

Early Days Nursery School

Inspection report for early years provision

Unique reference number EY216550
Inspection date 10/03/2009
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Type of setting Childcare - Non-Domestic

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the setting

Early Days Day Nursery has been open since August 2001. It operates from a two storey detached building in Newcastle-under-Lyme, Staffordshire. A maximum of 57 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round. The nursery has a fully enclosed outside play area. There is level access to the setting, with toilet facilities available on both the ground and first floor.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 57 children under the age of eight years may attend at any one time. There are currently 34 children from birth to five years on roll. This includes children who receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities. Six full-time and two part-time staff work with the children. Of these, seven hold a National Vocational Qualification Level 2 or 3.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children learn and develop well as staff are enthusiastic and have a good understanding of the Early Years Foundation Stage (EYFS). Consequently, they provide fun and engaging activities based on children's interests. Individual needs are promptly identified, respected and met. Most documentation is in place to ensure children's safety and well-being. The setting has a clear focus on outcomes for children and uses self-evaluation to good effect, addressing weaknesses and planning future improvements to further develop the setting.

What steps need to be taken to improve provision further?

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

- increase the level of information provided to parents and shared with other settings that children attend to fully support individual learning and development
- develop children's individual records so that observations can be matched to the expectations of the early learning goals
- provide opportunities for children to develop and use their home language in their play and learning.

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

- ensure that the name, home address, telephone number and Criminal Records Bureau (CRB) disclosure reference number for all staff is kept on the premises and made available for inspection by Ofsted (Documentation).

24/03/2009

The leadership and management of the early years provision

The setting is effectively led by an enthusiastic manager who is focussed on providing high quality care. Consequently, all recommendations from the previous inspection have been met and there is a developing focus on future improvements. For example, children now have twice daily access to the outside area and plans have been put forward to develop this area further so that children have access to improved resources. Robust arrangements are in place to ensure suitable members of staff are recruited and an induction process is used to help new staff quickly become familiar with key policies and procedures. However, one staff member's file was not available for inspection as this record is stored at the provider's other establishment. All children's documentation is in place and has recently been reviewed to reflect the current statutory framework. This ensures that children's welfare needs are being met. For instance, registration forms now include details of parental responsibility and contact numbers for parents have been updated as necessary.

Safeguarding procedures are well understood. A designated member of staff takes the lead on safeguarding issues and has attended training on this issue. Staff display a good understanding of the signs and symptoms that may indicate abuse and details for the Local Safeguarding Children Board are in place. Risk assessments for the setting are generally well detailed and cover all areas, making sure that children are kept safe at all times. Specialist equipment is used to protect children from hazards. For example, radiator covers and safety gates are in place to protect young children from harm.

Appropriate partnerships with parents and other carers are in place. Information about the setting is provided at the start of a placement and regular updates are also issued. Parents are encouraged to discuss their child's day at collection times and diaries and daily sheets are provided which include details of children's meals and activities. The setting collates parental consent forms for outings, transportation and emergency medical treatment to be sought as well as details of any allergies or other individual requirements. This ensures that care is in accordance with parental wishes and takes account of any special need. Staff work effectively to include all children, helping those with learning difficulties and/or disabilities to achieve their full potential. Individual care and educational plans are implemented and staff work efficiently alongside other professionals and parents to ensure a consistent approach. As a result, those with additional needs make good progress.

The quality and standards of the early years provision

Children's health is appropriately promoted as they are provided with a range of cooked meals at lunch time and a selection of fruit at snack times. Sensible personal hygiene routines are followed, with staff reminding children to wash their hands. Older children understand why these routines are necessary. They know

that washing 'gets rid of germs and stops you getting poorly'. They also understand why it is important to clean their teeth as they do this as part of their daily routine. Children also learn about how to stay safe. They take part in regular fire drills and are aware of rules for their own safety, such as, sitting properly at meal times. All children behave well and understand what is expected of them. Staff generally deal with any unwanted behaviour calmly and positive actions are rewarded with praise and encouragement. Children take great pride in being the 'special helper' for the day, handing out plates at meal times and helping to tidy away toys.

Building on children's interests, staff plan experiences that link to children's individual learning and development needs. Planning involves some interesting and interactive activities. For example, during a topic on mini-beasts, children have the opportunity to make worms out of salt dough, consider how worms might feel and move, and then find worms outside and explore their habitat. All staff undertake observations of children and assess their next steps, which are then fed into future plans. This ensures that children are constantly stimulated and encouraged to develop. However, not all staff are matching children's achievements to the expectations of the early learning goals. This makes it more difficult to identify areas where further progression is needed. Parents are able to come and look at children's individual files and discuss their children's progress. However, they are not provided with many other details of the learning requirements or given ideas for how to extend learning at home. Similarly, where children attend other settings that deliver the EYFS, partnerships have not been developed to share information about development.

Young children have fun exploring the texture and taste of cooked pasta or playing with interactive toys. Older children develop a range of skills as they take part in a group activity, such as, making a large collage for their room. This promotes early writing skills as well as developing their creativity as they stick pieces of coloured tissue paper onto a large sheet. Sharing the glue, they learn to wait their turn and use their manners as they ask each other to pass the items they need across to them. Basic calculation skills are also promoted through play as children sing number songs, such as, 'ten fat sausages' and work out how many are left as 'one goes pop and another goes bang'. With support, they confidently count backwards deducting two each time. Resources are set out so that children also have plenty of opportunities to select their own activities and games. There are few opportunities for children to use home languages other than English in their play.

Sand play, construction blocks, books and dressing-up are all enjoyed. Routine activities, such as, registration and meal times are also used effectively to encourage children to develop their skills. In the 'tweenie room' children confidently find the right coloured handprints on the wall at registration time and take part in counting activities. This is further developed in the pre-school room where older children count forwards and backwards to twenty and find their own names in print as they self-register. They also correctly identify the starting letters of their names as they learn the 'jolly phonics' that relate to their initials. At meal times, children set the table and give out plates and cutlery. Older children serve themselves with increasing control developing their confidence and independence.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	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

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