

Early Years Support Team Specialist Nursery

Inspection report for early years provision

Unique reference number	EY363226
Inspection date	28/11/2011
Inspector	Catherine Sharkey

Setting address	Early Years Support Centre, New Parks House, Pindar Road, LEICESTER, LE3 9RN
Telephone number	0116 2254795
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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 Early Years Support Team Specialist Nursery is run by the local authority. It was registered in 2007 and operates from a single storey building with access to safely enclosed outdoor play areas. The nursery is situated on the outskirts of the city of Leicester.

A maximum of 15 children may attend the nursery at any one time. The setting is open each weekday from 8.50am to 3pm during school term time. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 25 children aged from two to five years on roll. Children come primarily from within the city of Leicester.

The nursery is a specialist setting providing care and education for children with special educational needs and/or disabilities. This includes a number of children for whom English is an additional language.

The setting employs a wide range of qualified teachers and teaching assistants. Additional practitioners include physiotherapists, an occupational therapist, specialist teachers in hearing and visual impairment and a speech and language therapist.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff's excellent specialist knowledge and practice means that all children are fully supported in their learning and development. The nursery gives the highest priority to safeguarding and protecting children through their excellent policies, practice and vigilance at all times. There are very strong partnerships with parents and carers and other professionals. The nursery staff work very closely with other professionals in order to fully support children's learning and welfare. This is something they are beginning to develop further. Self-evaluation is very thorough and staff identify areas for improvement through attending courses and constantly monitoring the provision.

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 the reciprocal visits between staff at the nursery and at children's mainstream settings in order to ensure continuity of care.

The effectiveness of leadership and management of the early years provision

Children are extremely well safeguarded in the nursery because staff are highly trained and experienced in meeting the specialist needs of all children. Meticulously detailed policies and procedures are closely followed and the administration of medicines is carefully recorded. Very high staff ratios means that children are closely supervised and there are robust security systems in place. Highly comprehensive risk assessments for the premises, trips and for each child ensure their safety at all times.

The learning environment is very well organised to suit the needs of the children. Staff make excellent use of the two main teaching rooms and the dining room for a wealth of stimulating activities. Children use the light room, spa bath, soft play room and outdoor area to develop their physical skills, to relax and to experience an extensive variety of sensory stimulation. The huge range of high quality resources are appropriate to the special needs of each child. They can be accessed by children with guidance from staff so that they experience a greater range of stimulation. The nursery has access to the extensive on-site toy library and uses these resources to great effect to further enhance children's learning to a very high standard.

Staff are supported extremely well in their professional development. They have regular appraisals and termly observations by the senior nursery manager to identify areas for improvement, which are then addressed. They attend courses and cascade information to other staff. The nursery is constantly updating its practice in line with current developments and makes full use of services and resources available to them. Staff meet regularly and are highly motivated in evaluating their practice and in setting targets for improvement in the provision.

There are outstanding partnerships with parents and carers. Very detailed information is shared with staff when children first start at the nursery. This includes all their dietary and health requirements and how they communicate. Parents are invited for 'Family Fun' sessions each Wednesday morning so they can take part in activities with their children. They are kept fully informed of their child's progress through diaries, home visits, telephone calls and newsletters. They are given training and advice on how to support their children at home and are fully involved in their learning. There is excellent teamwork between the nursery and other professionals, many of whom share the same premises. Their highly skilled work with parents and nursery staff means that children and their families are supported to the highest standards and children are able to fulfil their potential. The nursery is beginning to have reciprocal visits with teaching assistants in children's mainstream settings to ensure continuity of care.

Children in this setting have a wide range of special educational needs and/or disabilities. The skilful use of the excellent quality resources and equipment and the meticulous planning means that all children experience an exceptionally stimulating environment. This means that they all make significant progress at their own level and are fully included in the life of the setting.

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

Staff observe children very carefully and record their achievements, using them to plan their next steps. This means that each child is able to fulfil their potential and make significant progress towards the early learning goals at their own pace. Planning is very detailed and meets the needs of all children exceedingly well. Inspiring teaching methods and individual strategies are used to engage children and encourage them to communicate in their own way. Pictures and visual timetables are used frequently for children to show staff what they want and for them to refer to so they know what they will be doing next. Children make very rapid progress in their learning through these methods as they are tailored to each child's learning style. Children experience an extensive range of exciting sensory experiences, feeling and exploring many textures, sounds, music and pictures. For example, they experience messy food play to allow some children to become used to the texture or smell of food to encourage them to eat. This can be introduced gradually by covering it with cling film or allowing children to feel it through rubber gloves. They learn to recognise the sounds and shapes of letters and numbers and to enjoy books and various ways of communicating, including signing. Children are learning technological skills through their use of a wealth of 'cause and effect' toys which produce pleasurable sounds or music when they press the correct button and also through the computer equipment in the light room. This acts as a reward for children and encourages them to repeat the behaviour so that they learn from it. They are learning to become used to the world around them on their trips around the local area, such as to the shops and cafes.

Children feel very safe and secure in the nursery because they bond well with their key person and other staff and enjoy a great deal of one to one work with them. They are confident in communicating their needs to staff and choosing which toys to play with in their rooms and outside. Some children enjoy cuddles from kind and caring staff and playing games with them outside. Being shown their photographs and being welcomed during the 'good morning song' makes them feel secure and valued.

Standards of hygiene in the nursery are of the highest standard, as many children are prone to infection. Staff wear disposable gloves and aprons when nappy changing or toileting children and they teach them about personal hygiene during daily routines. Parents give children healthy snacks to take to nursery and those who do not bring any are provided with toast or other snacks. They have milk, water or juice to drink and are kept hydrated throughout the day. Children's dietary and feeding needs are varied so healthy meals are provided for most children, but as some are self-limiting in their diet, this is not always possible. Those children who are not overly prone to infection develop their physical skills in many ways through the use of the specialist climbing equipment, swings and other outdoor resources. Climbing equipment is brought indoors for those not able to go outside in cold weather. The excellent use of the soft playroom and spa bath

ensures that all children are able to develop their physical skills and have exercise as far as possible.

Children are happy and settled in the nursery and staff set exemplary standards for behaviour. Children are encouraged to join in activities through the skilful strategies used by staff, which they adapt for individual children. This makes children feel valued and included. A child shows delight at being able to press a button so that a toy plays a tune. Other children laugh and giggle when playing a game of chase outside. They respond very well to being introduced to activities by staff and are engaged in their play. Staff model very high standards of good manners and behaviour which children copy and are continually praised for. They learn about a variety of festivals such as Diwali, Eid, Christmas and Easter through artwork, books, exploring artefacts and music. Their birthdays are celebrated and all children are made to feel that their opinions and preferences are truly valued.

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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