

Iona Day Nursery

Inspection report for early years provision

Unique reference number	254590
Inspection date	19/03/2012
Inspector	Dianne Sadler

Setting address	310 Sneinton Dale, Nottingham, Nottinghamshire, NG3 7DN
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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

Iona Day Nursery opened in 1992 and follows the philosophy of Rudolf Steiner. It operates from a building at the rear of the Bakersfield Community Centre, in the Nottingham suburb of Sneinton. The nursery is part of the Iona School Association, a registered charity. Children are accommodated in two playrooms and access a secure outdoor play area, and an area within the school known as 'The Land'.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 76 children may attend the nursery at any one time, of whom not more than 12 may be under two years of age. There are currently 31 children attending who are within the Early Years Foundation Stage. Children are grouped in ages up to two and from two to three and a half years, when they transfer to the school Kindergarten. There is also an after school provision for children up to the age of 11 years. Children attending the nursery come from a wide catchment area as parents choose to access a facility using the Steiner philosophy. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

Opening times are Monday to Friday 8am to 5.45pm throughout the year, excluding Bank Holidays and one week at Christmas. Nine staff work with the children, all of whom hold relevant childcare qualifications. The setting receives support from the Nottingham City Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Iona Day Nursery provides a relaxed, home from home environment for children. Staff are developing processes to support children's learning which ensures they make satisfactory progress towards most of the early learning goals. Sound partnerships are promoted with parents and relationships with some other providers are being developed. Most policies and procedures are effective in practice. The manager and staff are committed to driving improvement and are implementing suitable systems to evaluate and monitor their practice. However, the setting is not fully aware of some of the detail of the Early Years Foundation Stage, which results in two welfare requirements not being met.

What steps need to be taken to improve provision further?

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

- conduct an annual risk assessment that includes aspects of the environment that need to be checked on a regular basis and keep a record of these particular aspects and when and by whom they have
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been checked (Suitable premises, environment and equipment)(also applies to the compulsory part of the Childcare Register)

- ensure all reasonable steps are taken to ensure that hazards to children both indoors and outdoors are kept to a minimum (Suitable premises, environment and equipment).

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

- improve the use of observation and assessment system to support all children in making the best possible progress they can towards all the early learning goals
- extend the range of learning experiences offered to all children, with particular regard to: exploring a range of different media and materials; learning about the similarities and differences between themselves and others; problem solving, reasoning and numeracy and using different every day technology.

The effectiveness of leadership and management of the early years provision

Children are safeguarded sufficiently well. A clearly written Safeguarding policy is understood by staff and made available to parents and all staff have attended Safeguarding training. This helps to protect children from possible harm and neglect. Children's welfare is further protected by the settings updated recruitment, vetting and induction procedures. Children are cared for in a mostly safe and secure environment. However, the record of risk assessment is not updated annually and has not been signed. In addition, some hazards to children both indoors and outdoors have not been minimised to the full. For example, children can access thorny hedge outdoors, sharp edged chicken wire which is not secure and a heater indoors, which, although guarded, becomes hot to the touch. This compromises children's safety.

The staff team are suitably qualified and are supported in obtaining a secure understanding of the Steiner philosophy and work as a team to deliver this. They demonstrate a commitment to promoting positive outcomes for children by developing their own knowledge through ongoing training and attending regular staff meetings. A suitable system for self-evaluation is being developed. The setting successfully identifies the strengths and most areas for improvement, therefore, adequately supporting ongoing improvement.

Children benefit from accessing a natural and simple environment in which they are provided with a suitable range of play equipment. Appropriate use is made of the space and all children benefit from regular times accessing the outdoor play areas. Some resources are available so that children can self-select. This helps to develop their confidence and independence. Some resources provided enable children to learn about the wider world through books, dolls and dressing up

clothes depicting different ethnicities. However, experiences for children to learn about differing abilities and religions are more limited. Improvement in children's learning of different religious celebrations and events has been discussed at a staff meeting.

Staff are developing positive relationships with parents and carers. All required information is gathered from parents at the outset to enable staff to understand the children's differing needs. Parents benefit from regular newsletters and are informed of the availability of written policies. A questionnaire sent out to parents recently details their mostly positive comments. They like the calm, friendly and loving atmosphere and state the nursery is natural and inviting. Generally, parents state communication is satisfactory and they are informed of what their child has been doing if they ask. Some parents would like more regular parents' evenings. Effective systems are in place to support children with special educational needs and/or disabilities and children for whom English is an additional language. The staff work closely with parents to share information and ensure each child's individual needs are met appropriately. The nursery also works closely with the teachers from the school to which the setting is attached. This promotes good transitions for those children into Kindergarten. However, this approach is not consistent with all pre-school and schools to which children move onto.

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

Children develop a close relationship with the staff enjoying close inter-actions and lots of hugs and cuddles. Children demonstrate that they feel safe and secure. Children receive clear explanations from staff to support appropriate behaviour. They are polite and are learning to share resources. Children learn very well the importance of a healthy lifestyle. They are provided with an organic, vegetarian menu. Meals are prepared using fresh ingredients, offering children a balanced and nutritious diet. Children are also provided with regular drinks throughout the day which helps to keep them well-hydrated. Hygiene practices throughout the setting ensure the spread of infection is minimised. For instance, children are provided with clean linen daily which is laundered on site.

Children are developing skills for their future success sufficiently well. Staff supervise children's learning rather than teaching through direct instruction. Young children's learning is developed through their observation of adults and older children participating in domestic tasks and some planned activities. Staff ensure there is rhythm and routine to the week. For instance, children enjoy creative activities such as baking bread, exploring home-made play dough and painting which are repeated on the same days every week. This helps children to feel secure and they settle well. As the nursery only caters for a small number of children, all ages benefit from regular contact with each other. For instance, all children have planned times to be active outdoors together. At this time, children develop their physical skills by sweeping puddles with brooms and using tools such as spades to dig in dirt. This encourages them to take pride and care for their environment. Children also enjoy planned times accessing an outdoor area known as 'The Land'. They enjoy nature walks through this area observing nature and

collecting home-grown produce such as strawberries to eat.

Staff ensure each child has an individual development record. A tracking system is sufficiently well used to assess children's learning towards most of the early learning goals using information gathered from observation. However, the setting does not promote all the early learning goals as they feel some are not appropriate to the Steiner approach. Therefore children's experiences for exploring a range of different media and materials, learning about the similarities and differences between themselves and others, problem solving, reasoning and numeracy and using different every day technology is more limited. In addition, some children's development records are not complete or available daily within the setting. Therefore, children's progress towards the early learning goals is not fully maximised.

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	2
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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable premises, environment and equipment). 09/04/2012