

Natural Choice Nurseries - Charfield

Inspection report for early years provision

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09/01/2012

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*.

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Description of the setting

Natural Choices Nurseries - Charfield, is one of two nurseries privately own by a limited company. It was registered in 2011 and is on the Early Years Register. It operates from a converted detached property and is on an island site within the village of Charfield, near Wotton-under-Edge, Gloucestershire. Children have access to eight play rooms, a sleep room, toilets and an enclosed garden. There is a parking area for cars. The nursery opens Monday to Friday from 8am to 6pm. They close for bank holidays and a week at Christmas.

The nursery is registered to provide care for a total of 39 children in the early years age group, of these, no more than 15 may be under two years at any one time. There are currently 27 children on roll, nine of these are under two years of age. The nursery receives funding to provide free early education for three- and four-year-olds. There is a team of five staff, including the manager, who work with the children, of these four hold appropriate childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are generally happy, content and feel safe in their surroundings. Staff meet children's needs adequately and show genuine care and concern for the children in their care. Children make steady progress in their learning, but have few resources to raise their awareness of diversity and their independence is not fully encouraged at snack time. There are good partnerships with parents and other early years settings in place. Risk assessments have been completed, but steps have not been taken to deal with all hazards and records of children's attendance are not kept as required. As a result of the self-evaluation process an action plan has been developed; this targets some areas that will benefit the children's learning and development but has not identified all areas of weakness.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure that hazards to children outdoors are kept to a minimum (Suitable premises, environment and equipment) 23/01/2012
- keep a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the children's key workers. (Documentation) 23/01/2012

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

- promote children's awareness of diversity by increasing resources that reflect and promote a positive attitude to disability, ethnicity and cultural and social diversity
- consider how to develop older children's independence further when pouring drinks during snack and meal times.

The effectiveness of leadership and management of the early years provision

Staff have a suitable awareness regarding safeguarding procedures and record clearly any injuries that children may have at home. Accident and medication records are kept and shared with parents. All cots that children sleep in have sensor monitors and staff keep a record of the regular visual checks they make on sleeping children. All safety gates in the nursery are kept closed and ensure that children are not able to access areas unsupervised. In general staff supervise children well. Risk assessments have been completed regularly, but these failed to identify that water butts in part of the garden area were uncovered and may pose a risk to children. Children and staff hours of attendance are poorly recorded. For example, only arrival times for many children and for most of the staff are recorded. These are both breaches of the requirements.

A suitable range of resources are provided that are easily accessible and in good condition. Children are free to access these during the day; they are given choices through the day as to which room they would like to play in and what they would like to do. Although resources that reflect diversity within the community are limited, staff work hard to ensure they promote equality and diversity satisfactorily. There are currently no children who attend that have English as an additional language or special educational needs and/or disabilities. However, staff were able to demonstrate a suitable awareness about how they would offer support should such children start to attend.

There are good partnerships with parents and carers in place. Staff share regular information with parents when they collect their children, both verbally and with day books. Regular newsletters, notices and information around the nursery help parents keep informed about what is happening. Parents' evenings and a suggestion box means parents can feel involved in their child's care. Parents speak very highly of the setting, how approachable the staff are and how they value the settling-in process offered for their children. All necessary parental permissions are in place. Links with other settings that children attend are good. Visits between the nursery and other groups have been organised so that staff are able to see the children in different settings and information about children's development is regularly shared.

All staff and management have been involved in the self-evaluation process and,

although this is basic, an action plan has been put in place. However, the process did not identify that two legal requirements had not been fully met and that a risk to children in the garden was not fully identified. Areas highlighted to improve will benefit children and demonstrate that staff are working to improve and develop practice.

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

Staff are working hard together to create a warm, friendly, caring environment where children are able to develop into happy, confident and active learners. Staff have a suitable knowledge and understanding of the Early Years Foundation Stage learning and development requirements. As a consequence, they observe, assess and plan activities around children's interests and their next steps in development. Children have choices through the day of activities they would like to do. For example, staff asked children if they would like to play in the creative room or the role-play room. Children have a lovely time playing with the cars and in the role-play area. Some children help with cleaning out the hamster. They learn how to hold the animal gently and respect it's needs. After the cage is cleaned out one child carefully carries the hamster in its play ball to the member of staff, so it can be put back in its cage.

Staff use plenty of praise and encouragement as they interact with the children. Children behave well and learn to share as they take turns and negotiate with their peers, supported by staff. Children make satisfactory progress in communication, literacy, numeracy and skills relating to information and communication technology. The younger children are beginning to learn early skills to support future learning and they show an interest in their surroundings.

Children are starting to build good relationships with staff and the key person system works well. Younger children demonstrate they feel safe as they play. Staff offer plenty of reassurance and encouragement to the younger children as they play. Lovely interactions between staff and children encourage the development of early language skills. All children enjoy looking at books alone and together with staff, when they point at the pictures in the book and concentrate on the story.

Children have a good understanding about healthy lifestyles. They enjoy regular outside play and are able to run, climb and jump on the play equipment and ride bikes. Children enjoy being able to ride down the slope in the garden area; they recognise when it is not safe and when they are able to go. For example, a child says they cannot go as a child is at the bottom of the slope, and waits until the path is clear. Children understand about the importance of hand washing after using the toilet, before eating and after being outside. Children enjoy snack times and enjoy cutting the fruit, getting out knives, plates and cups. However, the older children are not encouraged to pour their own drinks to develop their independence further. Staff are good role models and put in place hygienic nappy changing routines. Aprons, gloves are used and mats sprayed routinely to prevent

cross-contamination.

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	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	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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