

# Future Prospects Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY417553

**Inspection date**

19/12/2011

**Inspector**

Caroline Stott

**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.

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## Description of the setting

Future Prospects Day Nursery is one of two nurseries owned and managed privately. It registered in 2010 and operates from three floors to cater for children of different ages within a converted chapel in Pudsey, West Yorkshire. The nursery is registered on the Early Years Register and both parts of the Childcare Register. The nursery serves the local and wider community and is registered to care for a maximum of 80 children under eight years of age, of which no more than 80 may be in the early years age group. Out of school care is provided before and after school.

The nursery is open weekdays from 7.30am to 6pm, 51 weeks a year. The setting provides funded early years education for three and four-year olds. The first floor is accessed via a small set of stairs, the second and third floors are accessed via a staircase. There is an enclosed outdoor play area. There are a team of ten staff including the manager, most hold a National Vocational Qualification at Level 3 and one is working towards achieving an early years Foundation degree. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are made welcome by the relaxed environment and friendly staff. Children's individual needs are met and supported which enables them to feel safe and settled in the nursery. Suitable arrangements exist to maintain children's safety and health and well-being is fostered. There is a reasonable range of activities and resources to support the children to make suitable progress in the areas of learning of the Early Years Foundation Stage. The partnerships established with parents and the community are successful and links with the local school is ongoing. Those in charge have an understanding of their strengths and weaknesses and have positive steps in place for improvement.

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

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

- support older children enabling them to gain independence, by developing freedom of choice and promote decision making, extending children's responsibilities and learning opportunities freely available to them
- ensure observation across the six areas of learning supports continuous assessment to form a view of where each child is in their learning, where they need to go, and the most effective practice to support them in getting there
- support children in using a range of technology to include cameras, photocopiers, CD players, tape recorders and programmable toys in addition to computers.

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

Safeguarding regulations and duties are met and policies for safeguarding are in place and reviewed regularly. The staff team are appropriately vetted and are suitably trained and are aware of the procedures to follow if they have concerns about a child. This means children's welfare is monitored and risk of harm can be identified and reported to the appropriate agencies. The policies and procedures are reviewed and shared with the parents. Policies, records and consent sheets are in place and the required documents are on display. Fire equipment is in sight and fire drills are completed. Risk assessments are carried out effectively, including when children are taken outside and on outings. This means that children are able to move safely around the building with the assistance of appropriate staff.

The environment is welcoming and friendly, there are many pleasing displays and resources are made available to the children. The baby and toddler areas are organised and accessible to the children. For example, babies enjoy exploring paint fully using all their senses and toddlers investigate cornflour gloop using vehicles and physical involvement. This means that they are able to thrive and make progress in their learning and development. However, older children are limited with opportunities for them to self-select resources, to further develop their independence and decision making skills.

Partnerships with the parents and carers are positive. Parents add important information to the entry record sheet, detailing children's starting points. This means that parents can become involved in their child's learning and each child is supported in making progress in the Early Years Foundation Stage. The nursery is establishing partnerships with local providers, such as, the local children's centre and local schools. Communication and information sharing takes place to support children's achievements and well-being.

The nursery adequately promotes equality and diversity and tackles unfair discrimination. Staff encourage links with the local Children's Centre to assist meeting children's individual needs. The nursery has completed a self-evaluation form and is using a focussed improvement plan with the aid of the local authority advisor to develop appropriate targets for improvement.

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

Children feel safe as they move from the main room to the dining room on the second floor, supported carefully by staff. Toddlers take on the challenge of negotiating these stairs independently, unhurried by staff and praised continually, promoting children's safety and self-esteem. The outdoor area is accessed via a backdoor with steps, children are aware they are to wait for staff, who monitor that children use these steps carefully. This ensures the safety of the children is met by staff.

Health and well-being is acceptable, overall babies and young children's health and dietary needs are met. Older children are encouraged to go to the toilet and wash their hands, encouraging them to learn the benefits of appropriate hygiene practice. Staff offer support if needed. Physical development is promoted, the room displays photos of all children enjoying the outdoors, engaging in water-play and sand-play out doors, providing experiences of manipulating and investigating different textures. Outdoor play is eagerly welcomed by the older children. Children enjoy a game of football and chase, this promotes large motor skill development and freedom of movement.

Children make suitable progress within the Early Years Foundation Stage and this is recorded in individual profiles. These are supported by photographic evidence and observations, planned around themes and children's interests. However, observations are not consistently evaluated effectively to identify and support the next steps of children's individual learning, ensuring their needs are being met to cover the six areas of the Early Years Foundation Stage.

Communication, language and literacy are promoted as children of all ages freely enjoy books. Mark making is offered in all areas stimulating early hand-writing skills. Older children engage within story time, requesting stories of interest and participating in familiar words. A group circle time activity displays how all children take pleasure in joining in with nursery rhymes and finger rhymes. A toddler eagerly joins in the song to gain his current bun whilst patting a staff hand, within the song of 'five current buns'. However, there are currently limited technological resources to contribute to children's learning and developing skills for the future.

The staff support children's personal, social and emotional development, during lunchtime in the dining room. There are opportunities for children to sit next to friends and staff and appropriate manners are encouraged. Children behave well and actively seek out friends, peers and staff within their areas. This is because staff give clear explanations and sets appropriate boundaries. A season's display exhibits how children explore knowledge and understanding of the world. The four seasons are demonstrated through creative development, such as, sticking Autumn leaves to paper and decorating flowers with tissue paper. Further creations, for example, rain drop pictures and snow flake cut outs, continue to enhance this seasons wall display on a large scale. The sensory baby-room offers a peaceful surrounding in which babies lie or sit and the walls show photographic evidence of babies along with their hand and foot prints.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
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:	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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