

Cornfields Day Nursery

Inspection report for early years provision

Unique reference number

EY358944

Inspection date

27/02/2012

Inspector

Caroline Stott

Setting address

Cornfield Kindergardens, 20 Bridge Street, SLAITHWAITE,
Huddersfield, HD7 5JN

Telephone number

01484 848440

Email

gcy55@hotmail.co.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).

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

Cornfields Day Nursery was registered as a limited company in 2007 and is situated in Slaithwaite, Huddersfield on an industrial estate and operates from converted mill cottages. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend at any one time, not more than 15 may be under two years at any one time.

The nursery is open from 8am until 6pm for 51 weeks of the year. All children share access to an enclosed outdoor area. There are currently 96 children attending aged from three months to five years. Of these, 25 children receive funding for nursery education. The nursery employs 22 staff and all hold appropriate childcare qualifications. The manager holds a Level 4 qualification in childcare and one staff member has Early Years Professional status. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thoroughly enjoy a free play and learning environment where they have access to a wide and varied range of play resources and learning materials, within all areas. Excellent documentation supports the children to make wonderful progress in the six areas of learning. The self-evaluation form is completed very meticulously, ensuring that the provision continues to identify areas to improve and to build upon and staff regularly reflect on their practices. Tremendous partnerships with parents are established, as parents are encouraged to give feedback about their children's interest, achievements and their progress. The nursery has built strong links with the local schools and local children's centre for the benefit of the children. These partnerships with other professionals are highly effective in order to provide continuity and coherence for children in their care, development and learning.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving the organisation of the older children's circle time in order to reinforce letter sounds.

The effectiveness of leadership and management of the early years provision

The safeguarding children policy is very comprehensive and the staff's knowledge and understanding of local safeguarding policies and procedures is exceedingly good. Robust staff induction procedures ensure staff are safe and suitable to work with young children. Paramount safety is given to children's security. The implementation of detailed policies and procedures is excellent and these are effectively used to support practice. Scrupulous records and detailed consent sheets from parents are fully in place and the required documents and fire procedures are displayed within all rooms. Full risk assessments of all areas are conducted and are regularly reviewed. This means that children are able to move safely and freely around the nursery and outdoor area.

Staff are very knowledgeable about the Early Year's Foundation Stage and use this well to support children in their learning. Children enjoy a superb play environment and have free access to a first-rate range of varied play resources and learning materials. This means that they are able to thrive and make admirable progress in their learning and development. The nursery is an inclusive setting where staff readily adapt activities to ensure that all children can access them. The nursery's two special educational needs coordinators work together to ensure children with special educational needs and/or disabilities are fully included within the nursery. For example, both attend 'team round the child' meetings and complete referral notes and progress reports. They welcome visits from other agencies to fully meet children's individual needs. Children learn about similarities and differences in society through role-play and small world activities.

Excellent working relationships are established with parents. Feedback is very positive in e-mails, verbally, letters and questionnaires. The nursery ensures that important information about children's initial needs, interests and abilities are obtained on the 'About your baby' sheet. This means that staff gain an extremely good understanding of each child's starting points and welfare needs. Parents are informed particularly well regarding their child's progress, through a daily sheet within the baby and toddler rooms. Parents are encouraged to add to children's development profiles, meaning they can become involved in their child's learning. Each child is well supported in making progress within the Early Years Foundation Stage.

Wonderful links are made with other providers of Early Years Foundation Stage. For example, a book shared between settings includes information of children's interest and activities, communicating their progress. There are admirable systems in place to support children's transitions between rooms within the nursery and onto school. The self-evaluation form is meticulously completed and ambitious targets are in place, ensuring strengths and weaknesses are identified. Staff welcome changes and look for ways to improve their practices, to provide continuing development for themselves and the children. For example, visiting other settings to exchange ideas and work with the nursery's Early Years Professional status member of staff.

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

Children are relaxed and secure and settle extremely well with the familiar staff, developing a sense of belonging and feeling safe within the nursery. Babies are supported to extend their balancing skills through activities, such as watching the bubbles and fish, rise and fall within colourful sensory light tubes and fibre optic strip lights. Toddlers negotiate the stairs, carefully supported by staff. Older children self-serve their lunch, inspiring their independence and decision making. Exceptional health and well-being is embraced as children wash hands before and after meals and staff wear sterile gloves. This advocates good personal hygiene systems. Health care plans for children with specific needs or allergies are displayed within the child's room, reassuring staff and parents that children's individual well-being is maintained.

Physical development is fostered highly as children are encouraged to be outside in all weathers with the aid of waterproof clothing. Children explore the outside area, where they can dig and explore the natural environment. Toddler children move pebbles with the aid of their vehicles, also moving crates to walk on. Staff support their balancing skills. Older children smell foliage within the sensory garden, discussing whether they like the smell of the herbs or not. Babies crawl around a secure area of the garden, investigating their environment, supported by staff as they pull themselves up to stand.

Excellent use is made of Early Years Foundation Stage to inform all areas of children's learning and development. Various observation and assessment tools clarify how children progress through the six areas of learning. Planning is fully shared with parents and displayed on noticeboards in all rooms. It considers children's interests, the six areas of learning and possible lines of development. Mathematical development is encouraged through construction areas in all rooms. Pre-school areas present shapes on a light table, demonstrating how patterns and shapes are explored. Children's information and communication technology skills are promoted by children having access to a computer. Babies and younger children actively explore their rooms with curiosity and interest, developing their fundamental skills through play with resources that move.

Staff engage positively with children which encourages their language and listening skills. Books are readily available within comfortable seating areas in all rooms. Mark-making opportunities are offered with resources being freely available, such as clip boards, crayons, chalks and pencils. Literacy skills are encouraged with good resources, such as labelling and signs, incorporating Makaton pictures and symbols both inside and in the garden. Older children's circle time explores familiar stories, promoting critical thinking with appropriate questions and stimulating turn-taking. It also gives the opportunity to voice opinions of the story and extends understanding, although, letter sounds are not currently extended within circle time.

Creative development is encouraged with many examples of children's work

displayed in all rooms. Babies discover free painting, using all their senses. Toddlers explore glitter and shaving foam within water-play, observing how these float and dissolve. Pre-school children investigate sand with glitter and rice with lentils, presenting a wide range of experiences. Children respond with delight. The staff give high priority to developing children's personal, social and emotional development. All children make decisions about which activities to join and older children can flow freely between indoor and outdoor play.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
--	---

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

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

Annex B: the Childcare Register

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

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