

# Elland Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY287489
<b>Inspection date</b>	30/11/2011
<b>Inspector</b>	Nicola Dickinson

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<b>Type of setting</b>	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**

Elland Day Nursery is managed by Little People (Elland) Limited. It opened in 2004 and operates from seven rooms in two converted school buildings. Children have access to an enclosed outdoor play area. The nursery is situated in a conservation area, close to Elland town centre. It is open each weekday from 7.30am to 6pm for 51 weeks per year. The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 58 children may attend the nursery at any one time. There are currently 51 children in the early years age range on roll, some in part time places. The nursery is able to support any children with special educational needs and/or disabilities and those for whom English is an additional language.

There are two owners and 15 members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification at Level two. Two members of staff are qualified to degree level, one of whom has achieved Early Years Professional Status. The setting provides funded early education for three- and four-year olds and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The setting has a vibrant and stimulating environment in which children flourish. Extremely competent and caring staff have an exceptional understanding of individual needs and interests. A wealth of inspiring activities provides a rich learning environment. Children thrive through continuity of care and learning because the nursery liaises with parents and other agencies to ensure individual needs are met. Meticulous monitoring and self-evaluation ensure that areas for improvement are promptly identified and addressed.

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

To further improve the high quality early years provision the registered person should consider:

- encourage children to make healthy choices at breakfast time, for example, by including fruit in the breakfast menu.

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

Children are fully safeguarded and very well protected from harm because all staff are passionate about protecting the children in their care. Child protection procedures are clearly understood. Comprehensive policies and procedures are meticulously implemented. The nursery has excellent, robust recruitment procedures in place enhanced by ongoing relevant staff development and training.

This ensures that all staff working with the children are suitable, capable and well qualified.

Staff review risk assessments regularly and conduct thorough daily checks of all areas of the nursery. This enables children to safely enjoy the rich variety of activities, whilst, developing their knowledge of how to keep themselves safe. The premises are very welcoming, vibrantly decorated with children's work, photographs and displays. Children's care and learning is successfully promoted by a very committed, caring and enthusiastic team of staff, who are passionate about the service they provide. Morale is high and staff turnover very low. Their energy and enthusiasm has a positive impact on children's learning and development and results in an exceptionally high standard of learning. All staff are dedicated to continuous improvement, strongly supported by the management team and the capacity for this is excellent. The team ethos is inspiring and staff work closely together to ensure the best possible outcomes for the children.

Extensive documentation enhances the superb practice and ensures the safe and efficient management of the provision. The setting actively promotes strong partnerships with parents, carers and other professionals, regularly inviting outside agencies to come in. Staff value parents' views highly and are keen to respond to families needs. The nursery has recently implemented family celebration and ideas boards. This enables parents to share information about activities their child enjoys at home, or celebration of milestones, and ensures that they are fully involved in children's learning. Comments on questionnaires are very positive. Parents highlight the lively, welcoming environment and the loving, caring staff who are interested in children's needs. Close working relationships with other settings and professionals are very well established and enhance a consistent approach in meeting children's needs. Staff have very good relationships with the local school and nurseries ensuring that good practice is shared and the smooth transition from nursery to school is supported.

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

Children make outstanding progress in all areas of learning and development. They benefit from the support of experienced and enthusiastic staff who effectively organise a variety of imaginative activities, which promote exploration and motivation. The day is expertly organised, including, periods of time where children enjoy free flow independent play, balanced with adult-led activities and children's need for rest or sleep. Staff carefully plan activities to develop children's individual interests and learning needs. Comprehensive planning, observation, assessment and organisation of activities in all areas promote a child-centred learning environment. Staff use relevant observations to identify children's next steps, ensuring they make excellent progress in line with Early Years Foundation Stage Framework developmental targets and starting points.

Children are excited to explore the resources available, sharing their thoughts and encouraging others to join in their play. The stimulating learning environment

helps children to confidently address new challenges, enjoying opportunities to play both indoors and outside. Their absorption in chosen activities is excellent, enhanced by staff scaffolding children's learning and skilfully developing sustained shared thinking. Babies and younger children enjoy heuristic play as they investigate different textures, such as, sand, snow and leaves, laughing and becoming excited as they squeeze them in their hands, rub them on their faces and watch them fall. Older children confidently use a range of resources to develop their physical skills, as they climb and slide, balance on tyres and logs and adeptly negotiate bikes and cars around and over obstacles. Children participate in singing and music sessions with energy and enthusiasm, where they stamp, jump and wiggle in time to the music. Outdoors offers a rich variety of resources and all children spend time in the fresh air each day. A soft, 'grassed' area offers a safe place for babies to explore. There are opportunities to investigate mark making and sensory experiences and children become totally immersed in chosen activities. Through interaction with the children, staff promote children's learning, giving them developmentally appropriate challenges and the confidence to try new things.

Staff are excellent role models, demonstrating team work and positive behaviour, such as, good manners and sharing. They promote children's self-esteem and offer praise and encouragement at all times. They remind children to share with their friends, be polite, kind and helpful. This is reflected in the secure relationships children have established with their peers. Behaviour is very good and is supported through clear and concise behaviour management strategies. Skilful negotiations and clear explanations with children ensure positive solutions to conflict or disagreement. The setting is entirely inclusive and staff differentiate to ensure all children are included in activities. Children develop knowledge and understanding of the wider world as they learn about different countries through cooking, tasting food and celebrating festivals, such as Chinese New Year. Children develop important social skills, showing care and concern for others, for example, when children fall or hurt themselves. Children's experiences of their local community are promoted by regularly visiting the local park, library and animal farm. The setting invites Stan the Lollipop Man in to teach children about road safety.

Children are confident, increasingly independent and very helpful. The youngest children take pride in given tasks, such as, tidying up at the end of a session. They learn the importance of following simple hygiene routines, and they know that it is important not to spread germs. They are very well cared for, if they become sick or have an accident, and there are rigorous procedures in place to protect them from infection. Children enjoy healthy meals which consist of a hot meal, a chosen dessert and a variety of fresh vegetables, although fruit is limited to teatime. There are robust procedures in place to recognise and meet children's dietary requirements and reflect parent's wishes for children's diets, for example, intolerances and vegetarianism.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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