

Abbey Place Day Nursery

Inspection report for early years provision

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15/02/2012

Inspector

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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

Abbey Place Day Nursery Limited is privately owned and managed. It was registered in 1993. It operates from the Old Vicarage close to Selby Abbey in Selby, North Yorkshire. The setting consists of three main rooms on two different levels, with kitchen and staff facilities. There is a fully-enclosed area available for outdoor play.

The setting opens Monday to Friday 7.30am until 6pm all year round, except bank holidays and between Christmas and New Year. A maximum of 50 children may attend the setting at any one time and there are currently 95 on roll in the early years age range. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three and four-year-olds. It supports children who have English as an additional language.

The setting employs 15 members of staff who work directly with the children. Of these, 11 hold appropriate early years qualifications at level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the setting and are cared for by staff who respect their individuality. Children make steady progress towards the early learning goals in an environment that is developmentally appropriate for their age and stage of development. Effective policies and procedures are in place, however, some aspects of documentation have not been sufficiently implemented. Children's welfare needs are generally well met, although there are several areas of practice that are not effectively managed. Generally positive relationships have been created with parents, carers and other professionals. Staff have a positive attitude to continuous improvement and accurately identify the setting's strengths and most areas for improvement.

What steps need to be taken to improve provision further?

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

- keep a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken. (Documentation) 29/02/2012

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

- ensure staffing arrangements are organised to meet the individual needs of all children
- strengthen partnerships with other providers delivering the Early Years Foundation Stage to consistently share information regarding children's learning and development
- provide information for parents about what can be stored safely and about appropriate food content when providing packed lunches
- strengthen the links between planning and assessment systems to clearly show how children's individual next steps are to be planned for to offer sufficient challenge and maximise their learning.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded and protected in the setting because staff have an understanding of their roles and responsibilities and have all completed safeguarding training. All staff have had enhanced background checks which means that they are suitable to work with children. Policies and procedures are detailed and in place to safeguard children. All staff follow effective security procedures to ensure no one enters the building uninvited. For example, they ensure they can see parents and visitors before allowing them entry and ask all visitors to sign the visitor's records. Risk assessments have been carried out for the premises and outings. However, they are not regularly reviewed and signed by the person who has conducted them. Although this does not impact children's welfare, it is a breach of regulations.

All children have access to a range of developmentally-appropriate resources that they independently select and explore. Appropriate systems are in place to ensure the premises are well maintained and clean. Staff know each child well and are able to provide learning opportunities and resources that interest them and keep them motivated to learn. However, staff deployment is not always effective in ensuring that children's individual needs are effectively met.

Self-evaluation systems are in place and the staff team are able to clearly identify their strengths and most areas of weakness. The setting has been recently purchased and the new owners have a clear vision for implementing positive changes and are committed to continuous improvement. Staff have addressed previous recommendations appropriately. For example, they have implemented systems of observation and assessment, which means children make adequate progress towards the early learning goals.

Staff have formed generally positive relationships with parents and share daily information on children's time in the setting. For example, staff complete a daily clock chart for younger children which details their routine and activities they have taken part in. This means that parents are kept informed of their child's day in the setting. Staff have formed sufficient links with the local schools and are aware of other setting's children attend. However, information is not always consistently shared or used effectively to support children's learning and development.

There is an effective equal opportunities policy in place. This enables staff to support all children's welfare and learning and developmental needs sufficiently. Staff readily adapt activities and learning opportunities and this means that all children are fully included in the life of the setting.

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

All children are happy and settled in the setting. They play well alongside each other and most children are developing a sense of how to stay safe. For example, they know to hold the walking snake when they are practising fire drills. Staff know all children well and they follow their individual routines this means that children feel safe and secure in the setting.

The setting provides healthy, balanced and nutritious snacks. However, children's main meals are provided by parents and do not always have appropriate food content to support children's understanding of adopting healthy lifestyles. Staff encourage children to develop an understanding of where food comes from. For example, they grow pumpkins and radishes and enjoy watching them grow, this supports children's knowledge and understanding of the world. Most children independently follow appropriate hygiene routines including washing their hands before meals and after toileting. All children enjoy opportunities to exercise both indoors and outdoors throughout the day. For example, they practice jumping and are able to discuss the positive effects exercise has on their hearts. This shows that children are beginning to show an understanding about healthy lifestyles.

Staff know the children well and ensure that there are exciting activities and learning opportunities available throughout the day. For example, they discuss jungle animals with the children before reading their favourite animal books and singing jungle songs to develop their communication, language and literacy skills. All staff regularly observe their key children and link the observations to the six areas of learning. Children make steady progress towards the early learning goals, however, planning individual children's next steps is inconsistent.

Most children behave well in the setting because staff give clear explanations and set appropriate boundaries. Children are beginning to show respect for themselves and each other. For example, they work together to tidy up and tell each other that they have done 'good teamwork' and the older children take turns playing dominoes and matching games, which develops their personal, social and emotional skills as well as their mathematical skills. Children enthusiastically talk about how to be kind to each other and what makes them happy and sad. They have created wonderful artwork that is displayed to show their different feelings.

Staff introduce new ideas and promote diversity within the setting using a variety of books and activities that enable children to learn about other cultures. For example, they celebrate Chinese New Year by dressing up and exploring Chinese food and chopsticks. This means that children learn about the world around them

successfully.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 29/02/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 29/02/2012