

ABC Private Day Nursery

Inspection report for early years provision

Unique reference number	322983
Inspection date	24/10/2011
Inspector	Susan Heap
Setting address	235 Orrell Road, Orrell, Wigan, Lancashire, WN5 8LY
Telephone number	01942 222 001
Email	
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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

ABC Nursery was registered in 1994. It is owned and managed by a private individual. It operates from four play rooms and associated facilities. It is situated in the Orrell area of Wigan. There is a fully enclosed outdoor play area. The nursery is open Monday to Friday from 7.30am to 6pm and is closed for Christmas and Bank Holidays. The building is fully accessible. The nursery supports children with special educational needs and/or disabilities.

It is registered on the Early Years Register. A maximum of 48 children in the early years age range may attend at any one time. There are currently 35 children on roll. This includes a number of three-and four-year-old children who are in receipt of nursery education funding. The nursery also cares for children aged between five and 11 years old. They also provide out of school care. The nursery is registered on both parts of the Childcare Register.

There are five members of staff who work directly with children, all of whom hold relevant childcare qualifications at level 3. Both the manager and deputy have Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff have an excellent knowledge of each child's needs which ensures that they successfully promote children's welfare and learning. Children are safe and secure and enjoy their learning, fully participating in the good range of activities provided for them in both the indoor and outdoor environments. Partnership working at all levels, such as with parents, other settings which children may attend and other agencies are exemplary. This ensures consistency of care and enables all children to enjoy and achieve to their full potential. The whole staff team are extremely enthusiastic and committed to improvement through self-evaluation, reflective practice and show an excellent commitment to on-going training to develop their skills and knowledge. This means that priorities for development are realistic, successfully identified and acted upon, and improve the outcomes for all children.

What steps need to be taken to improve provision further?

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

- continue to develop resources and opportunities for children to begin to know about their own cultures and beliefs and those of other people.

The effectiveness of leadership and management of the early years provision

Emphasis is placed on ensuring children are cared for in a safe environment through effective procedures and practices, such as robust recruitment and selection. Systems are in place to ensure the on-going suitability of staff. Current staff have undertaken the required vetting procedures and new staff are supervised until these are completed. Daily and annual risk assessments are completed to ensure children are continually cared for in a safe environment. As a result, the whole staff team has a secure knowledge and understanding of their responsibilities regarding children's welfare and safeguarding. The staff team fully understands their role in safeguarding children and the procedures to follow should a concern arise.

The nursery is effectively led and managed by an enthusiastic manager and her deputy who successfully support and inspire the staff team to drive continuous improvement. As a result, the whole staff team work very well together and successfully prioritise the needs of the children within their care. There is an excellent commitment to staff training and development. This is achieved through attendance at short training courses and secure systems support staff; they are encouraged to cascade training to other members of the staff team and their continued knowledge is tested through short questionnaires. These ensure ongoing development is targeted through self-evaluation and reflective practice and that staff feel valued. Recommendations from the last inspection have been successfully completed. As a result, policies and procedures to promote the safe and efficient management of the setting and for promoting the safety and welfare of children are in place. The nursery has been successful in obtaining a Capital grant which has led to an improved outdoor area. In addition, a new kitchen and children's bathroom have been installed. These have all improved facilities for the children.

Partnership working at all levels is exemplary. There are well-established systems in place with other professionals when needed to provide support and an inclusive environment for those children who may have special educational needs and/or disabilities. Parents and carers are very well informed about all aspects of their children's achievements and development through the individual meetings which take place every two months. Parents' views and comments are actively sought and included in children's learning journeys. In addition, daily verbal conversations, photographic displays and partnership working through the Every Child a Talker (ECAT) and Firm Foundations projects are used to extend this. Systems ensure children settle well and that their likes, dislikes and daily routines are known and catered for. A gradual admission process is completed at children's pace and they are allocated a key worker to whom they have formed a bond with.

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

All children have access to fresh air and exercise on a daily basis using a wide variety of equipment which successfully promotes their health and well-being. Pre-school children particularly benefit from free access to the recently refurbished outdoor area. This enables children to explore and play safely. They use binoculars and hide in the den as they watch the birds feeding at the bird tables, or plant and grow vegetables and herbs in the tubs. They demonstrate very good spatial awareness, creative and imaginative skills as they build and balance with a variety of resources, such as planks and tyres. They wrap up warmly and play in the sand and water under the canopy. Staff are extremely sensitive to children's individual needs for rest and sleep. Communication friendly spaces are used well and allow children to play quietly and imaginatively with puppets, read a book or rest if they wish. Children have a good understanding of healthy eating through their enjoyment of a balanced and varied diet. Meals are freshly prepared on the premises from a range of healthy and nutritious ingredients. They learn good self-help skills and portion control. They serve themselves at meal times, often replenishing their plates with second helpings. Children and staff sit together to eat their meals, which gives excellent opportunities to promote their social, communication and language skills. For example, they recall past events or staff mirror babies facial expressions and babbling sounds to aid their emerging language. The nursery has successfully achieved the Environmental Health 5 star rating.

The premises are safe and secure and staff place great emphasis on children's safety. Risks are clearly assessed daily while ensuring children learn about possible hazards and develop skills to keep themselves safe. Staff talk about the dangers of candles and matches to be used for Diwali and they use road signs outside to talk about road safety. A good range of resources, which are stored at children's level and support continuous provision, enable children to self-select and follow their own interests and ideas. Positive images in photographs displayed around the children's rooms are beginning to be used to good effect to develop children's understanding of the wider community. For example, they show different family groups, cultures, disabilities, and male and female roles. They have opportunities to learn about festivals through practical activities, such as making Diwali lamps. They practise and hone their creative skills by first using play dough and then clay. Opportunities to extend children's understanding of all aspects of equality and diversity are an area targeted for further development.

The staff team has a secure knowledge of each child in their care which is fully supported by the effective key worker system. The observation, planning and assessment systems are thoroughly secure and pay meticulous attention to each child's achievements and overall development. This ensures that there is an individual approach to each child. Daily and weekly planning shows that their next steps in learning are fully supported. The staff are highly confident in the delivery of this and there is a consistent approach throughout the nursery.

Children self-register on arrival by a variety of means, such as name cards, making

marks or a hand print on a clipboard. Large coloured stars on the ceiling with children's names on, enable children to learn to recognise their own name and colours. They learn to link letters and sounds through fun, planned activities. For example, following a favourite story, they practise and identify rhyming words, such as paw, claw and jaw. Children have good opportunities to explore information, communication and technology equipment, such as computers, cameras or tape recorders. A dedicated area in the pre-school room allows children to develop their numeracy skills as they sort and count teddy bears, use magnetic shapes or complete jigsaws. As they count with blocks they know that if 'each child has 10 this will leave the others in the middle'.

Staff provide positive role models to the children. They give them good eye contact, play at their level and give one-to-one support when needed, such as when counting and stacking beakers. Children consistently behave well and are encouraged to use good manners. They have formed good relationships with the staff and firm friendships with each other. They show a good awareness of responsibility within the nursery and the boundaries which are in place. For example, timers are used for different activities to ensure all children are able to have a turn or promote their safety, such as limiting the time they use the computer. Trays with a template of a pair of shoes remind children to take their shoes off before entering the book area. They know, 'Our golden rules are to share toys and be friends and not fall out'. Recent successes have been the introduction of a recycling centre and a water butt. These help to develop children's understanding of the importance of saving and recycling resources.

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	1
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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