

Immingham Day Nursery

Inspection report for early years provision

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Inspection date	29/11/2011
Inspector	Kathryn Clayton
Setting address	23 Pelham Road, Immingham, North East Lincolnshire, DN40 1AA
Telephone number	01469 571177
Email	
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

Immingham Day Nursery is a privately run nursery. It opened in 1998 and operates from a converted house in the town of Immingham. It works in partnership with Immingham Children's Centre. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

A maximum of 39 children may attend the nursery at any one time. The nursery is open from 7.30am to 5.45pm for 51 weeks of the year. All children share access to a secure enclosed play area. There are currently 60 children aged from a few months, to under five years on roll including children aged two, three and four who receive funding for early education. Children come from a wide catchment area, many of the parents travel into work at the nearby docks and refineries. The nursery supports children with special educational needs and employs 17 staff including a cook. All the staff working with children hold appropriate early years qualifications. The setting has achieved level one of the local authority 'Effective Quality Improvement Pathway'.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the nursery and make good progress in their development and learning. All of the recommendations raised at the last inspection have been addressed and the setting show a suitable capacity to improve, although there are some minor weaknesses in the evaluation of the provision. Management develop strong relationships with parents, other agencies and other providers that support children. However, the nursery has failed to meet two of the legal requirements and although, overall safeguarding procedures are suitable, the weaknesses identified have some impact upon children's good health and their welfare.

What steps need to be taken to improve provision further?

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

- obtain written parental permission, at the time of the child's admission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 13/12/2011

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

- develop further the system of self-evaluation in order to identify strengths and weaknesses across all areas of the provision
- improve hygiene routines during nappy changes by ensuring disposable

gloves are not used with more than one child.

The effectiveness of leadership and management of the early years provision

The management and staff have all undertaken training in how to safeguard children's welfare and have a clear understanding of the signs that may cause them to be concerned about a child and the procedures to follow to protect children. Children can play safely because of good risk assessments, daily safety checks and very close supervision by staff. Most required documentation is in place, with the exception of written permission from parents for the seeking of emergency treatment or advice in the future and this is a breach of a requirement and a possible risk to children's health. The provider has failed to notify Ofsted of a change to the person who is managing the early years' provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action.

Improvements, such as the development of the outdoor area have enhanced children's learning opportunities. The nursery evaluates in a number of ways involving the views of parents and children, although the evaluation does not include all aspects of the provision. Children are cared for by well-qualified staff who enjoy good opportunities for their ongoing development. The space within the nursery is used effectively to promote children's enjoyment and learning. For example, the conservatory is well used as a quiet area for group work and babies have the freedom and choice of three playrooms. Children use good quality resources, particularly in the outdoor area. Children with special educational needs receive good support and progress well, in relation to their starting points. The strong relationships with other agencies helps to ensure individual educational plans are clearly focussed and regularly reviewed.

Parents share information about their children before they start to attend and on an ongoing basis. 'All about me' information is regularly reviewed and updated, parents see their child's progress files and feel very well-informed about their children's achievements. They receive attractive information about the setting, including details of the educational provision. Parents are encouraged to be involved in their children's learning. They are invited to sessions at the nursery and events at the local children's centre that are run by the nursery staff. Through discussion, sharing written information, and showing children photographs of the school they will be attending, the nursery successfully support children's transition to school.

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

Children enjoy a good balance of indoor and outdoor play that is both adult-led and child-initiated. Planning, assessment and tracking systems are successfully used to support children's ongoing learning and as a result children progress well, in relation to their starting points. Children are aware of the routines of the day

and are secure in their relationships with the staff. The 'Every child a Talker' programme is effectively used to help develop children's communication and language skills. Babies and toddlers show a real interest in sharing stories with staff, such as an animal story when they join in with actions and repeat animal noises with gusto. There are also many opportunities to make marks, recognise words and letters and link them to sounds during everyday play. A four-year-old writes their name when exploring shaving foam and knows the sounds all of the letters make, for example.

Staff provide many opportunities for children to see their own photographs and names and this gives them a strong senses of belonging. In the positive atmosphere minor differences between children are quickly resolved, so children learn to make friends and play happily alongside each other. Regular 'Brain Gym' exercises in small groups help children to effectively explore their feelings. Using resources, such as a remote control car, a toy camera and other technological equipment helps children to develop good skills for the future. Children often count as they play as this is encouraged by staff, for example, they count the number of fingers they have as they draw around their hand, with staff support. Recognising colours and using that information to sort and match is part of everyday play. Children respond well to their senses, they show an understanding of changing weather conditions and enjoy exploration in sand, water and with shiny materials. Planting activities help children to engage with the natural world and notice changes as plants grow.

Children are starting to learn to keep themselves safe, they use safety equipment as they pretend to construct a building, and negotiate challenging climbing equipment safely. They are also involved in the regular evacuation of the premises. Children learn about the importance of fresh air and exercise and are physically active on a range of equipment outdoors and indoors. They peddle, climb and swing with increasing skill. Meals and snacks provided are healthy and freshly prepared. They include items such as spaghetti bolognese, with cheese biscuits and grape as a sweet and a choice of fruits and toast for snacks. Most hygiene routines promote children's good health and staff are very vigilant about ensuring children wash their hands at all appropriate times and older children understand the importance of this. When changing nappies, however, at times gloves staff use are not discarded after each use and this poses an increased risk of cross infection.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
The extent to which children adopt healthy lifestyles	3
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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