

# Children's Place Day Nursery

Inspection report for early years provision

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EY428773

**Inspection date**

24/11/2011

**Inspector**

Abigail Cunningham

**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

Children's Place Day Nursery is one of eight nurseries which is privately owned and managed by The Children's Place Limited. It registered in 2011 and operates from four playrooms within a purpose-built building, in the grounds of Huddersfield Royal Infirmary. It is situated in the Lindley area of Huddersfield. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery caters mainly for children whose parents are employed at the hospital, or who work for the National Health Service.

A maximum of 53 children may attend the nursery at any one time. The nursery is open each weekday from 6.45am to 7pm, all year round. All children share access to a secure enclosed outdoor play area. There are currently 77 children on roll. The nursery provides funded early education for three and four-year-olds.

The nursery employs 19 staff, including the management team. 18 hold recognised early year's qualifications and one member of staff is working towards a qualification. The manager holds an Early Years Degree and Early Years Professional Status. The nursery receives support from the local authority and is a member of the National Day Nursery Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team are highly committed to working in partnership with parents. Self-evaluation is effective and the senior management team are able to demonstrate how they have made significant improvements to the provision. There is also room to continue to make improvements to the outside play area and provide opportunities for children to help care for the natural environment. The staff team are good at promoting the children's welfare. They work extremely hard to ensure all children are included and their individual needs are met. The children make good progress towards the early learning goals and very much enjoy developing their self-help, physical and creative skills.

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

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

- further develop the outside play area, so that it is a more welcoming and stimulating space to play
- provide opportunities for children to show care and concern for the environment.

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

Safeguarding procedures are secure and all required checks have been carried out on staff. They have completed online safeguarding children training and the setting's safeguarding procedures are included within staff induction procedures. As a result, they know to record any concerns and seek advice where necessary. Supervision of children is good and the system to manage access to the premises is effective as unauthorised persons cannot gain entry and visitors are recorded.

The staff team are very friendly, helpful, motivated and committed to improvement. They are fully involved in planning, evaluating and developing practise, for example, through staff supervisions. There are clear improvement plans in place and these are devised after the views of parents, children and the staff team have been sought. For example, the organisation of the children's playrooms was changed after consulting service users. Currently, none of the children attend other early year's settings. Through discussion, the manager demonstrates the ability to develop positive relationships with other childcare providers.

Parents have excellent opportunities to be involved in their child's learning. For example, they can borrow books from the nursery to share with their child at home. Parents are also invited into the setting to participate in fundraising events. Parents are extremely well informed about all aspects of their children's achievement, well-being and development. For instance, regular reports are sent home and parents meetings carried out to pass on information about each child's progress and interests. Parents also receive information via noticeboards, newsletters, information sheets, communication books and daily verbal feedback from the staff. This highly inclusive system of communication ensures that there are consistent and productive partnerships with parents. As a result, children make positive progress across all areas of learning.

Children develop a positive attitude to others and a good understanding about the wider world and local community. They enjoy playing with a broad selection of resources which reflect positive images, for example, dolls, books, play figures and jigsaws. They also learn about interesting events, such as Harvest Festival and Diwali. Children have many opportunities to learn about the local community. The children are taken out of the nursery to visit various places of interest. For example, they went to the hospital to look at an ambulance and delivered food parcels to the nursing home. Some interesting visitors are also invited into the setting, such as, local celebrities.

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

Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development. These include the play gym, low-level tables and chairs. The environment is managed very well and carefully

looked after. It is maintained and decorated to a good standard. The nursery has introduced a sand pit and raised flower beds to the outside play area and there is scope to continue to make this a more welcoming and stimulating space to play. The provider is taking some steps to ensure resources and the environment are sustainable, as recycled materials are used during art and craft activities, such as milk bottle tops. However, there are limited opportunities available for the children to show care and concern for the environment.

The cook has completed food hygiene training and meals, such as pasta, fish casserole and banana cake, are offered to the children. The children successfully develop their self-help skills; for instance, they independently serve their own lunch and tidy their plates away. Planned activities, such as baking apple scones, introduce children to healthy ingredients. The children love playing outside and have great fun playing in the sand tray and digging in the mud. Children negotiate an appropriate pathway when using wheeled vehicles and move with speed and successfully avoid any obstacles. The children play out in all types of weather. For example during autumn they enjoy sweeping up and collecting leaves. As a result, children are developing a positive attitude to exercise and being healthy.

Babies and young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. As a result, they enjoy their food very much; they settle down quickly for a sleep, laugh while playing and have formed close attachments to staff. Children show a strong understanding of how to keep themselves safe through practising fire drills and crossing roads safely on outings. For instance, one young child commented 'do you know that green man; he lives in the traffic lights'. Babies and young children are exploring their surroundings with great interest. They are becoming active and inquisitive learners. They enjoy the challenge of using the play gym and confidently go both up and down the slope and stairs.

Activity planning responds directly to each child's individual needs and interests. The system for assessing and recording children's development accurately identifies their achievements and progress. Monitoring systems are implemented and tracking processes accurately identify any gaps in curriculum planning and staff training needs. As a result, the nursery is able to show how all children make good progress in their learning and development.

The children have daily opportunities to be involved in messy and creative play. This is throughout all age groups, such as babies playing with sand, paint and flour. Young children know how to use various tools and equipment, for example, they enjoy rolling and cutting out shapes in the play dough. The children independently select and carry out activities. They enjoy using props to support their role play, such as the dolls, nappies and prams. More able children recognise and write their own name. They can name colours and confidently count from 1-20. Children show an interest in technology and know how to operate equipment, such as the computer, mouse and digital camera. All of these activities develop children's skills and contribute to their future economic well-being.

## 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	3
The effectiveness of the setting's engagement with parents and carers	1

### 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

<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	1
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