

Ambrose Day Nursery

Inspection report for early years provision

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EY249120

Inspection date

14/12/2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Ambrose Day Nursery opened in November 2003. It is owned and managed by an individual and operates from a purpose-built, single-storey building in the grounds of the owner's home. This is situated on a residential housing estate on the outskirts of Leigh, Wigan. The setting is registered for a maximum of 15 children at any one time.

The setting opens daily from 8am until 6pm all year round, with the exception of Bank Holidays and Christmas. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery provides full day care for a maximum of 15 children from birth up to eight years all of whom may be on the Early Years Register. There are currently 17 children attending who are within the Early Years Foundation Stage. Children attend a variety of sessions. The nursery provides funded early education for three- and four-year-olds. It supports children with special education need and/or disabilities. The nursery offers a collection from home service.

The setting employs four staff to work with the children in addition to the manager. All staff hold recognised qualifications at level 3 or above. The setting receives support from suitable volunteers and the community advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in this small and homely setting provided by staff who are highly motivated to achieve the best for children. Overall, children make good progress in their learning because teaching is rooted in a comprehensive understanding of the needs of children, meaning their individual needs are met. The setting works exceptionally well with parents and other providers of the Early Years Foundation Stage to ensure continuity of learning. They support children with special education needs and/or disabilities and have a good partnership with outside agencies. Effective self-evaluation processes are in place to ensure realistic challenge in well chosen areas. All documentation is in place, monitored and effective in practice.

What steps need to be taken to improve provision further?

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

- develop the outdoor area so that through out the year there are opportunities to do things in different ways and on different scales than when indoors.

The effectiveness of leadership and management of the early years provision

Staff are knowledgeable about safeguarding policies and have effective procedures in place to manage any concerns that they may have about children in their care. These are shared with parents through detailed welcome packs. Comprehensive systems ensure staff are suitably checked and qualified for their role. The manager places a strong emphasis on ensuring the setting is safe for all through detailed and regularly reviewed risk assessments.

Staff fully understand the Early Years Foundation Stage and use this effectively to support children's learning. The management team place a high priority on ensuring staff are well trained and up-to-date with new developments. For example, all staff take part in regular reviews of planning and assessment. The environment gives all children a wide range of activities to choose from both inside and outside. For example, all areas are clearly labelled with photos and at child height so children can develop their own ideas. However, opportunities to develop ideas on a larger scale, such as climbing and large scale mark making, are not as developed outside through out the year. This means potentially opportunities to support children's progression are missed.

The manager works closely with all staff to evaluate and monitor their practice. The recommendations from the previous inspection have been met through the use of detailed and well-targeted action plans. For example, the manager and staff ensure parents' views in relation to the nursery provision is collected and used to evaluate the setting. The manager uses the Ofsted self-evaluation form effectively to evaluate practice. Together with staff, the manager has set comprehensive targets and actions, such as developing the planning and assessment systems in place.

The setting forms excellent relationships with parents. For example, they use the key worker system to ensure that not only the children but also parents are enthusiastically supported. There are first class systems in place to keep parents informed about children's progress such as daily diaries and regular progress reports. Parents' views are sought through regular surveys and at parents' evenings. This means that their views are valued and acted upon rapidly. The setting has excellent links with other professionals to ensure that the needs of children are met. They are enthusiastic in making close links with schools to aid transition, inviting local teachers in to support children's progression and so they get to know the teachers from local schools.

The setting provides good support for children who have special education needs and/or disabilities. For example they work closely with outside agencies such as speech and language therapists and parents to develop individual education plans. Staff work continuously towards making sure that they are inclusive and staff ensure that children are introduced to a wide range of different cultures. For example, staff set up displays with pictures and information on festivals, such as Hanukkah to use with the children.

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

Children are extremely confident and self-assured in the setting and feel safe and secure. This is because staff place the utmost priority on ensuring the setting is safe and provides a warm homely environment for all children. Children have an excellent understanding of safety rules, and need few reminders about how to stay safe as they move around the setting and use resources. For example, children safely use the cutters and rolling pins in the dough area to make caterpillars and ladybirds. Children learn how to be safe outside the setting as staff regularly take children on walks in the local environment, such as to feed the horses on the local farm. This means children gain fantastic skills to keep themselves safe, such as how to cross the road safely and use real road crossings with the exemplary support from staff.

Children have good opportunities to learn about healthy lifestyles. At lunch time children serve their own meals and sit down with staff to share a well-balanced meal. Menus are shared with parents so children's needs are taken in to consideration. Before lunch and snack children are encouraged to wash their hands with reminders, such as posters and songs, to support them. This means they are learning effective hygiene routines. The setting places a high emphasis on ensuring children have access to outdoor provision. Although the setting has climbing equipment, it is taken down in winter, so not available all year round, however, they will often take children to the local park to support them to develop their physical skills.

Children make good progress towards the early learning goals as staff regularly observe children, track their progress and identify starting points. Interesting activities are planned for children that are focused on children's next steps. Children take part in a range of mark making. For example children use paint brushes in yoghurt to make marks and draw pictures such as snow men. They really enjoy reading stories with staff, pointing to the features of the front page such as the title, which they know as 'it's got the big writing'. They use opportunities in every day play, such as counting out the number of plates needed at snack time, to develop effective counting skills. Children use a range of age-appropriate technological equipment. Younger children use simple button toys to explore cause and effect, while older children explore games on the settings laptop. This supports them to develop good skills for the future.

Children are well behaved in the setting and are encouraged to be independent at lunch and snack times. They help to set the table and pour their own drinks. Babies in the setting excitedly show their real enthusiasm for activities such as sensory play, exploring the textures of malleable materials, such as custard. Children learn about their own and other cultures through a well organised range of activities and resources. For Chinese New Year children tasted a selection of Chinese food, made paper dragons and visited the local library to find out more

information.

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

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|--|---|
| 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

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|--|---|
| 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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|--|---|
| 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

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| 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 | 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

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| 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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