

University Of Nottingham Day Nursery

Inspection report for early years provision

Unique reference number 254648
Inspection date 28/11/2011
Inspector Mary Kelly

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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

The University of Nottingham Day Nursery opened in 1995. It operates from purpose-built premises on the University of Nottingham campus. It has a range of facilities within the building, including playrooms, and there is a fully enclosed outdoor play area. Children access some of the university's sports facilities, including the swimming pool. The setting is accessible to all children.

The setting opens Monday to Friday from 8am until 6pm for 49 weeks of the year. Children are able to attend for a variety of sessions. A maximum of 50 children may attend the setting at any one time. There are currently 67 children attending who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 22 members of childcare staff. All hold appropriate early years qualifications at level 3 or above. This includes four members of staff who have foundation degrees, seven who have Early Years Professional Status and one member of staff who has Qualified Teacher Status. Two members of staff are studying for foundation degrees. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are nurtured with exceptional levels of care and receive motivating learning experiences that are matched skilfully to their individual needs. Staff offer a fully inclusive and welcoming service, supporting all children to participate actively in the range of learning opportunities. The nursery is led by a highly motivated and extremely enthusiastic team who embrace the process of self-evaluation. All staff and professionals work together successfully, in order to offer the best possible experiences to children and their families. Many staff are highly qualified and all are dedicated to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- developing further opportunities for practitioners to continue to be reflective in their practice.

The effectiveness of leadership and management of the early years provision

The safeguarding of children is given utmost priority and exceptional adult supervision ensures that children are continually kept safe. Robust and concise policies and procedures are in place to protect children's welfare. The setting has established clear responsibilities in relation to child protection, including the appointment of designated staff to lead on safeguarding. Staff know and fully understand safeguarding children issues and how to implement procedures. Exceptional systems are in place with regard to risk assessments and exemplary organisation of routines helps children to gain a wonderful sense of belonging. Robust vetting and recruitment procedures are implemented and all safeguarding regulations are met meticulously.

Staff are passionate, motivated and work cohesively as part of a team in an extremely happy working environment. There is strong commitment to ongoing professional development. Staff hold high aspirations for the quality of the service provided and enjoy opportunities to reflect on their practice, for example, during team meetings and appraisals. This is an area that staff plan to develop further. All systems run very efficiently and staff morale is excellent. Actions taken to address identified weaknesses are highly effective and staff are fully committed to raising standards and improving outcomes for children.

Partnerships in the wider context are extremely well established and make a strong contribution towards children's achievement and well-being. The setting commits time to getting to know children and their families, fostering delightful relationships and helping to ensure that children settle quickly and feel secure. All children, parents and visitors to the nursery receive a very warm welcome. Engagement with parents and carers is exceptional and parents are very well informed regarding their children's care and education. They are encouraged to play a full and active part in the life of the provision. Parents are given excellent high quality information about the setting and have regular opportunities to have formal and informal discussions about their child's progress and to make suggestions. They were eager to share their views and spoke very highly of the setting. One parent stated that they 'couldn't speak more highly of the nursery' and they 'really enjoy the chat at the beginning and end of the day with the key person'; another parent said that the 'development files are wonderful'.

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

Staff demonstrate excellent knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. An interesting, varied and very well-equipped environment positively reflects children's backgrounds and the wider community. Staff are deployed skilfully to enhance children's learning and welfare, and they are experienced at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is challenged by the learning experiences provided. Children benefit from a

wonderful balance of adult-led and child-initiated activities and the routine is flexible to enable them to pursue their own interests, such as Star Wars. This resulted in the children attending the National Space Centre and creating an amazing wall learning journal to reflect their visit. Children make excellent strides in their learning and development. They become absorbed in activities and are involved in active learning for sustained periods of time.

Children engage in an extensive range of stimulating learning experiences. Planning is excellent and ensures children's learning is effective and varied; consequently, they make very good progress. Individual child development records and documents, such as health care plans ensure that staff use their time exceptionally well, so that all children benefit from high quality interactions. Children's learning is accurately documented and staff have very clear knowledge of their individual progress. Staff are genuinely interested in what children say and do and readily get down to their level to interact with them. As a result, children are confident, self-assured and enjoy warm, affectionate relationships. They also develop charming friendships and close bonds with their peers.

Children's welfare is significantly enhanced because staff take highly effective steps to promote their good health and well-being. Children adopt healthy lifestyles as they wash their hands, and become independent in their personal care needs. They willingly take part in interesting opportunities to develop their understanding of healthy eating, for example, growing vegetables, such as radishes, carrot and green beans and cooking activities. Any dietary requirements are met extremely well, for example, children with allergies have their menus signed off by parents. The snacks and meals are wholesome and nutritious, and are monitored closely by staff.

Children are developing the habits and behaviour appropriate to becoming good learners. They have excellent opportunities to use information and communication technology in the setting as they can access an interactive whiteboard, computers and a range of electronic toys for the younger children. Staff ensure that learning about mathematical concepts is fun and exciting for the children. Younger children use wooden bricks to build quite complex towers outside and older children talk about spheres and cuboids. Overall, they have exceptional opportunities to be high achievers, enjoy their learning and develop skills for the future.

Children develop a strong awareness of the wider world as they celebrate festivals and access a wide range of resources that are representative of diversity. Children play and learn in a happy and child-friendly environment which affords them plenty of space to explore. The nursery is stimulating, challenging and staff create a homely, welcoming atmosphere for children and their parents and carers. Learning is unmistakably fun and children regularly come across new and interesting challenges. Tactile play with malleable materials is extremely popular, and children adore making models out of boxes, tubs and tubes, for example, a giraffe. Children experiment with musical instruments, and there is soothing music for children to ensure that they have restful sleep. Children are active and test their physical skills as they cycle around hoops in the outdoor environment. Staff are dedicated to their roles and create an inclusive atmosphere where children thrive.

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

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