

Debbie's Day Care Ltd

Inspection report for early years provision

Unique reference number	EY433736
Inspection date	20/02/2012
Inspector	Maggi Hunt

Setting address	Westbourne Road, Bedford, Bedfordshire, MK40 4PQ
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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

Debbie's Day Care Ltd registered in 2011 and operates from purpose built premises in the Queens Park area of Bedford, Bedfordshire. Children have access to two open plan playrooms and a secure, enclosed outside play area.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 23 children may attend the setting at anyone time, of whom all may be on the Early Years Register. The nursery also offers care to children aged over five to eight years. The nursery is open each weekday from 8am to 6pm all year round and children attend for a variety of sessions. The nursery offers care to children with special educational needs and/or disabilities and to those who speak English as an additional language.

The nursery employs four members of staff. Three of the staff, including the manager, hold early years qualifications and one is working towards further qualifications. The manager also holds Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, welcoming and highly inclusive environment where they make good progress in their learning. An extremely well-developed knowledge of each child's needs ensures that staff are successful in promoting their welfare and development. The partnerships with parents are outstanding, supported by very good links with the local community. Partnerships with other partners and agencies are good. The setting is committed to continuous improvement through staff training, monitoring and professional development. Self-evaluation systems are developing and are good.

What steps need to be taken to improve provision further?

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

- ensure that medical records are always fully completed and include the date medication is administered
- develop the use of the outdoor provision to ensure it fully supports all areas of learning throughout the year and in all weathers
- develop partnerships with local schools to ensure children are supported in their transitions.

The effectiveness of leadership and management of the early years provision

The care and development of the children in the setting is enhanced through the dedicated owner and her staff. Arrangements for safeguarding children are good. This ensures that children are well protected. Staff understand and recognise signs and symptoms of abuse and have undertaken appropriate training. They are familiar with the procedures to follow to report concerns. A written policy and all relevant guidance documents are in place. All staff and parents are made aware of the policy and procedures. Vetting and induction procedures for all adults, who work with or come into contact with children are secure. Risks of accidental injury are minimised during the indoor and outdoor activities because staff supervise the children well and carry out regular risk assessments of the provision. The setting is very secure and staff monitor the arrival and departure of children and visitors. All staff in the setting have current paediatric first aid certificates. All required records, policies and procedures are maintained. However, medical records, although shared with parents are not always fully completed, as they do not include the dates that medication was administered to children.

All staff either hold or are working towards appropriate early years qualifications. They participate in appraisals and are committed to ongoing professional development. Systems for self-evaluation are developing and are good. The owner accurately identifies the key strengths of the setting and areas that require further development, for example, use of the outdoor environment. She has clear plans for improved practice.

Staff are generally deployed well and resources are of good quality, fit for purpose and support children's learning and development. This includes a suitable range of resources and activities to promote a positive view of the linguistic and cultural diversity of both the children attending the nursery and the wider world. Staff are familiar with the Early Years Foundation Stage and use it well to support children's learning. The environment indoors is well organised to support children's learning. However, during the winter months, the outside area is mainly used to promote children's physical development. Activities and resources to support children in the other areas of learning are not planned or made readily available.

The setting has outstanding relationships with parents and carers. Parents comment very positively on the care and learning provided. Staff ensure that they are fully informed about each child's background and welfare needs, which helps to encourage continuous and consistent care. The information is skilfully used to support children and to ensure that they are settled in the setting. Regular 'stay and play' sessions support parents in developing their knowledge and understanding of both the setting's aims and the basic principles of the Early Years Foundation Stage. The setting has established excellent links with other local early years providers, for example, the children's centre and community nursery. The setting is actively involved in a programme, providing both group and one to one support to local families. These partnerships positively benefit families in the community, as well as children's welfare and development. Staff are beginning to establish partnerships with local schools, but at present, they are less well

developed to support children's transition into school.

The setting offers sensitive and caring support to children who have special educational needs and/or disabilities. Staff liaise with local services and other professionals to ensure that they work collaboratively to support the children in their care and to put in place appropriate programmes for support. The setting supports children, who speak English as an additional language very effectively by; for example, modelling basic words and phrases, learning a few simple words in the child's own language and forming constructive relationships with parents.

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

Children are happy, settled and develop positive attitudes to learning as they play. They are offered a variety of play opportunities that support them in making good progress towards the early learning goals in relation to their capabilities. The setting carries out weekly observations and takes photographs of children, which are recorded in their learning folders. This enables the child's key worker to identify the next steps for learning. Targets are shared with parents and form the basis of planning to meet children's individual needs and interests. Children have opportunities to participate in an appropriate balance of both well-planned, adult-led and child-initiated activities.

Staff build warm and close relationships with children. They are active learners and are developing through play-based activities. Children are sociable and are developing positive relationships with staff and each other. They communicate with growing confidence, for example, at lunch time, they talk to each other and to staff. Also when playing, they make choices about which books they would like staff to read to them. They are developing their personal independence, as they dress themselves for outdoor play and help to tidy away. Children concentrate well, for example, focusing on the completion of jigsaw puzzles or building with large wooden blocks. They are proud of their achievements. Children are beginning to recognise their names and make marks as they draw. They confidently count and develop mathematical concepts, demonstrating, for example, real interest when looking at clocks as they begin to learn how to tell the time. Indoors, staff are actively involved with children at all times and ask questions and engage in discussion to encourage the children to think for themselves and to extend their learning. For example, with the aid of a small globe, staff and children discuss the countries they have visited, where their relatives live and where they and their parents were born. Outside, some staff interactions with children are less effective, focusing more on monitoring children than developing learning.

Children have regular opportunities to use their imagination through art, design, music and role play, for example, they enjoy making play dough, constructing a train track and playing in the home corner. Activities enable them to explore the natural world as they grow vegetables in the garden or investigate the 'bug hotel'. Children celebrate a wide range of cultural festivals and parents often contribute to these celebrations by providing information and expertise. Children use the

computer confidently and independently and have opportunities to use other forms of technology to support their learning.

Consistent routines help children to develop a real sense of belonging to the setting. They are developing their understanding of how to stay safe. Staff know each child very well and they are highly valued and respected as individuals. This increases their sense of well-being and promotes emotional development. Staff are kind and caring role models, who regularly praise and acknowledge children's efforts and achievements. They model appropriate behaviour and as a result, children behave and cooperate extremely well, sharing and taking turns.

Children are developing a good awareness of what constitutes healthy lifestyles. They adopt good hygiene routines, for example, washing their hands before eating and after using the toilet. They learn about healthy eating because they are offered nutritious snacks, such as fruit. Children access the outside play area during each session to support their physical development, for example, riding bikes, playing with large tyres and throwing and catching balls.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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