

Davyhulme Day Nursery

Inspection report for early years provision

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24/02/2012

Inspector

Jane Shaw

Setting address

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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.

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

Davyhulme Day Nursery opened in 1992 and re-opened under the present arrangements in 2007. It is privately owned and operates from a detached house in Urmston, Manchester. Children have access to several rooms as well as enclosed outdoor play spaces. A maximum of 49 children aged from two months to under five years may attend the setting at any one time. The setting is open five days a week from 7am to 6pm, all year round with the exception of one week at Christmas and all bank holidays. The setting also offers an out of school and holiday club provision for children aged five years to 11 years.

There are currently 61 children on roll. Of these 54 are aged under eight years and 54 of whom, are within the early years age group. Of these, 13 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 16 members of staff, including the owner/manager, all of whom work directly with the children, of these, 12 have appropriate qualifications. One member of staff holds Qualified Teacher Status and Early Years Professional Status, six members of staff have early years qualifications to level 3, and four members of staff hold level 2 qualifications. Two members of staff are currently working towards a Foundation Degree in Early Years, one member of staff is working towards Early Years Professional Status, and three members of staff are working towards a level 3 qualification.

The setting receives support from the local authority early years team and is a member of the National Day Nursery Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Davyhulme Day Nursery provides a fully inclusive environment, where staff clearly know each individual child well, and respect and value them as individuals. Staff's very clear understanding of the Early Years Foundation Stage contributes to the children making excellent progress in their learning and development. In the main there are excellent relationships between staff, parents and carers, and other professionals. Policies and procedures are implemented effectively to safeguard and promote children's welfare. Systems for self-evaluation are thorough and demonstrate the setting's strong capacity for improvement.

What steps need to be taken to improve provision further?

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

- develop further the two-way flow of information between all other early years providers which children attend to ensure continuity of care and learning, in particular for children attending the out of school club
- develop further the observation and assessment system to include children attending the after school club.

The effectiveness of leadership and management of the early years provision

Robust staff recruitment and selection, and ongoing checking of staff suitability ensure children are well protected. Staff have a clear knowledge and understanding of safeguarding policies and procedures, and have completed safeguarding training. As a result children's welfare is given priority. Required records, policies and procedures are well maintained. Routines, policies, procedures and staff practices ensure children's safety; however, the provider is allowing children to use rooms which their conditions of registration do not permit. This is a breach of their conditions of registration. On this occasion Ofsted does not intend to take any further action. Thorough risk assessments are carried out regularly, and staff conduct detailed daily safety checks. Regular fire drills ensure children's safety in the event of this occurring.

Staff are very effectively deployed across the nursery. The supernumerary senior management team ensures staff and children are well supported. High quality resources and space both in and outdoors support children's achievement and enjoyment, care and well-being. Many resources are stored at low level to enable children to self select; as a result, they are becoming active and independent learners. Excellent partnerships with parents and carers support children's placements. They have access to a wide range of information on the nursery, other topics of interest, such as health eating. They are invited to attend workshops offered, for example, promoting literacy. They receive regular feedback on their child's day and ongoing progress and achievement, via discussion, parents' evenings or viewing their child's developmental record. Regular questionnaires seek their views on the setting. Policies and procedures are shared with and made available to them at all times. Parents and carers spoken to speak very highly about what the nursery has to offer their children. They contribute to their child's learning and development by providing observations of development and interests at home, staff use this information to plan activities. Staff have built highly effective links with other early years settings, professionals and agencies, particularly for those attending local nursery classes, however these are less developed for children attending the after school club. Transition arrangements for children moving from the nursery to school are extremely well developed. All children have equal access to the activities, opportunities and available resources, and therefore inclusion is very well promoted.

The setting is forward thinking and proactive, keeping up-to-date with new initiatives and research. All staff contribute to the culture of reflective practice. Thorough self-evaluation is in place and includes parental contributions. External monitoring has been commissioned at the setting, for example, Early Childhood

Environment Rating Scale and Infant/Toddler Environment Rating Scale audits. Staff feel extremely well supported by the owner and senior management team. Regular staff meetings, appraisals, training and development, very good progress in addressing recommendations from the last inspection and self-evaluation demonstrate very clearly the setting's strong capacity for continuous improvement.

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

Children are extremely happy, settled and content, arriving eager and ready to participate. Staff have a very clear understanding of the Early Years Foundation Stage, how children learn, and as a result children make excellent progress. An effective key person system is in place. Staff are confident in planning activities and recording development, keeping detailed developmental records, these are not yet fully developed for children attending the after school. Transition between rooms is well planned, and include parents and carers at all stages.

Focused and spontaneous observations are recorded and matched to the area of learning. Staff complete summary reports which the deputy reviews and identifies next steps following tracking of progress. Planning is responsive to meet children's needs, interests, identified next steps, and offers children a balanced programme of opportunities throughout the day. Senior management complete co-hort tracking and through this are able to identify next steps for individual children, groups, and rooms.

Children are encouraged to be independent as they self-select resources and make choices and decisions about their play, as a result are becoming active learners. Children are confident and independent. Warm relationships between staff and children are formed and children's behaviour is exemplary. Babies show excitement as they play in paint and spaghetti. Toddlers and older children are proud of their achievements as they show completed work.

Children are developing good communication skills as staff engage with them. Babies and younger children have lots of eye contact with staff, who respond to their gurgles and early attempts to form words. All children enjoy story time, a wide range of story sacks enable children to interact at this time. Many opportunities and resources are available for mark making, for example, babies make marks in floor painting and toddlers use foam. Mark making in outdoor play is well provided for.

Children develop an understanding of numbers and mathematical language through planned and spontaneous opportunities. For example, counting, singing number rhymes, matching and sorting. A wide variety of resources for both indoor and outdoor play supports this area of learning. Children have access to a computer, interactive white board and programmable resources, and show high levels of competence in this area. Younger children learn that pushing buttons creates further actions. Resources and activities, such as posters, play figures, dressing up clothes, themes and celebrations promote awareness of the wider world. Children are involved in growing fruit and vegetables and learning about their environment. Different textures, techniques and opportunities encourage

children's creativity. Sensory play is particularly well catered for, for example, babies have a black and white resource area, and toddler rooms enjoy foam, snow, and jelly play.

Daily access to outdoor play encourages children's physical health and overall learning and development. For example, children enjoy large outdoor play equipment. Construction materials and other resources develop fine motor skills. Children are developing an excellent understanding about healthy lifestyles through healthy diet, with meals cooked with fresh ingredients daily, older children join the 'Little Chef's club. Children are developing an excellent understanding of the need to wash their hands and use tissues, creating a healthy environment. Babies are given regular drinks, toddlers and older children freely access 'rolling snacks' of fruit, salad vegetables and water, developing understanding of their own needs. A wide variety of activities and opportunities encourage children to develop excellent skills for the future.

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	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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	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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