

Ashgrove Park 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

Ashgrove Park Day Nursery opened in 1991 and operates from a two-storey house in Ashley Down, Bristol. The nursery is privately owned alongside its sister nursery in Bishopston, Bristol. The nursery is open each weekday from 8.15am until 5.45pm all year round. All children share access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is registered to provide care for no more than 31 children at any one time. All 31 children may be in the early years age range and of these, nine may be under two years. There are currently 55 children on roll in the early years age range. The nursery receives funding for the provision of free early education to children aged three and four years. The setting supports children learning English as an additional language. The nursery employs 11 staff, including the cook, who work directly with children. Most staff hold appropriate early years qualifications. Of these one member of staff holds a foundation degree in early years and education.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff's secure understanding of children's individual needs enable them to promote their welfare and safety generally well. Staff have a satisfactory knowledge overall of how they promote children's learning. The system of assessment is not sufficiently developed and children's awareness of diversity is not fully promoted. Most required documentation is maintained appropriately, although there is a breach of one statutory requirement relating to safeguarding. Positive partnerships with parents are established, this is not yet fully effective to ensure continuity in children's learning and development. Partnerships with other early years providers that children attend are not well established. The nursery demonstrates satisfactory capacity for continuous improvement through self-evaluation; future plans are aimed at improving the outcomes for children.

What steps need to be taken to improve provision further?

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

- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 16/03/2012

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

- develop further the use of observation and assessment to clearly identify children's next steps in learning in order to plan activities that offer suitable challenges and to track children's progress
- develop further the two-way flow of information with parents and other early years providers regarding children's starting points and ongoing progress and development, to promote a shared approach to children's care, learning and development
- increase resources that reflect diversity and offer opportunities for children to recognise their own and others unique qualities through meaningful experiences that fully embrace their diverse cultural backgrounds.

The effectiveness of leadership and management of the early years provision

Robust arrangements ensure that all adults working with children have undergone suitable vetting procedures. Effective induction and regular training supports staff's secure knowledge and understanding of child protection issues and reporting procedures in the nursery. Staff undertake appropriate risk assessments to identify hazards in the nursery and on outings. Children play in a safe and secure environment. Most required documentation and procedures are in place and shared with parents. Staff do not request permission to obtain emergency medical advice and treatment for each child from all parents. This is a breach of a legal requirement. Appropriate staff ratios and deployment throughout the nursery supports children's engagement in activities. Children self-select resources from the varied range that are well organised, clearly labelled and easily accessible. Staff have a generally good knowledge of most individual children's backgrounds and needs. Children access some resources that reflect diversity and participate in occasional activities that reflect the wider world. These experiences do not embrace the cultural diversity of all children that attend.

Staff form positive relationships with parents who appreciate the care given to their children. Informative notices keep parents up to date with current policy, events, daily activities and wider community support. Regular discussion and written feedback for younger children informs parents of their child's welfare and interests. Parents with encouragement view their child's individual learning diary. Parents share what they know about their children through discussion and some written comments. This dialogue ensures children's individual needs are met and supported appropriately overall. These discussions do not however focus sufficiently on children's learning and development. Initial links with other early years providers that children attend are in place. These are not well established so as to bring about a shared approach to promoting children's achievements and well-being.

Staff demonstrate a positive capacity for continuous improvement through self-evaluation. This review identifies most strengths and areas for future development. Recommendations from the last inspection are addressed appropriately. Review of practice, using a recognised quality assurance scheme, is undertaken largely by the management and staff team with the support of the local early years

consultant. The development of the outside area and introduction of free flow play for most children extends children's experiences across the curriculum. As a result, the outcomes for children are broadly satisfactory.

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

Staff support children sensitively when settling into the nursery. Children are at ease and actively engage with and enjoy self-selected resources and some adult-led activities throughout the day. Staff have a sound understanding of how children learn and develop and activities reflect their interests. Staff observe what children know and do and most link these to the areas of learning. The system of assessment is not wholly secure. Information that is sufficiently focused on children's development when they first start is not gained. Effective use of observations that clearly identify children's next steps in learning is inconsistent. As a result, children's achievements are not tracked effectively from their initial starting points and next steps in development are not effectively planned for. Most staff are not confident or secure with the system of assessment which is currently under review. Younger children are curious they explore shakers with various contents, treasure baskets with natural materials and observe the effects of objects floating on water. Children use their senses as they explore paint with their hands and develop coordination as they hold brushes to spread it across card. Some use of open-ended questioning encourages children's interest in puzzles as they attempt to manoeuvre pieces to fit and repeat some familiar words. Children are starting to repeat number and link it to their fingers as they observe staff. Older children enthusiastically join in group activities in the garden such as 'What's the Time Mr Wolf?' They take turns and develop an awareness of number as they link this to steps. Children use magnifying glasses to look at bugs and recall the names of birds they have seen the previous day. Children listen to stories and sing along to the music. Their language skills are promoted well. With encouragement children repeat rhythms using their hands, listen to instructions and create the sounds they imagine animals make using a clonker board. Smaller groups of younger children join in action rhymes and start to repeat familiar words. Some children spontaneously sort small figures and count these accurately; staff do not challenge them to build upon this by adding one more.

Children understand the benefits of a healthy lifestyle. All children play in the fresh air each day. Older children enjoy free flow play between the inside and outside throughout the day. Children develop physical skills of coordination and balance using the wide range of equipment outside and during music and movement inside. They enjoy a varied menu of freshly prepared nutritious meals and snacks. A weekly cookery activity with older children encourages an understanding of healthy choices. Children access drinks when thirsty. Regular reminders from staff encourage younger children to drink. Children follow good hygiene routines at appropriate times. They learn about their own safety as they practise the fire drill. Children show interest in those around them and develop attachments to others. Their confidence and self-esteem increases due to the regular praise, encouragement and consistent clear approach of staff. Children behave well. Their

achievements are celebrated on the wow wall and rewarded on occasion with stickers. Children respond positively to the recently introduced Toby the tiger. This encourages them to listen and they are starting to work cooperatively to tidy toys away. Children develop suitable 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?	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

The quality of the provision in the Early Years Foundation Stage	3
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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