

Chapel Road Childrens Day Nursery

Inspection report for early years provision

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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

Chapel Road Children's Day Nursery is one of three privately owned settings run by the same provider. It registered in September 2011 and operates from four rooms plus a dining hall within a converted school house. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area in Penketh, Warrington, Cheshire. It is open each weekday from 7.30am to 6pm for 52 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 50 children may attend the nursery at any one time. There are currently nine children aged from 14 months to under five years on roll, some in part-time places. The setting also makes provision for children older than the early years age group which is registered on the compulsory and voluntary parts of the Childcare Register. The nursery currently supports children with special education needs and/or disabilities.

There are four members of staff, all of whom hold appropriate early years qualifications, National Vocational Qualification at level 3. One member of staff holds level 4. In addition, one member of staff is currently working towards their Foundation Degree. The setting provides funded early education to three and four-year-old children and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the nursery and are cared for in a welcoming and inclusive environment. They benefit from a suitable range of activities and routines, and make steady progress in their learning and development. However, for older children, accessibility for mark making equipment and a rich print environment are sometimes limited. In the short time it has been open the nursery has established appropriate relationships with parents, carers and other agencies. The management and staff reflect on their practice and demonstrate a sufficient capacity to improve. This has highlighted the need to extend resources for information communication and technology and to develop the outdoor area.

What steps need to be taken to improve provision further?

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

- extend resources to support children's learning in information technology, such as cameras and programmable toys
- develop the outside area to offer all the children freedom to explore and use their senses, be physically active and exuberant

- increase the children's accessibility to mark making materials and a rich print environment, in order to develop their early literacy skills.

The effectiveness of leadership and management of the early years provision

Appropriate procedures are in place for the recruitment, selection and induction of staff, which help ensure the suitability of staff to work with young children. Staff have a sufficient understanding of the procedures to follow should they be concerned about a child's welfare. Consequently, children are appropriately safeguarded. Risk assessments are carried out to further enhance children's safety. Staff are suitably trained to administer first aid if necessary and have begun to regularly follow emergency evacuation procedures with children.

The nursery is in its early stages and the manager and her small team are establishing their practice, working well together. They have identified aspects for future progression and make ongoing changes to suit the growing numbers of children on role. The staff are enthusiastic, committed and keen to attend training opportunities to develop and refresh their knowledge. They work regularly with the local authority to target areas for improvement. They have emerging plans to implement a broad range of resources and activities to improve outcomes for children.

Space and resources are sufficiently organised. Staff members respond promptly to individual children's need. Appropriate use is made of space to provide children with easy access to a variety of resources. Children are able to make choices and self-select activities independently from low-level storage units. This helps nurture their decision making skills and independence. The number of children and staff on role has recently increased. Therefore, more effort has been made to utilise space and resources in other rooms, offering more challenge to older children.

Partnerships with parents are developing as the staff are warm and welcoming when children arrive. Staff know the children well and have established an appropriate level of communication between parents and carers. Partnerships with external agencies are becoming established to ensure children's individual needs are met. The nursery promotes diversity and ensures an inclusive practice for all children attending the setting.

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

Staff have a sound understanding of the Early Years Foundation Stage to support children in making generally good progress towards the early learning goals. Systems are in place to observe the children on a regular basis. This informs future planning in order to sufficiently cater for their individual needs. Staff aim to deliver an appropriate balance between child-initiated and adult-led activities which allows children to make choices. For example, they can choose between sitting quietly

and sharing a book or baking pizza in the role play kitchen.

Due to current numbers on role, all children join together in one room. Staff have an appropriate knowledge and understanding of children's development. The younger children have space in which to explore and feel safe however, opportunities to extend learning for the older children is sometimes limited. For example, different mark making materials are not always made available and there is a lack of print in the room where the children currently spend the majority of their time.

Children gain an understanding of numeracy and problem solving as they count and build a tower with large bricks, working together. They use their imagination in creative activities as they paint, build from recycled materials and draw. Resources, such as dolls, jigsaws and books help promote children's awareness of the wider world and our diverse society. Children begin to understand about different cultures and lifestyles as they celebrate Chinese New Year. They identify China on a map and taste different food. Younger children show interest in toys incorporating technology as they press buttons to make sounds. Older children are given time on the office computer, however, additional resources to extend their learning in information technology are limited. This has a potential impact on developing their skills for the future.

Children are developing a sense of belonging to the setting. Their behaviour is generally good and the staff have positive strategies to encourage appropriate behaviour. Hygiene standards are well maintained and the children have an awareness of personal hygiene practices through regular routines. For example, they wash their hands before eating and after visiting the bathroom. Healthy eating is promoted and fresh drinking water is available. Children are beginning to develop an understanding of the benefits of a healthy active lifestyle as they run, use ride on equipment and practice ball skills. However, staff have highlighted the need to develop the outdoor area to provide opportunities that extend learning for all children. Children's knowledge and understanding of the world is promoted as the staff encourage them to join the bug hunt, looking for ladybirds, spiders and webs.

Children become active learners. They frequently initiate conversation and use simple sentences in social interaction with adults. Children are happy and confident, settling quickly. Younger children are meaningfully occupied through play in a calm environment. They have access to a wide variety of books and listen well to instruction, developing their language and communication skills. Staff play alongside them, intervening to prompt and extend their learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

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	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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