

Early Birds Private Day Nursery

Inspection report for early years provision

Unique reference number

EY250442

Inspection date

19/12/2011

Inspector

Joanne Law

Setting address

193 Spendmore Lane, Coppull, Chorley, PR7 5BY

Telephone number

01257 791 089

Email

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

Early Birds Private Day Nursery is operated by a four-way directorship. It operates from a converted house and a purpose-built baby room in Coppull, Chorley. The nursery serves the local area. It is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6pm. 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 43 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 73 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.

The nursery employs 16 members of childcare staff, of whom 4 hold a relevant Level 4 qualification, 9 hold a relevant Level 3 qualification, one is working towards Early Years Professional Status and one is working towards a relevant Level 3 qualification. The nursery receives support from the local authority and is working towards a Lancashire Quality Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in a calm, friendly and stimulating environment. Children's unique needs are well met and they make good progress in their learning and development. Most documentation to ensure the safety and welfare of children is in place. The manager has made good progress to develop the service since the last inspection and demonstrates the capacity to maintain continuous improvement. Good partnerships with parents, other Early Years Foundation Stage providers and other agencies are developed to ensure that the needs of all children are met, along with any additional support needs.

What steps need to be taken to improve provision further?

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

- obtain information about who has legal contact with and who has parental responsibility for every child (Safeguarding and promoting children's welfare).
- 26/12/2011

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

- establish a consistent system to verify the identity of any visitors

- develop further personal hygiene routines so all children, including babies, wash their hands before they eat.

The effectiveness of leadership and management of the early years provision

Recruitment procedures are well developed and the provider uses a variety of evidence to make decisions on the suitability of staff. Staff benefit from induction programmes and regular appraisals. Children are safeguarded and well protected because the staff are knowledgeable about local safeguarding policies and good procedures are in place. Risk assessments, checklists and staff practice help to ensure good standards of health and safety are maintained. A visitors procedure is in place. However, identification of a visitor was not checked, and this has the potential to put children at risk.

The staff have a good knowledge of the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organised and accessible to the children. For example, children of all ages choose their own resources, and this enables them to thrive and make good progress in their development. Resources are available that promote positive images of diversity and enhance children's awareness of the wider world. Children celebrate different festivals which relate to children within the nursery. A good equal opportunities policy is regularly reviewed and implemented by staff. This ensures that the individual needs of all children are met and all children are included fully.

The manager is aware of her strengths and weaknesses and she considers ways to improve her provision for the children. She has addressed previous recommendations promptly and effectively. For example, the environment is rich in numbers, which means that all children have opportunities to learn about numbers. The setting forms good working relationships with parents and carers. They obtain information about each child and encourage visits and discussions prior to enrolment. However, information about who has parental responsibility and legal contact is not obtained for all children. This is a breach of legal requirements. Effective relationships with other provisions involved with the children are established and contribute well to supporting children's welfare and learning.

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

Children are making good progress in their learning and development because the staff have a good understanding of how children learn through play. All children enjoy an interesting range of activities which have clear links to the areas of learning in the Early Years Foundation Stage. Children settle well in familiar surroundings where the staff are sensitive to their needs and interests. Children demonstrate their independence as they move around the rooms selecting different toys and resources to play with. The appropriate organisation of equipment and toys enables children to use the resources well and follow their curiosity as learners.

Children develop an understanding of mathematical concepts through daily routines and play, for example, counting during water play. Children's language development is well supported by the staff through positive interaction and interesting book areas. Children are able to rest in quiet areas where there are cushions, rugs and sofas. A computer is available for older children to give them opportunities to acquire skills in operating equipment. Children learn about the growing process as they are involved in growing herbs in the garden. The setting has a commitment to sustainability, involving the children in some recycling.

Through everyday routines, children are developing a generally good understanding of the importance of effective personal hygiene practices. However, babies do not consistently wash their hands before eating. The children have a good understanding of making healthy choices. They are offered a choice of healthy snacks and meals. At lunchtime older children are encouraged to serve themselves, supporting their independence and confidence. Overall, opportunities for children to be active are good. They frequently take part in physical activities, which supports healthy growth and physical development. They have equipment to access, such as, bats, balls, crates, tyres, ribbons and large-scale equipment that encourages children to climb. In addition, through painting, drawing, cutting and malleable activities, the children are developing their dexterity and co-ordination skills. The outdoor area is particularly well resourced with natural materials and is imaginatively laid out.

Children and babies are secure in their routines, for example, they lay down happily at sleep time with comforters. Children are learning to keep themselves safe through practical daily routines. They practice evacuation procedures to further their understanding. Their behaviour is good and praise is given for positive behaviour. Older children are proud to be the 'star of the day' or to take on the role of 'the leader'. As a result, they are developing good self-esteem and understand when they have done well.

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