friendships. They have many opportunities to make choices about their own play and learning, as they freely access a range of activities and resources. There is a good balance of adult-led and child-initiated activities that result in children being active learners. All children are valued and treated with equal concern.

Children enjoy being outdoors and have good opportunities to take part in physical activities. This enhances their understanding of the importance of physical exercise as part of a healthy lifestyle. They crawl, run and ride trikes and bikes. Their larger muscle groups and coordination are further developed, as they kick a ball and work as a team to bat a ball back and forth to one another. They take part in circle time, which requires them to work collaboratively and develop their skills in social situations, as they identify shapes and discuss days of the week. Sensory development is enhanced, as children use glitter gels, which they squeeze through their fingers. Children babble with delight, as they become familiar with this new experience. They are encouraged to feel materials, as they make cars out of junk modelling or rummage through shaving foam to find differing objects. They are encouraged to talk about the texture, thus, extending their descriptive language. Their knowledge and understanding of the world is broadened, as they discuss how they get to nursery by car or walking. They role play with dolls and pretend to give medicine to a poorly baby. Their play is effectively extended and supported by staff, increasing their understanding of their own experiences. Children's communication and language is further enhanced, as they listen intently at story time, contributing to the story and asking questions.

Children behave in ways that are safe for themselves and others and develop an understanding of dangers and how to stay safe. For example, they use the handrail when using the stairs without being prompted by staff. Children understand and adopt good hygiene practices. They wash their hands before they eat and after using the toilet. Children can access fresh drinking water throughout the day. Therefore, they are able to remain hydrated. Children are encouraged to take responsibility in the nursery. Children respond to the expectations of the staff for good behaviour, which is acknowledged by staff, who give praise appropriately. Children are encouraged to talk about the rules of the setting, such as using their manners and not shouting indoors. Hence, children develop the habits and behaviour appropriate to good learners, their own needs and those of others. They join in, make friends and respect each other. Children make good progress in communicating, literacy, numeracy and information and communication technology. They develop good habits as active, inquisitive and independent learners. Their understanding of the wider world is demonstrated through their play, as they confidently navigate the mouse around the computer screen and

complete computer games. Thus, contributing towards their skills for the future.

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