

# College Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY305851

**Inspection date**

16/01/2012

**Inspector**

Jacqueline Mason

**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

College Day Nursery is an established nursery that was registered to the college authorities in 2005. It operates from a renovated building in the grounds of Great Yarmouth College. The nursery is self-contained, including toilet and kitchen facilities, and there is easy access to the enclosed outside play area.

The setting is open from 8am to 5pm for 51 weeks of the year. It can remain open until 6pm on request. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 44 children may attend at any one time. There are currently 55 children aged from nine months to under five years on roll. Children come from a wide catchment area due to priority places being given to the children of the college staff and students.

The setting employs 10 permanent members of staff, all of whom hold appropriate early years qualifications to level 3. Two staff are working towards a Foundation Degree in Early Years. The nursery also employs three bank staff who work variable hours as needed.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Early Years Foundation Stage is implemented to a good standard to promote inclusion and help children make steady progress in their learning and development. Children behave well and are happy, settled and able to participate in activities at their own level. Staff build positive relationships with parents and others who provide care and learning for the children, ensuring that any concerns are quickly identified and managed. There are some processes in place to monitor the continuing suitability of staff, and health and safety requirements are met. Methods to identify the setting's strengths and areas for development are effective in order to plan for continuous improvement.

## What steps need to be taken to improve provision further?

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

- establish a programme of regular staff appraisals (Suitable people). 31/01/2012

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

- continue to develop planning, observation and assessment in order to plan appropriate play and learning experiences that are based on children's interests and individual needs.

## **The effectiveness of leadership and management of the early years provision**

Staff enhance the welfare of children because they have a good awareness of the signs and symptoms of abuse to help them recognise when children may be at risk. They are confident to report concerns in line with Local Safeguarding Children Board guidelines. Most staff, including the person designated to take responsibility for safeguarding, have attended relevant training. All staff and students undertake a Criminal Records Bureau disclosure and records of these are maintained on site. However, the systems to carry out regular appraisals of staff are not robust as they are not carried out regularly. Despite this, staff sign a declaration to state that they remain suitable to work with children.

Staff promote inclusion well, ensuring that children are able to take part in activities that are appropriate to their age and level of understanding. Concerns about children's learning and development are managed sensitively and the setting has established effective partnerships with outside agencies to meet special educational needs and/or disabilities. There is a clear, effective key worker system that ensures each child has a named adult to take responsibility for their day-to-day care, well-being and learning. The key person establishes inclusive systems of communication with parents to keep them informed about all aspects of their children's care and well-being. Parents are encouraged to be involved in their children's learning and information is shared daily to promote continuity of care. Parents state that they find all staff friendly and helpful, are very pleased with the way information about their child is shared and feel that 'the nursery and staff are fantastic'.

The setting manager drives improvement well and staff work effectively as part of a team and are motivated and enthusiastic. The setting evaluates itself critically using a range of methods that include the views of management, staff, parents and children. As a result, the setting is fully aware of its strengths and areas for development and has clear and achievable targets for development. Each room has an individual action plan for development that is reviewed regularly to ensure that progress is being made. Staff are enthusiastic about their professional development and attend regular training courses, workshops and network meetings in order to further develop their skills and knowledge.

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

Planning, observation and assessment has recently been revised to ensure that the interests of children are at the forefront of the learning environment. The changes have only been implemented during the last week and need to bed down into practice. However, early indications suggest that the new methodology will help staff build on what children already know to provide experiences that are planned around individual children's interests. The continuous provision in the setting is very much child-led and promotes all areas of learning. Learning stories are maintained for each child, with written observations and photographs as evidence.

These are shared with parents, who are encouraged to contribute to them, promoting them as their child's chief educator.

Children are developing independence as they are able to select which activities they would like to participate in. Toys and resources are stored to enable children to self-select if they want to choose something in addition to the toys that are already out. Outdoor play is encouraged. The layout of the building means that children are not able to move freely between indoor and outdoor spaces, so outdoor play is timetabled into each day to ensure all children have opportunities for fresh air and active, physical play. Their good health is promoted further because staff encourage hand washing before eating and talk to them about foods that are good for us. A variety of fresh fruit is offered for snack and a rolling snack programme means that children can eat when they are hungry.

Children are developing skills for the future. A good balance of adult-led and child-initiated activities are promoted and toys are clean, suitable for their purpose and appropriate to the children's age and stage of development. Staff are highly involved in children's play and learning. Staff in the baby room respond well to the gurgles and babbles of babies, promoting interaction and the development of early language skills. Staff working with older children chat to them about what they are doing. They offer encouragement and ask open-ended questions to support and extend children's thinking. When children are taking part in routine activities, such as having snack, their learning continues to be promoted. This is because staff take opportunities such as this to chat to children, count the number of pieces of fruit, talk about the colour of the plates, and use children's name cards to help them to recognise and say the letters that make up their name.

When working with information and communication technology, staff encourage children to use the mouse and listen to and follow the instructions on the programme. Staff respond well to children's requests for alternative programmes. Children are encouraged to take turns and they do this readily. Their behaviour is very good and they are learning to play harmoniously together. Unwanted behaviour is managed sensitively, taking into account the child's age and level of understanding. Staff promote the wider world, providing positive images of culture, disability and gender. As a result, children are developing positive attitudes and a strong knowledge and understanding of their own customs and cultures, as well as those of others. Children are treated with genuine warmth and positive regard. They feel safe and secure in the setting and have excellent relationships with staff and each other. Children mostly come into the setting happily and readily separate from their carer, and those who do not are helped by staff to settle, given a cuddle and distracted through drawing them into activities that they particularly enjoy.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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