

Janet Genter Community Nursery

Inspection report for early years provision

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EY307681

Inspection date

13/12/2011

Inspector

Carol-Anne Shaw

Setting address

Little Stars Children's Centre, 95 Preston Road, HULL, HU9
3QB

Telephone number

01482 790277

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.

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Description of the setting

Janet Genter Community Nursery was originally registered in 2001 and moved premises, to its current location in 2004. Child Dynamix is a registered charity, who own and manage the setting. The nursery is located in a purpose built children's centre situated in the east of Kingston upon Hull. It is divided into three separate rooms for the ages of the children attending, with other ancillary areas. Children have access to an enclosed outdoor play area.

The provision is registered on the Early Years Register for a maximum of 51 children under eight years any one time, of these 15 may be under two years of age. There are currently 72 children in the early years age range on roll. The nursery is open each week day from 7.30am to 6.30pm. Children come from the local and wider areas and attend for a variety of sessions. There are strategies in place to support children with special educational needs and/or disabilities and children who have English as an additional language. They are also registered on the compulsory and voluntary parts of the Childcare Register. However, at the time of inspection no older children attend.

There are 11 members of staff employed who work directly with the children, a manager sees to the overall management of the nursery. There is a food and nutrition coordinator with responsibility for children's meals. All but two staff hold an appropriate early years childcare qualification to at least level 3. The nursery has links with the local authority through the Early Years Standards and Improvement Officer. The setting provides funded places for children who meet the criteria.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's learning is promoted by the staff team, who provide a mainly enabling, child friendly environment for them to play and learn. The staff team have a good understanding of the Early Years Foundation Stage to enable them to support children's individual needs. The new monitoring systems linking to the action plan are driving forward the early years practice, improving the outcomes for children. There are good partnerships with parents providing continuity of care for all children. Children's welfare is a priority in the inclusive provision and children are safeguarded.

What steps need to be taken to improve provision further?

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

- develop further the learning environment to provide more opportunities to

- extend children's learning and use the possible next steps to provide more challenge for individual learning
- develop further the recording and monitoring systems of children's learning and developmental progress, using the information to plan and develop the setting.

The effectiveness of leadership and management of the early years provision

Priority is given to safeguarding children, through the staff team's knowledge of working within the child protection legislation. There are effective recruitment and vetting procedures in place. Children are protected from harm through the use of risk assessments, identifying and minimising potential dangers on the premises. Their safety is further enhanced by all visitors to the building being carefully screened. Staffing levels and close partnership working with other professionals ensure that children's safety and welfare is promoted.

The nursery is inclusive and has established effective links with external agencies to ensure that any children with special educational needs and/or disabilities receives the required individual support tailored to their needs. The staff involves parents and carers in their child's progress by exchanging information. Thus, supporting children's care, learning and development needs. Partnerships with other providers delivering the Early Years Foundation Stage are supported, ensuring that when children transfer to school there is progression in children's learning. The children's awareness and understanding of people's differences is promoted with opportunities available for children to freely access activities and resources. This supports their understanding of the diversity of people living in the local and wider community.

Most of the staff team hold recognised early years qualifications. They are committed to further development in their knowledge by attending additional training. This ensures further improvements to the children's learning environment. The nursery is well organised, allowing children access the outside play area. Staff deployment responds to the flow and movement of children between indoor and outdoors. There is a good range of quality resources available, these are organised to provide an enabling learning environment. However, the challenges set for children are not fully maximised.

The monitoring systems in place are not yet fully effective in showing the staff what they are accomplishing. They are beginning to show areas for further development and will be used to inform their continuing action plan. The areas they have identified for development, mainly link with the areas the inspection highlighted for further improvement. The partnership with parents is good, as systems in place ensure that they are informed about what is happening in the nursery. The staff team help parents and carers to support their children's learning, through completing and sharing the learning journal. They discuss children's learning and targeted next steps. There are links with the local primary schools, assisting children's transition into full-time education.

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

The staff team progress their knowledge and understanding of how children develop in the different areas of learning through attending training. This enables them to plan and deliver interesting activities based on the six areas of learning. Confident, happy children enjoy their time playing in a safe and secure environment with staff and their peers. The staff team are becoming skilled at asking questions that make children think about how they are doing things. All children are making good progress towards their early learning goals in all areas. The staff's continuous approach to observations and assessments enable them to inform the planning cycle for individual children's possible next steps of learning. The observations are systematic, however, the quality is varied. This is not fully effective in challenging the children in all areas.

The learning environment provides all children with worthwhile activities to support and help them to make sense of the world around them. They can confidently describe the weather and different methods of transport they have seen and used. The interaction with staff and daily routines help children to be secure and confident when moving around the setting. Everyday activities and clear boundaries enable them to feel safe. For example, they know not to run indoors and learn from a young age how to use the equipment in a safe way. The activities are organised, so all children can participate at their level of understanding and ability, ensuring the setting is fully inclusive. Children's behaviour is good. They learn to share and take turns, as the staff team sensitively support the children's understanding.

Children engage in a wide variety of indoor and outdoor physical activities to help their understanding of keeping healthy and contributes to their health. At snack time, the children eat healthy options of fruit and drink milk or water. Meal times are a social occasion where the children sit together at small tables with staff. The nursery provides a good range of healthy meals cooked on the premises from fresh ingredients. All children enjoy their food and become very independent in feeding themselves. Children's food is prepared to meet their development stage. Individual dietary requirements are met.

The nursery is effectively organised in all sections. In the baby section, there is good space for small groups of children to work independently at their level. They freely access a range of natural resources. The staff team promote a holistic approach, so children experience many activities, supporting all round development. Younger children eat, rest and sleep to their own routines. Children are able to work independently, as well as co-operating with each other. They behave well, demonstrating kindness towards others, taking turns and sharing resources. Throughout their time in the nursery, there are activities that enable them to explore numbers and shapes. They are developing their communication and literacy skills by talking about their ideas, joining in role play activities in the hospital and the home area, sharing books and enjoying mark making. The children learn to link signs with language and pictures. Good systems are in place

to develop their listening, language and writing for a purpose.

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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