

Stretton Day Nursery

Inspection report for early years provision

Unique reference number	315317
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Inspector	Wendy Dockerty

Setting address	7 Tarporley Road, Stretton, Warrington, Cheshire, WA4 4NB
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Telephone number	01925 730277
Email	strettondaynursery@tiscali.co.uk
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*.

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Description of the setting

Stretton Day Nursery opened in 1997. It operates from several rooms of a two storey detached building in the Stretton area of Warrington. The main entrance is accessed by three steps and there are steps within the building to access different areas in which the children are cared for.

The nursery is registered on the Early Years Register. A maximum of 50 children may attend at any one time. Currently, there are 62 children on roll, aged from birth to four years. Of these, 23 receive funding for nursery education. Children attend full-time for day care or on specified days. The nursery opens from 8am to 6pm Monday to Friday all year round, except for bank holidays and a week at Christmas.

The majority of staff have qualifications to National Vocational Qualification Level 3 or equivalent. There are three staff members, who hold higher level qualifications in teaching or early years. The nursery employs a cook and a housekeeper. The nursery has links with the local authority early years team and warrington independent day nursery network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, care and learning are promoted throughout the nursery and they enjoy a range of interesting activities, which are planned to suit the various ages of the children who attend. Observation, assessment and planning systems are in place. However, resources and activities are not always used to full extent to promote children's individual learning requirements. The majority of documentation is well-maintained, however, some omissions in required information impacts on the health and welfare of the children. The nursery has made several significant changes in recent years and demonstrates a positive approach towards continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that written parental permission for the seeking of emergency medical advice or treatment is in place for each child (Safeguarding and promoting children's welfare) 21/02/2012
- obtain information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare). 21/02/2012

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

- improve links between the next steps identified for children's learning and the planned activities to ensure individual children's learning needs are promoted to full potential
- provide further opportunities for younger children and babies to freely access creative materials within the indoor environment.

The effectiveness of leadership and management of the early years provision

Comprehensive safeguarding arrangements protect the children from harm. Robust employment procedures means that staff are suitably vetted before working directly with the children. Also detailed written policies with regard to child protection are known by all staff and provided to parents. Detailed risk assessments are completed for all areas of the setting and for specific activities, in order to keep children safe.

Effective partnerships with parents means that information regarding children's individual care and learning needs are known and catered for. Parents are kept informed of events at the nursery through regular newsletters and email updates. A notice board in the main entrance area provides parents and carers with useful general information and photographs and comments detailing some of the activities children take part in. They are welcomed into the setting by staff each day and have good opportunities to discuss children's welfare and development. The nursery values each child's individual background and encourages them to celebrate cultural festivals. Children are encouraged to share photographs of their families and learn about other's home lives. However, the nursery has not obtained written parental consent for emergency medical treatment or advice for children. In addition, they do not hold information regarding, who has legal contact with the child and who has parental responsibility for the child. These are requirements of the Early Years Foundation Stage and these omissions impact on the welfare of the children who attend. The nursery has developed links with outside agencies and professionals, in order to provide support for individual children when required.

A formal self-evaluation document has enabled the nursery to reflect on their provision and they have made various changes over recent years to improve the setting for children. The outdoor area has been extensively developed, in order to allow children regular opportunities for exercise and enjoy fresh air in all weathers. Staff and parents' views are sought when evaluating the provision for children, which helps the nursery to identify areas for future development.

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

Children are cared for in three separate areas, depending on their age and level of development. Staff plan activities based on children's ages and development levels

and ensures that all areas of learning within the Early Years Foundation Stage are promoted. An effective key worker system means that all children have the opportunity to develop a close relationship with a significant member of staff within their room. In addition, to familiarity with other staff members throughout their time there. Observations and assessments of children means that key workers have a good knowledge of children's individual needs and interests. Next steps are identified in children's learning. However, these next steps are not always used to plan specific activities based on individual children's preferences. Instead, general activities for the age group are planned and children are given the opportunity to take part at their own level. Therefore, children's learning is not promoted to full potential.

Babies and younger toddlers have access to a selection of low-level toys to include rattles, books, music makers and various textured materials. Planned activities, such as finger painting allow them to explore mark making and creative play. However, there is no free access indoors to creative and sensory play, such as, sand, water, gloop or paint. The sand tray outdoors is accessed by older babies, however, younger children spend most of their time outdoors sleeping.

The nursery places great emphasis on the outdoor area and children are taken outside at different times throughout the day to ensure that they all have access to fresh air and exercise. Babies are taken outside to sleep in their prams everyday to provide them with a relaxing outdoor environment. Older children have opportunities to explore the natural world as they play in the willow weave den. They look for bugs and animals in the bark area and help to plant and care for fruits and vegetables in the mini allotment. Children can use the outdoor area in all weathers as they wear suitable clothing and there are areas for sheltering from the rain, wind or sunshine to suit different seasons. Further equipment, such as, a climbing frame and slide, wheeled toys and a builder's yard where children can use their imagination as they build with large construction materials, are available at different times. Children begin to learn about sustainability within the environment as they take part in recycling and composting natural materials. Also as they pick and eat the fruits they have grown.

Children are developing their early communication, language and literacy skills as they share stories with staff and explore mark-making materials to develop their early writing skills. Pre-school children are encouraged to write their names with increasing independence and begin to recognise them in the environment. Children develop their problem solving, reasoning and numeracy skills as they explore shape and colour in everyday activities. Also older children are encouraged to count as part of their daily routines. Access to computers and technological toys is well-supported in the pre-school room, encouraging children to develop their skills in information and communication technology.

Children take part in regular fire evacuation drills and staff support them to develop an understanding of keeping themselves safe. For example, pre-school children are reminded to hold onto the banister and walk slowly when using the stairs. Children learn the importance of personal hygiene through daily routines, such as washing hands before eating and after playing outdoors. Children

celebrate a variety of festivals and access a range of resources, which reflect positive images of diversity.

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
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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	2
The extent to which children develop skills for the future	2

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