

Eastfield 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

Eastfield Day Nursery is one of two nurseries and is privately owned. It was registered in 2000 and operates from four rooms, in the Aigburth area of Liverpool. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery is open each weekday from 8am to 5.45pm for 51 weeks a year, except for bank holidays. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 34 children may attend the nursery at any one time all of whom may be in the early years age range. There are currently 52 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of childcare staff. Of these, one holds Early Years Professional Status, one holds a relevant degree and one holds a foundation degree. Eight staff hold qualifications at level 3 and one holds a qualification at level 2. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe and secure environment where resources are generally well organised and children learn and develop at a good pace. Overall staff's knowledge and skills help to provide children with a good range of activities which encourages them to become clear and critical thinkers and to extend their learning. Suitable arrangements are in place to promote children's health and well-being with the exception of some hygiene practices. Relationships with parents are valued and parents are kept fully informed and involved in their children's progress. Effective self-evaluation ensures areas for improvement are identified and prioritised to enable continuous development of the nursery.

What steps need to be taken to improve provision further?

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

- improve the organisation of the toddler room environment to ensure that it is interesting, attractive and accessible to every child
- support children further by providing opportunities for them to become more independent especially during snack and mealtimes
- improve hygiene procedures to prevent the spread of infection, with regard to staff wiping children's noses.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff are knowledgeable about child protection issues. There are good procedures in place to manage any concerns staff may have about children in their care. Robust recruitment procedures are in place to ensure all adults working with the children are suitably checked. Careful daily checks are undertaken on toys and resources to make sure they are in good condition and pose no threat to children's safety. Children are therefore able to move freely and safely around the nursery.

The extensive range of play resources are used well to support children's learning and development. Children's independence is promoted as resources are easily accessible for them to help themselves. Children's art and craft work is displayed around the rooms and contribute towards creating an environment conducive to learning. However, the organisation of the toddler room is not always conducive to learning. This is because on occasions the room is not always interesting and attractive for children. The nursery team place the promotion of equality of opportunity at the centre of their work and effectively help children to learn about the wider world. Staff have a very good knowledge of each child's background and needs. Consequently the outcomes for children, and their experiences, are positive.

The nursery has positive and well-established relationships with parents and carers, ensuring each child's needs are met. Parents and carers are kept well informed about their children's achievement, well-being and development. Information displayed in the hall and the daily sheets help keep parents well informed about how their child has spent the day. At inspection, several parents stated they were very pleased with the standard of care their children receive at the nursery. Children's learning journeys effectively chart progress over time and their observation sheets provide parents with a useful, permanent record of their work. These records are always available for parents and are used more specifically at parents' evenings to help parents feel involved in their children's development. The nursery liaises effectively with all other parties involved with the care and education of the children to ensure the best possible outcomes are achieved.

The manager is an effective leader, she works well with the enthusiastic and committed team. The staff benefit from regular training opportunities, formal and informal support sessions and regular participation at meetings. This helps to enhance their knowledge and improve outcomes for children. Staff are encouraged to contribute their ideas and observations, which feed into the overall self-evaluation and vision for the nursery. Together they make positive changes and plans for the future to further enhance their practice for the benefit of the children.

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

Children become active learners. They engage in a good variety of fun and stimulating play activities. The system used to observe and assess the development of the children, ensures that activities are tailored to meet their needs and promote their learning in all areas. These assessments are then used to inform the planning to ensure that the next steps for children's learning are clearly identified. Children develop a sense of security and feel safe within the nursery. For example, they know how to use tools, such as scissors, safely and why it is necessary to hold the hand rail when walking up and down stairs. Good quality interactions and well-organised routines help babies and very young children to become secure and confident in the setting.

Children have plenty of opportunities to develop literacy skills. They draw, paint and play with the magnetic letters and sing their favourite songs, for example 'twinkle twinkle little star'. Children use the threading boards effectively and thread beads on string then count how many beads they have. Many resources are available to foster problem solving and numeracy. For example, shape sorters for the younger children and matching games for the older ones. Children have plenty of opportunities to investigate different materials, such as flour, dough and finger paint. Babies are beginning to develop their early fundamental skills and actively explore their surroundings with curiosity and interest. For example, when playing in the sand they feel the sand between their fingers. Babies also explore the treasure baskets filled with different materials; staff support them by encouraging them to feel the different textures.

Children's good health is fully supported by freshly cooked nutritious meals which children look forward to and enjoy. Mealtimes are sociable occasions and all the children sit together and chat happily to each other. However, there are missed opportunities to fully enhance the children's independence skills, as staff pour the drinks and serve the children their meals. All children understand that they have to wash their hands before eating in order to maintain high standards of hygiene to help keep them healthy. However, hygiene procedures are not always effectively managed as not all staff wash their hands after wiping children's noses. Therefore this does not always fully prevent the spread of infection. Children enjoy playing outdoors in garden and have a broad range of equipment to choose from. For example, children play with the hoops and skipping ropes, and ride together on the three seated trike. This increases their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

Children behave well because they learn the routine of the nursery and what is expected of them. They are developing a respect for themselves and others and are learning about other cultures and beliefs. This is because the staff provide a wide range of activities and experiences, which help them to value diversity. All children are cared for with warmth and kindness. Babies are cuddled as they take their bottle feeds, and good eye contact is given. Consequently, children develop a sense of security and well-being because they know they are valued and have their needs met.

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	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	2
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

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