

Gillitots Day Nursery

Inspection report for early years provision

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EY348871

Inspection date

23/11/2011

Inspector

June Oliver

Setting address

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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

Gillitots Day Nursery was registered in 2007 and is privately owned. It operates from three playrooms in a modern self-contained building in Partington, Manchester. There is an enclosed area for outdoor play. The nursery opens Monday to Friday 8am until 6pm all year round, except for public holidays and one week at Christmas.

A maximum of 20 children aged under eight may attend the nursery at any one time, 20 of whom may be in the early years age range with nine children under two permitted. Currently, there are 34 children on roll. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for early education places for children aged two, three and four years old. Children attend for a variety of sessions, including before and after school.

There are eight members of staff, of whom, seven, including the owner and manager, work with the children and a cook. Of the staff that work with children, one has a Primary Education degree and five others have relevant early years qualifications. The setting receives support from Trafford local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make very rapid progress towards the early learning goals because the staff have considerable knowledge about the children's needs and support their learning and development exceptionally well. Innovative activities are planned that follow children's interests and individual needs. A wide range of interesting and stimulating child-initiated and adult-led activities generally cover all areas of learning consistently. High quality partnerships with parents and other professionals which support children's learning and development have been established and are highly effective. Comprehensive processes are in place to evaluate and monitor practice and the nursery is committed to providing a first class provision for families. An extensive range of policies and procedures are in place which support practice very effectively.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- supporting children's growing independence further, this is with regards to children helping to prepare their own snack.

The effectiveness of leadership and management of the early years provision

There are superb procedures in place to ensure children are safeguarded and cared for by staff that have completed all required suitability checks and training. A safeguarding policy is in place and staff have an excellent understanding of how to follow and support any concerns with regard to the children's welfare. Children are kept exceptionally safe as risk assessments are completed daily and there is a biometric device for parents to register their children's attendance electronically. The vigilant staff ensure children are supervised well and enable them to move around the setting freely and safely. The implementation of a comprehensive set of written policies and procedures support practice.

The owner and manager lead the highly motivated staff team and efficient rotas ensure the smooth running of the nursery. The nursery is welcoming with posters, displays and artwork, such as children's firework paintings, to create a sense of belonging. The easily accessible and well-presented activities enable children to select their own toys and ensure that learning is very well supported. For example, children can explore the discovery bottles in the star covered, cosy, dark display area of the space theme. This encourages their independent learning. The staff know children very well and adapt activities to enable all children to participate fully. For example, staff help some children to build with the blocks and supervise others. The high quality relationships between staff and children ensure excellent supervision and support for learning and mean that children's individual needs are met most effectively.

A robust self-evaluation process ensures that ideas from parents, children and staff are used effectively to consider improvements to the provision. For example, a recent audit identified that resources to promote differences and diversity were not fully effective. The nursery now has books and posters of real people to promote this area of learning. Practice is regularly reviewed at staff meetings to ensure staff are meeting the needs of children. For example, children's learning folders are now completed and discussed as a group to ensure continuity when children move through the different rooms. Staff have regular appraisal meetings to discuss their professional development and own need to ensure they stay up-to-date.

Parents are extremely happy with everything about the nursery and comment that children progress rapidly in their learning and enjoy all activities offered. Parents have excellent opportunities to contribute to their children's time at the nursery, for example, using daily diaries and questionnaires to seek their opinions. Regular opportunities to share their children's learning folders and progress reports enable parents to be fully informed about their child's progress towards the early learning goals and to support learning. Excellent partnerships with schools that children transfer onto have been established. This means that children's transitions are very well supported. Highly valued links with the local authority exist for support with practice and training.

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

Children learn about healthy routines superbly well. Children are independent in their toileting, and know about hygienic nappy changes. They know how to wash away the germs on their hands and clean their teeth as staff and the local dental team teach them. Children enjoy healthy food and they know what foods are good for you, with posters displayed in the setting to remind them. For example, children enjoy fruit for snack and cottage pie for lunch. Children have excellent opportunities for outdoor play. They choose to play in cars and on the climbing frame to practise their large muscle skills and run around playing games in the garden. This ensures they feel the effects of exercise on their bodies and promotes their physical learning very effectively. Children use the garden to paint stars on the fences and for growing flowers and vegetables to promote their understanding of the world around them.

The high quality relationships children enjoy with staff ensure that children relish their nursery experience. The children readily engage in conversation and activities with attentive staff, telling the staff what they would like Father Christmas to bring them. The rich, varied and imaginative activities are planned around children's interests and individual learning goals. Children are confident to move around the setting because they know their boundaries and what they can do. For example, children know they can select from the many excellent quality resources and know how to use them correctly. This encourages children to become independent learners. Children know how to use tools correctly as they eat their lunch with knives and forks.

Children make excellent progress towards the early learning goals as activities are planned around their interests and needs. Regular observations are linked to areas of learning and are used for rigorous assessment, which are used to identify next steps. Children's communication skills are excellently promoted as the staff ask questions and get involved in the play. For example, staff ask children where their paper rockets are flying to, what they are going to do there and who will they meet. Children are inquisitive and ask their own questions. For example, children ask where another child was going. Children's listening skills are very effectively encouraged as they listen to stories and action songs. Their early writing skills are promoted with wide ranging mark-making activities, such as babies using chalks on the path. There are excellent opportunities for children to develop their counting skills as they count and calculate when singing and count backwards when blasting off their paper rockets. Children are generally encouraged to be independent by putting on shoes and coats before going into the garden. However, opportunities for pouring their own drinks and preparing and selecting their own fruit at snack time are not always promoted. This means that this area of learning is not always fully supported. Information and communication technology skills are very well promoted using computers and electronic toys. This ensures they develop outstanding skills for the future.

Children are exceedingly well behaved in the nursery because of the clear and consistent boundaries. They are extremely confident and self-assured and willingly

explore the activities because they feel secure. For example, children engage in activities with high levels of participation, choosing to play alone, with friends and with staff. They are praised often which ensures they feel valued. Children have excellent opportunities to learn about differences and diversity using books showing real people and families, dressing-up clothes and role play items. They learn about their cultures and beliefs as they celebrate festivals and birthdays together and invite parents to talk about their own special days.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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