

Boomerangs, The Newhall 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*.

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

Boomerangs, The Newhall Day Nursery is privately owned. It opened in 2006 and operates from a converted property in Newhall, Derbyshire. All children share access to a secure enclosed outdoor play area.

A maximum of 55 children may attend the setting at any one time. There are currently 62 children on roll who are within the early years age range. Of these 16 children receive funding for early education. The provision is registered with Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children are able to attend for a variety of sessions. The setting is open Monday to Friday from 7am until 6.30pm all year round except for public holidays and Christmas.

The nursery employs 20 members of staff, of these twelve hold an appropriate early years qualification to level 3, including the nursery care manager and a further four hold early years qualifications to level 2. The setting employs a cook, two domestic staff and a business manager. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most children are making good progress in their learning and development. Planning is effective overall and staff are skilled in recognising children's interests and individuality. They have a good knowledge of the Early Years Foundation Stage learning and development framework and promote children's good health exceptionally well. Staff have good relationships with parents to secure knowledge of children's individual and routine needs. There are excellent partnerships fostered with others who promote the learning and development framework. Systems to monitor and evaluate the service are good which provides a secure basis for continual improvement and better outcomes for children.

What steps need to be taken to improve provision further?

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

- create records that are clear and accessible so that parents can contribute effectively to the observation and assessment process to support their child's learning and development.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are effective. There is wide range of policies, procedures and parental permissions to ensure children are well safeguarded. Staff

have undertaken safeguarding awareness and paediatric first aid training. There are stringent staff vetting, induction and effective continued-suitability procedures in place. Staff are vigilant with visitors and security in and around the premises. There is an effective risk assessment which includes additional daily safety checks to be undertaken. Children feel safe inside the setting as they are learning how to leave the premises quickly in an emergency situation. These measures are effective in promoting children's safety and welfare.

Inclusive practice is well promoted and children benefit from good levels of individual attention especially during settling in times. Resources are well utilized and many are stored in labelled containers which allow children easy access and ample opportunity to choose and make decisions about their play. The rooms are spacious which allow children good opportunities to manoeuvre and move around freely. All children have regular access to the outdoor play area where they can safely investigate and involve themselves in energetic and heuristic play.

Staff are committed to working in partnership with parents. Positive attitudes towards diversity and difference ensure that all children and their families feel included, safe and valued. Parents share babies and younger children's individual routine care needs with their key person, which in turn, ensures they receive a good level of support. Children's learning and development journeys are available on request but are not always made easily accessible for parents to contribute to their child's on-going assessment. Through discussions parents speak extremely highly of the nursery's approach to caring for their child's individual needs and many are complementary about the nursery's healthy menu and how their children really enjoy the food.

Partnerships with others who deliver the foundation stage are excellent. Practitioners work exceedingly well with others to support the inclusion of children with special educational needs and/or disabilities. For example, there are excellent relationships with the local authority special needs coordinator and staff within the local children's centre. This ensures exceptionally high levels of care and continuity of learning for all children during their transition from one setting to another.

The Ofsted self-evaluation form is used effectively and all staff contribute towards the evaluation process. They highlight strengths as safeguarding, inclusion and helping all children enjoy and achieve. They feel that there is always room for improvement and have recently reviewed their outdoor provision and have firm plans to update their assessment and observation records. Staff development is supported and encouraged. One member of staff is attending an early years degree course. The setting welcomes support from the local authority and have completed a number of quality audits that have proved effective tools to raise the good practice already in place. The recommendations raised at the setting's last inspection have been addressed resulting in improved outcomes for children. This demonstrates a professional and positive outlook concerning continual improvement.

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

Staff have a secure understanding of the early years learning and development framework. Consequently most children are making good progress towards the early learning goals. Planning is effective overall and staff ensure that all children have access to resources, equipment, toys and games to help them make progress in all six areas of their learning and development. Staff are skilful in identifying children's particular interests and plan and organise a range of purposeful and fun activities for all children.

Children have a good range of sensory activities to investigate. They explore their creativity as they freely paint, model with playdough and develop their imagination during role-play and when playing with home corner resources. For example, large cardboard boxes give children opportunities to develop their imaginative skills. Children's enjoyment is further extended as they are able to select a range of natural resources stored in accessible units around their designated rooms and outdoors. Older children have access to a range of battery operated resources which they are keen to use. As a result, they develop skills to equip them in the future.

Babies settle quickly and are happy and respond well to the individual time and attention they receive. Younger children enjoy listening to stories and sing along to songs and join in with rhymes. There are good opportunities to introduce resources and props and to encourage children to become actively involved in their learning during planned and routine activities. Fun games such as crocodile dentist, books, small word resources and natural materials help to encourage children to take turns and share.

Areas are made inviting where staff read books with the children and engage them in one-to-one play activities and discussions. They are confident and keen to share items of news with one another during small group time. This helps develop their language and communication skills effectively. Staff introduce vocabulary and repeat words to younger children during play. They count along with them and encourage them to repeat the names of different colours, shapes animals and toys. Younger children have fun playing with shredded paper and scrunching silver foil. They are content, happy and smile eagerly as they sit close to or on their key workers lap. This helps to ensure children's self-esteem and confidence is promoted positively. They are consistently praised for good behaviour and gently reminded when their behaviour is not acceptable. This helps them consider how their behaviour affects others.

There is a superb range of healthy and nutritious meals and snacks on the nursery menu that ensure reduced salt intake. All food is freshly prepared each day by the cook. Older children show an excellent understanding of healthy hygiene practices and independently wash and dry their hands after toileting, before meal times and after messy play activities. Sleep, feed and rest times closely mirror those of home. Younger children and babies are exceptionally well supported during daily routine, such as nappy change and at meal times. Babies are held to be bottle fed and staff

sit with younger ones in small groups to assist with their feeding. Younger children's physical skills are developing well as a wealth of resources are made available to encourage them to sit, crawl, stand up, push, run and jump. Children are learning how to keep safe through a wealth of emergency safety initiatives such as 'stop, drop and roll'. All children use the outdoor space daily and benefit from accessing energetic activities outdoors. This helps to effectively promote their understanding of living a healthy lifestyle in a relaxed and safe environment.

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	1
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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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