

Chez Nanny Limited (Preparatory & Educational Nursery)

Inspection report for early years provision

Unique reference number	309746
Inspection date	26/03/2012
Inspector	Lynne Naylor

Setting address	22a Foxcroft, Burnley, Lancashire, BB12 0EH
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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

Chez Nanny Nursery is privately owned. It was registered in 1998 on this site, having been founded in 1985. It operates from a purpose-built property located in Burnley, Lancashire. Children are cared for in seven rooms with babies and toddlers on the first floor and older children on the ground floor. Children have access to two enclosed outdoor play areas.

The nursery opens Monday to Friday from 8am to 6pm, 51 weeks a year. A maximum of 75 children may attend at any one time. The nursery is registered on the Early Years Register and there are currently 120 children attending who are within the Early Years Foundation Stage. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery is also registered on both the voluntary and compulsory parts of the Childcare Register. Currently, there are no children attending in this age group. The nursery 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 13 hold appropriate early years qualifications at Level 3, seven at Level 4 and two at Level 5. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

A well-established staff team deliver an exemplary service. They are led by a strong leadership and management team who have the capacity to sustain the existing high standards. Morale is very high and belief in the nursery's success runs through all levels of staff. The partnerships between the nursery and parents are highly productive. As a result, children's unique needs are very effectively met and they make excellent progress in their learning and development. There are no children who also attend other settings, although, staff have good partnerships with a number of agencies to support children's development.

What steps need to be taken to improve provision further?

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

- developing further ways of effectively monitoring parents contributions to their children's learning and development.

The effectiveness of leadership and management of the early years provision

Staff strongly promote the safeguarding and welfare of children through very carefully managed and robust procedures. They regularly update their child

protection training. As a result, they have a clear understanding of how to recognise that children may be at risk of harm and how to liaise with appropriate agencies. A rolling programme of first aid training means a high percentage of staff with a current first aid certificate is maintained. This enables staff to respond effectively to any accidents. Staffs' suitability to work with children is checked through rigorous recruitment, vetting and induction procedures. Staff consistently implement a wide range of comprehensive policies that are effective for all who attend. There are well-maintained systems in place to record attendance, accidents and the administration of medicine. Staff are extremely aware of their responsibility to keep children safe inside, outside and on outings. They take clear steps to minimise identified hazards and regularly review their written risk assessment record.

Staff value children highly as unique individuals. Partnerships with parents are highly productive as there is an excellent shared knowledge and understanding. Although, systems to monitor that parents have opportunities to input their knowledge on each area of their children's learning are not used to their fullest. However, parents spoken to during the inspection feel fully informed about their child's development through speaking with their child's keyworker every day, attending planned meetings and receiving regular written progress reports. Parents have access to good quality information about the setting through informative policies, regular written messages and displayed notices. Good partnership working with professionals from a wide range of agencies ensures every child receives high levels of support at an early stage. Children's transition to school is a positive process as there are good links with the schools that children attend.

Children achieve exceptionally well in an extremely stimulating and welcoming environment. Many of the rooms have direct access to outdoor space; this includes toddlers on the first floor as the nursery is built on a hill. Children enjoy a carefully balanced range of activities and experiences as they move freely indoors and outdoors. The high quality interactions of staff are instrumental in supporting children's achievements. Staff demonstrate a very confident knowledge of the Early Years Foundation Stage learning and development requirements. Children's learning is enriched as parents actively contribute their particular skills, talents and knowledge. For example, one parent shows how to craft greetings cards, another shows police hats from around the world and another talks about being a nurse. Staff actively promote equality and diversity. They encourage parents to bring things in from their home, holidays and special events. This provides a wealth of ideal resources to reflect culture and diversity.

Since the last inspection, the bathroom has been refurbished with panels between the toilets to increase the privacy and dignity of children. As yet, the cubicles have no doors; however, the provider is still seeking a suitable solution due to the limited space available. Improvements have been made to the documentation and all policies are well developed, monitored and evaluated. Management and staff are wholly committed to providing an inclusive service and to continually improving outcomes for all children. Each time they attend external training workshops and courses, they share any knowledge gained with other staff through established systems. This ensures coherence and continuity of learning for children. The assessment and monitoring of children's development and progression is highly

systematic, resulting in well targeted and focused planning of resources for all children. Information to aid evaluation of the nursery is regularly gathered from parents and children via questionnaires and from other agencies, such as development workers. Children are also involved in many of the daily decision making procedures. This significantly contributes to maintaining and improving the setting's high effectiveness.

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

Each child's individual health, physical and dietary needs are met to a very high standard. They eat good quality food, bought fresh and cooked each day on the premises. Each baby's individual routine for eating and sleeping is thoroughly discussed with parents and carefully followed by staff. Children display an excellent understanding of the importance of following good personal hygiene. Experiences are purposefully planned to help children enjoy and appreciate healthy food options. For instance, they regularly explore and investigate different foods, which they draw, taste and describe. These include fruits, vegetables, cereals and foods from around the world. Children engage in an extensive range of physical activities, both indoors and out. These increase their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. They demonstrate an excellent understanding of how their body works as they name body parts and their functions. Children attend dance classes, led twice a week by a visiting dance teacher.

High quality adult interaction helps babies and young children gain an exceptionally strong sense of security. Children are encouraged to think about their own safety and that of others. They are competent in communicating their thoughts and safely use a range of tools and equipment, such as a hole puncher and scissors. Children frequently enjoy visits from professional people who keep them safe and healthy. For example, fire officers with an engine, police officers, a veterinary surgeon and a dentist. Indeed, children are effectively challenged and learn using all their senses during many exciting and motivating first-hand experiences. As a result, children make outstanding progress towards the early learning goals in all areas of learning.

Children display high levels of self-esteem and excellent standards of behaviour. They share special days, such as their birthdays and learn about the cultures and festivals of others. They visit places in the community, such as the local church, and share stories, foods and customs of others, such as at Chinese New Year, Easter and Eid. This helps children to value diversity and is highly effective in ensuring they value and appreciate the community in which they live. Children's progress in communication, language, literacy and numeracy is exceptionally good. Children share their love of reading with their family as they take home story sacks with books and activities. Children's vocabulary is extended as they sing simple songs and name items in French as well as English. Children are active, inquisitive, independent thinkers and learners because of their excellent opportunities to

explore and investigate. Children are surrounded by natural items, such as wood, shells and pebbles, that they handle and look at closely. They express themselves creatively using a readily available range of media, including crayons, collage materials and paint. Babies show interest in toys that incorporate technology, such as those with sturdy buttons that activate sounds and music. Older children use a range of technology in their imaginative play, for example, calculators, cameras and cash registers.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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