

Waterbabies

Inspection report for early years provision

Unique reference number	EY337773
Inspection date	08/02/2012
Inspector	Karen Cooper

Setting address	The Hub Doncaster College, Chappell Drive, DONCASTER, South Yorkshire, DN1 2RF
Telephone number	01302 553719
Email	mandy.rayner@don.ac.uk
Type of setting	Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Waterbabies is one of two nurseries run by Doncaster College. It was registered in 2006 and operates from a purpose-built, single-storey building within the Hub of Doncaster College. It is situated on the outskirts of Doncaster town centre. The nursery mainly provides places for children whose parents attend the college.

The setting is open each week day from 8am until 5.30pm, term time only. Children attend for a variety of sessions. A maximum of 50 children aged between six months and five years may attend at any one time. There are currently 50 children on the roll. The setting is registered by Ofsted on the Early Years Register. It is in receipt of funding for early education places. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are 10 members of staff who work with the children. Of these, nine hold a National Vocational Qualification (NVQ) at Level three and the other member of staff is working towards a recognised childcare qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming, stimulating and safe environment. Toys and equipment are plentiful, ensuring that children make good progress in their learning and development. The diversity of individual children is valued and respected. Positive relationships are in place with parents and other early years practitioners, to help provide consistency of care for children. Systems for self-evaluation are effective and the staff demonstrates a strong capacity for continuous improvement. Documentation is well-organised and policies and procedures are mostly effective.

What steps need to be taken to improve provision further?

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

- develop further the record of risk assessment to include anything with which a child may come into contact; this specifically refers to the trailing electrical lead
- develop further the record of attendance to include children's full names
- ensure staff are fully aware of the need to maintain privacy and confidentiality.

The effectiveness of leadership and management of the early years provision

The staff demonstrate a clear understanding of child protection procedures and know how to implement them to safeguard the children in their care. They have attended safeguarding training to keep their knowledge updated and there is a clear safe guarding statement which is shared with staff and parents at induction. Staff are well-deployed and effective vetting procedures ensure that they are suitable to work with the children. They organise children into small key worker groups, which enables them to build effective relationships and to get to know individual children well. Daily visual checks and clearly written risk assessments are undertaken to enhance children's safety while in the nursery and on all outings. However, the risk assessment record does not include the trailing electrical lead in the baby room to ensure children's safety is fully protected. Space is effectively organised creating a welcoming, stimulating and child-friendly environment. Children access most resources independently and those that are inaccessible can be requested. Equipment is kept clean and in a good state of repair and is regularly checked for safety.

The management team leads by example and as a result, a very low turnover of staff is maintained, resulting in the majority of the staff working in the setting for several years. The staff are experienced practitioners and work well together complimenting each other with their various characters. They demonstrate a strong capacity to maintaining continuous improvements and have implemented an effective self-evaluation system to identify where changes are required. As a consequence, they have met the recommendations made at the last inspection.

Children's individual needs are known and met because the staff recognises the value of working in partnership with parents and others. Thank you cards and questionnaires shown at inspection include lots of positive comments. For example, one parent praised the staff's friendly and caring nature and stated how impressed she is with her child's confidence and progress since attending the nursery. Parents are provided with a full range of policies and procedures which are mostly thorough, although, some lack minor detail, such as, the record of children's attendance do not include their full names and some of the children's personal details are displayed within their rooms, which does not ensure their privacy and confidentiality is fully maintained. The nursery operates an 'open door' policy to encourage good relationships with parents. They make time to talk to parents at the beginning and end of the session and children's learning journals, newsletters, the website and fund raising events are used to aid communication between the nursery and home. The staff are fully aware of the importance of sharing information when children leave to attend other settings and have established positive links with the local children's centre and schools.

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

Children are happy, settled and eager to attend this welcoming and stimulating nursery. They are valued and the staff encourages them to feel good about themselves by frequently providing support, praise and encouragement. This helps build children's self-esteem. The staff demonstrate that they know the children well and regularly observes them as they play. They record what children can do and effectively use the information gained to ensure children made good progress in their learning and development. Samples of children's work and photographs are attractively presented in individual folders and are available for parents to view.

Children are engrossed in activities which they choose. For example, babies have great fun using their senses to explore different textures and smells when playing with treasure baskets. They show their delight, laughing with excitement when using various pieces of materials to hide their faces to play peek-a-boo with staff and lots of praise, encouragement and reassurance is offered by staff, to help raise their self-esteem. Older children enjoy using their fingers to make marks in sand and effective labelling of resources and displays around the nursery, enhance children's understanding of the written word. Children enjoy sharing books which they access independently and enjoy listening to a familiar story. They benefit from consistent opportunities to develop their simple problem solving skills. For example, they join in number rhymes and count each other at circle time. Good opportunities are provided for children to develop their creative skills. They regularly join in craft activities, such as, baking, painting, modelling, collage and printing. Children love using their imagination during role play and showed an interest in having a job as a mummy, daddy or a familiar super hero. Children respond excitedly to a wide range of physical activities. They sing, move and dance with gusto to familiar songs and are helped to understand that exercise keeps them healthy. Children also benefit from a well-resourced area which offers them further opportunities to use a wide variety of larger equipment and resources, covering all abilities and develop their physical skills. Children have good opportunities to develop their understanding of the natural world as they plant and observe seeds, bulbs and spring plants that are growing. They talk about the life cycle of a butterfly and are beginning to understand more complex issues, such as, why snow melts. Children have access to computers and a good range of programmable toys to stimulate and extend valuable skills for future learning. They benefit from a range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences and celebrate special days and events, taste foods from different countries and join in role play.

Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency. Through consistent daily routines, children are encouraged to follow good hygiene practices and know when to wash their hands. There are good arrangements in place to care for children who are ill and all staff are trained in administering first aid. Children learn about the importance of eating healthy foods through daily discussions and planned topics. They benefit from a variety of nutritious and well-balanced snacks and meals and fresh drinking

water is available to ensure children are able to independently access it. The staff are fully aware of each child's individual dietary needs and ensures these are met.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

