

# Educare Day Nursery and Nursery Schools

Inspection report for early years provision

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<b>Unique reference number</b>	254610
<b>Inspection date</b>	20/03/2012
<b>Inspector</b>	Tracey Boland

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<b>Type of setting</b>	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.

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**

Educare Day Nursery is one of two nurseries owned by the same proprietors and has been registered since 1998. It is situated on Pelham Road, off Sherwood Rise, close to the city centre. The nursery serves the local area and has formed links with local schools. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 81 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 100 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five to eight years. The nursery provides funded early education for two- three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 22 members of child care staff. Of these, 17 hold appropriate early years qualifications, including Early Years Professional Status and one member of staff holds a BA in Early Childhood Studies. 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 are happy and settled and make excellent progress in their learning and development. Staff meet their individual needs effectively, ensuring activities and experiences they engage in are interesting, stimulating and encourage their natural curiosity to learn. Children's welfare is continually promoted through the organisation of the rooms and effective safety arrangements that are in place in most areas. Staffs commitment to working in partnership with parents and other professionals involved in children's lives is excellent and ensures children receive effective support that is tailored to their needs. A procedure for evaluating the quality of the provision and a clear commitment to ongoing improvement means that the setting continually reflects on practise and identifies areas for development within the provision which can then be addressed. Ultimately, this has a positive impact on children and the care they receive.

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

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

- extending the risk assessment to ensure that it takes into account the use

of drawing pins on display boards.

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

The strong leadership and management provide excellent leadership. Staff work cohesively to ensure the children are happy and engaged and their ever changing needs are consistently met. Children are extremely well safeguarded because there are rigorous and robust recruitment and vetting procedures to ensure that all adults are suitable to work with the children. They undertake a comprehensive induction, with regular appraisals and training opportunities to ensure their knowledge of legislation and practice is maintained. Clear and concise risk assessments are used throughout the premises so that most possible hazards are identified and dealt with. However, the use of drawing pins within the setting has not been included and may pose a potential risk. An excellent range of written policies and procedures underpin the setting's good practice and are regularly reviewed and updated to ensure they reflect the ethos of care of the nursery. All are freely available to parents. All required documentation is well organised and all staff demonstrate good knowledge of the policies, procedures and records, which ensures the smooth running of the setting.

Staff demonstrate a commitment to working closely with parents and carers to ensure their child's individual needs are well known and continually met. Extremely effective communication systems ensure the daily sharing of information and parents speak highly of the staff team and the care and attention their children receive. Parents feel they are able to speak to staff about all aspects of care and they receive lots of information about their child's development and progress. The setting has developed excellent procedures to ensure that they liaise closely with other early year's settings that the children attend and partnership working with other professionals involved in their child's life. Staff are proactive in their approach to extending children's understanding of diversity and the wider world and have excellent procedures to ensure those attending with English as an additional language are well catered for. All children gain an understanding of key words in different languages and lots of information is displayed around the nursery which encourages children's understanding of people from different cultures. Children benefit greatly from a fully inclusive, vibrant environment which is extremely well-organised and allows children to move around comfortably and safely.

Children enjoy a wide variety of freshly prepared meals each day which take account of particular dietary needs and preferences whilst providing a balanced, nutritious menu. Babies needs are catered for extremely well and staff are proactive in ensuring that their feed times are relaxed and comfortable. Staff are vigilant when heating bottles and meals to ensure that children needs are met and that parents preferences are adhered to. Allergies are catered for and staff are fully aware of the procedures to follow in the event of any emergency. Many staff hold valid first aid certificates and deal with minor accidents or incidents appropriately. Parents countersign all medical records and systems for the administration of any medicines are extremely good.

There are highly effective monitoring and evaluation systems in place to ensure that the quality of care and education remains high. Management and staff continuously reflect on what they do and parents and children are invited to share their views with regard to the planning, the activities and the things they enjoy. Visits from the Early Years support Team provides opportunities to share good practice and monitor the service they provide. Staff demonstrate a clear commitment to improving their skills to benefit children and frequently access training. The setting are continually developing their ideas and resources and have successfully implemented a free flow system for the pre-school children in the first floor.

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

Children are happy and enthusiastic as they enter the nursery and settle quickly in the activities provided. From the moment they enter the setting children are encouraged to be independent and develop skills for the future. They are comforted by the routines of the day and they are encouraged to make independent choices with regard to their play. This helps develop a strong sense of belonging and a sense of value and inclusion. Staff make exceptionally good use of every opportunity to help children learn in practical ways both in and outdoors. Children learn the importance of looking after themselves through regular exercise, eating healthily and they have daily opportunities to develop their large physical skills. There are two separate outdoor play areas, one for the under twos which is directly adjacent to their room and a large garden which is used by the three to five-year-olds. The younger children have low level slides and climbing equipment and move over and through the tunnels. The older children balance on the beams and move over various size logs where they develop control and coordination. Children develop their number recognition through everyday routines and number lines are displayed both indoors and outdoors.

Staff provide high levels of support when needed but allow children to try to resolve their own problems and develop their own games with their peers, such as taking turns when pouring water and various size balls through drain pipes and tunnels. They negotiate with support how to share favourite toys and some children have clearly formed strong friendships. Staff have an excellent understanding of how children learn and are very aware of their differing needs. They are constantly looking for ways in which to promote learning for all children and have undertaken different projects, for example, when encouraging numeracy, reasoning and problem solving and actively involve parents in that learning at home. Staff continue to provide resources for the home corner theme within the role play area. They provide resources that are familiar to children at home and encourage them to care for the dolls, asking questions to encourage them to recall their families and to extend their language and thinking, for example, when looking at appropriate clothing for the dolls talking about the weather and how to keep themselves warm. Events are planned throughout the year, for example, where the children brought their daddy's and mummy's into the nursery to engage in activities and they also visit places of interest, such as local temples where they

learn about customs and beliefs. The children enjoy meeting different people within their community and begin to understand how some children attending the setting celebrate festivals at home. This all helps prepare them for future life.

Children are actively encouraged talk about their own families and recall past events in their lives. They talk about key family members and photographs are displayed around the nursery of them involved in a wide variety of activities. Children's understanding of letters and sounds is encouraged at every available opportunity, for example, at lunch time recognising the first letter of the foods they are eating and the sound it makes, for example, when eating fresh fruit salad they recognise 'A' for apple and 'P' for peaches.

Children explore nature and their environment and enjoy looking for worms and spiders when making mud pies. Binoculars are used to look for birds in the garden which they then identify on the posters that are displayed. Children develop skills using information technology, for example, the computer, electronic toys and equipment and the use of cameras. Their hand and eye coordination is continually encouraged when using scissors, paint brushes, small tools and equipment in the dough, the garden and sand and water play.

Children make excellent progress in all aspects of their learning and development in this caring and stimulating environment. Staff work cohesively to observe the children to enable them to get to know the children well. They spend lots of time getting to know the children and use the effective key person system to gain comprehensive information from parents to ensure children are happy and settled and their ever changing needs are continually met. Staff maintain detailed records about the children, the activities they enjoy and evaluate the progress they make. This enables staff to plan effectively to meet their needs and extend their learning further.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

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

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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