

Market Bosworth Day Nursery

Inspection report for early years provision

Unique reference number EY152690
Inspection date 13/12/2011
Inspector Christine Armstrong

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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

Market Bosworth Day Nursery is one of three settings run by the provider. It opened in 2002 and operates from the ground floor of a house. Children have access to an enclosed outdoor play area. The nursery is situated in the village of Market Bosworth, near Hinckley in Leicestershire.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery provides care for a maximum of 22 children at any one time. There are currently 13 children on roll, eight of whom are within the early years age group. The setting is open each weekday from 7.30am to 6pm throughout the year. Children attend from the local community and nearby towns and villages.

The setting employs three childcare staff and a qualified cook. All childcare staff hold appropriate early years qualifications and one staff member holds a degree in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in this setting and they make satisfactory progress in their learning and development. Systems to monitor children's progress are mostly in place and beginning to support the progress children make. Partnerships with parents and other agencies are being developed appropriately and contribute to promoting continuity in children's care and learning. In general, policies and procedures are effectively implemented in practice to promote and protect children's safety. Systems to monitor and evaluate practice are developing.

What steps need to be taken to improve provision further?

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

- ensure the designated person responsible for safeguarding children in the setting attends a child protection training course (Safeguarding and promoting children's welfare) 31/01/2012
- take all reasonable steps to ensure all hazards to children are kept to a minimum. This refers to the high wall in the garden (Suitable premises, environment and equipment).(also applies to both parts of the Childcare Register) 15/12/2011

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

- develop further systems that provide a summary of children's achievements to ensure their progression towards the early learning goals
- develop further self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- draw on the full range of quality improvement tools available, for example, Letters and Sounds: Primary National Strategy in order to further support children's learning in this area.

The effectiveness of leadership and management of the early years provision

Children are suitably safeguarded. Staff have a complete understanding of what is required to ensure all children are protected. They are able to recognise the signs of abuse and are aware of who to contact to report any concern they may have. However, the manager, who is the designated person to take lead responsibility for safeguarding children, has not attended a suitable child protection training course. This is a specific legal requirement. Risk assessments and daily checks are made on the premises and all outings. As a result children are kept safe and secure when they are indoors and on outings. However, although the potential hazards from a high garden wall have been identified within the risk assessment, not all reasonable steps have been taken to fully minimise the risk of children falling off the wall. Good arrangements are in place that support children's good health and minimise cross-infection. Staff implement good hygiene procedures and the setting achieved five stars from the Environmental Health award scheme.

The setting strives to provide a service that is inclusive for all children and their families. Staff have a kind, calm and caring approach to children which helps them to feel valued and respected. They organise the environment to support children to make choices and take an active part in daily routines. A growing emphasis is placed upon providing resources and activities to promote children's awareness of similarities and differences in themselves and others. The owner of the setting is multi-lingual and uses her skills to support children's home language in the setting. The setting does not currently care for children who have special educational needs and/or disabilities. However, staff understand the importance of working closely with other early years professionals to support such children. Suitable arrangements are in place to support children's transition into school.

The setting is developing positive partnerships with parents that contribute to supporting cohesion and continuity of children's care. An increasing emphasis is being placed on engaging parents in their child's learning. However, weaknesses in systems to monitor children's progress hinder the setting's ability to provide parents with precise ways they can support their child in all areas of learning.

The setting demonstrates a sound commitment to improving practice to improve outcomes for children. Since the last inspection all required actions and recommendations have been met. As a result, children's individual welfare and learning needs are met. Staff are highly motivated to continually improve. Self-evaluation systems are developing and demonstrate that reflective practice is

emerging which will help to secure further improvement for outcomes for children. However, they are not rigorous and systematic enough to identify any breaches in welfare requirements.

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

Children are supported to make satisfactory progress in their learning and development. They enjoy a harmonious environment where they are suitably supported to join in, co-operate, share and take turns. Staff set and maintain clear boundaries that children respond well to. Staff observe children's achievements sufficiently well in order to plan suitable activities and experiences based on their interests and abilities. However, observations are not systematically used to record children's progress in relation to the expectation of the early learning goals. This limits the setting's ability to support children to make as much progress as they can.

Children take part in activities that suitably support their development of skills for the future. For example, they learn how to operate and explore simple technology toys, including electronic musical instruments, which supports their creative development. They develop an interest and skills by using the personal computer to navigate around simple software. This also contributes to supporting all other areas of learning.

Growing emphasis is given to supporting children to develop an interest and understanding that print carries meaning and to provide an environment that is rich in print, signs and labels and books. Children's work is displayed with their written comments about the activity. This enables staff to support children to recall the experience and to place value on what children have said. Children are suitably encouraged to engage in conversation with staff and other children who attend the setting. They enjoy mark making during craft activities. Children demonstrate a growing interest in sounds that letters make. However, although staff respond to this they do not draw on the available guidance to support this area of learning.

Children's interest and awareness of simple problem solving, including number, shape and measure, is suitably supported. Number labels are evident in the environment, for example the visual timetable and clock provide examples of how number is used for everyday purposes. Children are encouraged to note shape in their environment, for example when collecting leaves, bushes and twigs in the garden. Children develop their interest and use of language to describe shape and space size as they make fire engines from recycled boxes and containers.

Children receive good support to understand how to lead a healthy lifestyle. They take an active part in their care, for example serving themselves at lunch time, choosing from a healthy range of food, such as raw carrots. Children take part in cooking and growing activities. They take part in sports day activities and dance classes and use challenging outdoor equipment which helps them to develop good physical skills. Children benefit from visits to the village where they meet other

children in local library sessions and fire officers in the fire station, which supports their understanding of safety.

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	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 15/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and Safety of Premises and Equipment). 15/12/2011