

Emerald Nursery

Inspection report for early years provision

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Inspector

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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

Emerald Nursery and Children's Centre was registered in 2004 and is one of four day care facilities owned by private individuals. It operates from two main areas within a purpose built children's centre. Children have access to an outdoor play area. It is registered on the early years register to provide care for no more than 36 children under the age of five years, of which no more than 15 may be under two years of age. The nursery is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register to provide care for children over the age of five years. There are currently 80 children on roll, all of these are in the early years age range. The nursery supports children with learning difficulties and/or disabilities. It is open weekdays from 7.30am to 6pm for 51 weeks of the year. The nursery employs 12 members of staff who work directly with the children. Of these one holds a Level 2, six hold Level 3, one holds a Level four, three hold Level five and one member of staff holds Level 6 early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children and their families are warmly welcomed into the friendly nursery. The experienced and well qualified staff team create a very inclusive environment where all children's welfare is promoted well and all children are respected and valued. This safe and stimulating environment provides a firm basis for children to make good progress in their learning and development. Close partnerships with other professionals combined with emerging systems to share information with parent's further supports children's individual needs. Systems to evaluate and improve practice are secure and result in a continually improving setting.

What steps need to be taken to improve provision further?

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

- develop systems to ensure that observations and identified next steps in children's learning are consistently used to inform future planning
- develop further opportunities for parents to be able to review their children's progress regularly and contribute to their learning and development.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is promoted effectively at the setting. All staff have attended relevant training and demonstrate a good understanding of their role and responsibility with regard to safeguarding children, consequently, children are well protected. Clear recruitment, vetting and induction procedures ensure that all staff

are well qualified and suitable to work with children. Effective procedures such as key pad entry to the nursery, daily checks and risk assessments are implemented to minimise the likelihood of accidents. A wide range of comprehensive policies and procedures effectively underpin the work of the setting, and promote all aspects of the children's care, welfare and learning.

The nursery is proactive in ensuring that children with special educational needs and/or disabilities are fully included and have their individual needs met well. For example, staff attend specialist training if required and work very closely with other professionals to ensure that they support children's individual needs. A dedicated Specialist Educational Needs Coordinator who understands her role well is in place to further support staff and children. The nursery has established effective procedures to share information with other providers of the Early Years Foundation Stage. For example, sharing learning books, this helps to promote consistency in children's learning and development. Partnerships with parents are good. All legally required information to meet children's individual needs is gathered from parents at the start, for example, medical and dietary needs. This is combined with all about me forms and learning starting points for most children. Parents receive an information pack at the start which includes all relevant policies and further information, such as insurance, certificate of registration and staff photos are displayed for parents to see. Regular verbal feedback and daily diary sheets are provided for parents to keep them informed about the child's learning and care. The setting has identified involving parents in their child's ongoing learning as an area for improvement. For example, they have introduced a weekend bear for children to take home. However, although, they operate an open door policy where parents are able to see their children's learning files at any time. Some parents are not aware of this, and, as such have not seen observations of their child's learning. This does not fully support all parents being involved in their child's ongoing learning.

The setting is well maintained and divided into bright play areas where children can self-select from a good range of stimulating toys and resources. Colourful displays of the children's work along with a variety of photographs create a child-friendly environment where children feel valued and secure. Staff are deployed effectively to ensure children are well supervised and supported in their learning both inside and out. They demonstrate an ongoing commitment to further developing their skills and knowledge to improve the outcomes for children. This is supported well by the management team who have a good understanding of the areas for development. The setting works closely with other professionals, and makes use of questionnaires to gather feedback from parents. This enables them to develop and reflect on their practice. All recommendations from the previous inspection have been positively addressed; this helps to improve outcomes for children.

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

Children are making good progress in their learning and are happy and secure at the welcoming nursery. They settle quickly on arrival, through cuddles and friendly greetings from staff and are clearly familiar with the nursery routines. Staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage and use this knowledge to provide a stimulating and interesting learning environment. Each child has an individual file which includes observations and assessments of their good progress towards the early learning goals. Planning ensures that all areas of learning are covered and this is based on children's interest. However, inconsistencies in the completion of files means that some do not have up-to-date observations in place and it is not always clear to see how identified next steps in children's learning are being used to inform the planning. This does however, have a low impact on children's development as staff clearly know the children well. Children remain engaged in activities throughout their time at the nursery and a good balance of adult led and child initiated activities are in place.

Staff generally support children's progress well. They are actively involved in their play and ask open-ended questions to extend their learning. For example, they ask them if spiders are 'big or small' and encourage them to count how many pieces of play dough they have. Children are confident and articulate at the setting. They take an interest in visitors and are proud of the work they have done. For example, going into great detail to describe the pictures they have drawn. They clearly love books, sitting independently to look at them or listening and joining in enthusiastically as staff read favourite stories to them. Naturally inquisitive and keen to learn children's skills for the future are developed through a good range of problem solving activities. For example completing jigsaws and sorting minibeasts into different types. They work happily independently and share ideas with their friends. For example, as they make masks they discuss how the string is too short, and ask their friends what they can do. This is followed by confidently using scissors to cut more string and getting tape to stick it to their masks. Children's physical development is promoted well as they have free flow access to the well resourced outdoor play area. They confidently manoeuvre balance beams to make obstacle courses and enjoy getting wet as they pour water down drain pipes. Children develop a sensitive awareness of diversity and an understanding of the needs of others. This is achieved through a good range of resources and planned activities which promote a positive outlook of the wider world and take into account their individual interests. For example, celebrating Chinese New Year.

Children take part in a variety of experiences that promote a healthy lifestyle. They benefit from a balanced menu which takes into account individual dietary requirements and take part in planned activities such as growing potatoes and turnips. Consistent daily routines for hand washing further support children's understanding of healthy lifestyles. Children have good opportunities to learn how to keep themselves safe as they receive visits from the local fire department and role play road safety in the outdoor play area. Staff reinforce children's understanding of keeping safe with gentle reminders for example, asking them

what might happen if they slipped on a wet floor. Children's behaviour is good because they are busy and engaged in activities for most of the day. They have formed secure and close relationships with the staff. They come to them for cuddles and clearly feel safe and confident in their care. Consequently, children are happy and settled at the nursery.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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