

# Promises Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY231792

**Inspection date**

21/09/2011

**Inspector**

Tara Street

**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.

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## Description of the setting

Promises Day Nursery is privately owned and managed by Family Centres Limited which is a wholly owned trading subsidiary of Acorn Christian Ministries, and forms part of their Ministry and outreach to the community. The specific ethos of Christian teaching remains fundamental to the philosophy of the care and teaching. The setting was registered in 2003 and operates from purpose built accommodation situated on the Holme Hall estate in Chesterfield. The Get Set Out of School Club also operates from these premises. Children have access to a secure enclosed outdoor play area.

A maximum of 79 children aged under eight years may attend the setting at any one time, of these, not more than 39 may be under four and of these, not more than 12 may be under two years. The setting currently takes children from three months of age and also offers care to children aged eight years to 11 years. With the exception of Bank Holidays and the week between Christmas and New Year the setting is open Monday to Friday from 8am to 6pm during term time and also operates from 8am to 6pm on selected days during school holidays. The setting serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 119 children on roll. Of these 108 are under eight years and of these 79 are within the early years age range. Of these, 29 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities and also supports 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 18 members of staff in the nursery and out of school club, who work directly with the children. Of these, the manager holds Qualified Teacher Status and Early Years Professional Status, one holds a degree in Early Childhood Studies, one holds Early Years Professional Status, 12 hold a qualification at level 3 in early years and one is currently working towards a qualification at level 3 in early years. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in this happy, caring and highly inclusive environment where they make very good progress towards the early learning goals. Overall, they learn through a wide and stimulating variety of well-planned, fun activities and practical experiences that help them to become exceptionally confident learners. Overall, effective communication systems are in place with parents and carers. Partnerships with outside agencies and other early years professionals are outstanding and provide extensive support for children's individual needs. Most records, policies and procedures are thorough and relevant and are implemented effectively to safeguard and promote children's welfare. The capacity for continuous improvement is very secure because of the manager and staff's commitment to

evaluating the quality of provision to offer children the best care and learning opportunities possible.

## **What steps need to be taken to improve provision further?**

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

- request written permission from all parents for seeking any necessary emergency medical advice or treatment in the future, this specifically relates to children in the out of school provision. (Safeguarding and promoting children's welfare) 15/10/2011

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

- enhance opportunities to enable parents and carers to more regularly contribute to their child's learning and development record
- review routines to ensure opportunities for children to develop their self-reliance skills are consistently provided.

## **The effectiveness of leadership and management of the early years provision**

The manager, staff and committee work effectively together to ensure the smooth and efficient running of the setting. Their dedication and commitment underpin the success of the provision. Staff show a good understanding of the procedures to safeguard children and know how to refer concerns to the relevant agency if required. Robust recruitment procedures ensure suitably qualified and vetted staff work with the children. Detailed annual and ongoing risk assessments are completed for the setting and any outings, and all hazards have been identified and suitably addressed. Staff pay high regard to ensuring children's safety through effective supervision. However, written permission is not consistently requested from all parents of children attending the out of school provision for the seeking of any necessary emergency medical advice or treatment in the future, which is a requirement of the Early Years Foundation Stage. Staff have recently identified this and have sent out new forms for parents to complete. All other aspects of record keeping and documentation are well organised, readily available and promote the efficient and safe running of the setting.

Staff show a real sense of enthusiasm and commitment to providing a good service for the children. They work well as a team, sharing responsibilities and being fully involved in the planning of activities and evaluating the provision. They undertake ongoing training to enhance their knowledge and skills, which in turn improves outcomes for children. Staff deployment is very good and both the indoor and outdoor play areas offer a highly stimulating and challenging learning environment for children. A wide range of play resources are freely accessible to children who

particularly enjoy the ability to play inside or outside as they wish, regardless of the weather. Good systems are in place to evaluate the quality of the provision and a thorough and realistic self-evaluation of the setting has been completed. The manager and staff value the views of parents and carers and take these into consideration when identifying areas for future development. This contributes significantly to the setting having a realistic view of their practice and developing good plans for future development.

Children benefit from the warm and relaxed relationships that have been established between their parents and the setting's staff. The staff dedicate extensive time getting to know children and their families, fostering very good relationships and helping to ensure that children settle quickly and feel secure. Parents are very well informed regarding their children's care and staff routinely share information about their continuous learning and development through daily comments sheets for babies and toddlers, ongoing discussions and newsletters of upcoming events and topics. In addition children's individual learning journey records are always available to parents and carers and staff use these effectively when discussing the progress made. However, some opportunities to enable parents and carers to more regularly contribute to their child's learning and development record and share details of achievements at home are less well developed. A detailed equality and diversity policy outlines a commitment to promoting inclusive practice, ensuring all children can achieve as well as they can regardless of their background. The manager and staff have built extensive links with other early years professionals and external agencies to support the inclusion of children with special educational needs and/or disabilities and those who speak English as an additional language. For example, the setting works extensively with the local children's centre, early years inclusion team, physiotherapists, speech and language therapists, paediatricians and the Childcare Provider's Forum. In addition this collaborative working helps all children to reach their full potential and ease important transitions in their young lives.

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

Children are very happy within the warm and welcoming environment where they have many opportunities to make good progress in their all-round development. Detailed planning documents cover the six areas of learning well and ongoing observations undertaken by the staff enable them to record children's achievements and progress. There is a good balance of adult-led and child-chosen activities, and this is very beneficial to the children. They benefit from a wide range of high quality toys, equipment and books that fully support their learning and developmental needs.

Staff engage very well with the children and develop highly positive relationships. They praise children's achievements, which motivates them to learn and develop excellent self-esteem levels. For example, children who show caring or kind behaviour are celebrated at lunch time on the 'Star Table' and receive a certificate to give to their parents. A highly effective key person system enables parents and

carers to feel confident and children show an extremely strong sense of security and belonging within the setting. Staff throughout the setting use highly effective questioning techniques to extend children's learning and thinking skills. Children demonstrate excellent negotiation and cooperation skills. For example, they share and take turns when bathing and dressing dolls and happily move aside at the water tray to allow others to join in. Children's behaviour is exemplary and they show an excellent awareness of responsibility within the setting. They respond positively to well-established routines and take responsibility for their environment as they eagerly help tidy away toys. However, some opportunities for children to develop their self-reliance skills during snack routines are not consistently provided. Children's language skills are enhanced as staff engage all children in a wide range of detailed conversations. For example, children confidently predict what will happen next during story time or which scale will weigh the most as they add more objects. They eagerly explore the tray of arctic animals and glitter snow, finding and naming polar bears and seals. They enthusiastically touch the coloured ice blocks and describe how they are cold, wet and hard. Children frequently count during games and activities and have good opportunities to recognise numbers and learn simple calculation through songs and rhymes. They confidently solve problems as they independently stack and build with foam blocks and crates outside. Children are developing good skills for the future, as they become competent communicators and confidently use a range of programmable and battery operated resources. Older children who attend the before and after school service enjoy a wide range of activity games where they work cooperatively with their friends, promoting strong social skills. All children are consulted as activities are planned.

All children take part in a wide range of activities both indoors and outdoors which support their physical development. Children show good spatial awareness as they skilfully manoeuvre wheeled toys around the outdoor play area, build dens, dance to music and use balls, hoops and nets to practise their throwing and catching skills. Children's imagination is developing well as they experience a wide range of role play resources which they use confidently to pretend to be hairdresser and builders. They enthusiastically experiment with art and craft materials to cut, stick and create collages. Babies and younger children enjoy discovering different sensations when they play with a variety of textured fabrics and materials as well as regular access to water play, sand and paint. A clear sick child policy and the very good hygiene routines followed by both the staff and children are effective in helping to prevent cross-infection. Children plant their own tomatoes, leeks, courgettes and potatoes which develops their understanding of healthy eating and where their food comes from. Freshly prepared meals and snacks provide children with a wide variety of healthy foods that include lots of fresh fruits and vegetables. Staff are fully aware of children's individual dietary requirements and any specific needs are well catered for.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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