

Nightingales Private 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

Nightingales Private Day Nursery opened in 2011 and is privately owned and managed. It operates from the former St James' presbytery in Oakes, Huddersfield. Children use six rooms on three levels in the converted detached building. The nursery serves the local community and surrounding areas. There are steps both outdoors and within the setting. Children have access to the gardens and the babies have a designated outdoor play area.

The nursery is registered on the Early Years Register and both parts of the Childcare Register. The nursery is registered for to care for a maximum of 55 children under eight years, of whom no more than 55 may be in the early years age group. There are currently 54 children on roll. The nursery provides funded early education for three- and four-year-olds. Out of school care is provided before and after school and during school holidays. Children are taken to and collected from four local schools. The setting supports children who speak English as an additional language.

The nursery opens Monday to Friday all year, from 7.30am until 6pm and children are able to attend for a variety of sessions. There are 12 members of staff who work directly with the children. Of these, nine hold early years qualifications. The manager has a Foundation Degree in Early Years Care and Education. There are two apprentices working towards relevant qualifications and the deputy is currently working towards a Foundation Degree in Early Years Care and Education. The setting receives support from the local authority and the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery is meeting all of the requirements, and outcomes for children are broadly satisfactory and improving. As a result, children make steady progress towards the early learning goals and enjoy participating in messy and creative activities. Links with other local childcare providers are in the early stages of being developed and there is scope to increase children's access to outdoor play, involve the parents in the self-evaluation process and improve monitoring and assessment arrangements.

What steps need to be taken to improve provision further?

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

- organise systems, so the children's access to outdoor play is increased
- ensure parents are involved in the self-evaluation process
- continue to develop partnerships with other childcare providers
- encourage parents to add their comments and observations to their child's

- development record
- consistently implement monitoring systems to ensure that there are no gaps in the children's learning.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are secure and all required checks have been carried out on staff. Staff members have completed safeguarding children training and the setting's safeguarding procedures are included within staff induction procedures. As a result, the staff record any concerns, they seek advice and work in partnership with external agencies. Supervision of children is good and the system to manage access to the premises is effective, as unauthorised persons cannot gain entry and visitors are recorded. Risk assessments have been undertaken and all hazards have been identified and minimised, for example safety gates are in place to prevent children independently accessing the stairs and leaving the playrooms.

The environment is well maintained and carefully looked after and a housekeeper is employed to clean the premises daily. The provider is taking some steps to ensure resources and the environment is sustainable, as recycled materials are used during art and craft activities, such as newspapers and wool. Self-evaluation is mostly undertaken by the manager, who has clear priorities in place for future improvements. Plans are well placed to bring about positive outcomes for children, for instance these include re-locating, extending and improving the provision for the out of school children. However, parents are not currently included in the self-evaluation process.

Children who speak English as an additional language receive adequate support, as the staff find out about the child's home language and any significant words. The nursery has started to build links with other childcare providers, where minded children receive care and education from more than one setting. For example, they have introduced themselves to the teaching staff, although these links are not fully effective as they have not successfully shared any other relevant information with the other setting.

There is an established system in place to gain information about children before they start at the nursery, which includes their individual needs and routines. Parents receive regular information via parents' evenings, daily information sheets for the under two's and daily feedback from staff. However, parent's observations and comments are not included within their child's development records.

Children are beginning to develop an adequate understanding about the wider world and local community. They enjoy playing with a satisfactory selection of resources which reflect positive images, such as dolls and books. They have also celebrated Easter, Christmas and Halloween. Children are occasionally taken out on visits, for example to feed the ducks and visit the vets. Some interesting visitors are also invited into the setting, such as a dental hygienist and Santa Claus.

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

The cook has completed food hygiene training. Meals, such as cottage pie, peas and apple pie with custard are offered to the children. The pre-school children have some opportunities to develop their self-help skills, as they help clear the tables after lunch. Planned activities, such as growing, harvesting and eating fruit and vegetables, also introduce the children to healthy ingredients.

Children are involved in making decisions about what they would like to do to some extent, however it is the practitioners who decide when and if the children can go out to play. Resources are mostly well deployed to improve outcomes for children; however, there are occasions during the session when the children do get restless. This is because their access to outdoor play during the day has been limited.

Babies and young children are content and settled. They have formed close attachments to staff; they settle down quickly for a sleep and laugh while the staff sing 'roly poly, roly poly round and round'. The children have regular opportunities to handle tools safely, for instance they use knives to cut vegetables. They are also developing an understanding of dangers and how to keep themselves safe, as they regularly practise the fire drill and are encouraged to hold onto the hand rail while going up and down the stairs.

Clear, detailed and effective planning systems are in place, which respond directly to each child's individual interests and development needs, such as making dens and identifying and naming colours. The system for assessing and recording children's development identifies their achievements and next steps. As a result, children are making satisfactory progress in their learning and development. The system is easy to follow and all staff working with the children understand how each part fits together. Monitoring systems have recently been introduced; however, these are not being consistently implemented to help staff identify any gaps in the children's learning.

Children have daily opportunities to be involved in messy and creative play. This is throughout all age groups, such as babies playing with the shaving foam, paint and water. Children regularly engage in activities requiring hand-eye coordination, such as using scissors, glue spreaders and paintbrushes. Babies and children enjoy joining in with various action songs and rhymes, such as 'wind, your bobbin up', 'twinkle, twinkle, little star', and 'if you're happy and you know it'. More able children confidently and enthusiastically count from one to 10, for example while looking at the book 'Winnie in winter'.

The staff team are very friendly and approachable. They consistently give children lots of positive praise and encouragement. As a result, children are generally well behaved, for example more able children use good manners without being prompted to do so and enjoy helping to tidy up the toys.

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	2
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	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

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

Met