

Early Years Nursery

Inspection report for early years provision

Unique reference number EY339717
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Inspector Claire Jenner

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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

Early Years Nursery is privately owned was registered in 2006. It operates from a purpose-built modular building in Melton Mowbray, Leicestershire. The nursery serves the local area and has strong links with the local school. There is a fully enclosed area for outdoor play.

The nursery is open each weekday from 9am to 2.45pm during term time only. 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 30 children may attend at any one time and there are currently 66 children on roll who are within the Early Years Foundation Stage. The nursery provides funded early education for two-, three- and four-year-olds. It also supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and seven hold level 3 or above. Two members of staff hold Early Years Professional Status or Qualified Teacher Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff have a very secure knowledge of the Early Years Foundation Stage and are effective in supporting children's learning and development. As a result, children make excellent progress. A strong emphasis is placed on valuing the uniqueness of each child and highly effective partnerships with parents, other providers and agencies means that their individual needs are consistently met. A comprehensive and detailed range of operational policies and procedures are in place and are reviewed regularly. Managers and staff are committed to and passionate about their work, and effective strategies for continued improvement are ongoing and embraced by all.

What steps need to be taken to improve provision further?

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

- continuing to develop systems for self-evaluation and reflective practice to further identify strengths and priorities for improvement that will continue to improve the quality of provision for children.

The effectiveness of leadership and management of the early years provision

The provider and managers are well qualified, experienced and have a positive and committed vision of how to provide a quality service to children and their parents. The knowledgeable and enthusiastic staff work exceptionally well together as a team and support and acknowledge each other's skills and strengths. Robust recruitment and vetting procedures are in place, ensuring that staff are suitable to work with children. Comprehensive induction procedures and ongoing appraisal ensures that all staff are fully informed of their roles and responsibilities and are fully supported in their continued personal development. Consequently, they feel valued and are eager to attend any relevant training. Robust policies and procedures are implemented throughout the setting and staff have a clear understanding of these documents and how to use them effectively to safeguard children. Detailed and comprehensive risk assessments are maintained and reviewed regularly, and all staff take responsibility for the resources, environment and equipment and successfully limit risks on a daily basis. As a result, children are cared for and play in safe and secure surroundings.

Children clearly benefit and thrive in the setting they are in as both the indoor and outdoor environments are very well organised. Staff take great care and give a considerable amount of thought and planning into preparing the environment. Consequently, children have access to an extensive range of stimulating play and learning activities. A well-established and effective key person system means that children and their parents are able to build very positive relationships, ensuring staff are able to gain an accurate understanding of children's individual care and learning needs. Parents feed back their satisfaction and very positive comments about the ways they are kept informed and included in their child's care, learning and development. An extensive range of useful information, photographs and examples of the children's work are attractively displayed throughout the setting, and parents are provided with additional information through regular newsletters and easy access to policy documents and their children's individual files. This means that both children and their parents feel valued and welcomed in the setting. Managers and staff have been proactive in establishing strong relationships with other providers and professionals in order to support children. For example, very close links with the local school help to ensure a positive transition for children from one setting to another. Robust systems are in place to support children with special educational needs and/or disabilities and to ensure children with English as an additional language are fully included in all aspects of the setting.

The provider and managers are confident and secure in their roles. They are positive and enthusiastic role models to staff, who are exceptionally well motivated and committed as a result. This helps to create a happy and enabling play and learning environment for children. Systems for monitoring and self-assessment are overall outstanding and the provider, managers and staff work together effectively to ensure that the service provided is regularly reviewed in order to plan for continued developments.

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

Children are confident, secure and eager to learn, and detailed planning by staff ensures they take part in a rich and varied curriculum across the six areas of learning that is also linked to their own specific interests and abilities. Robust systems are in place to observe, check and record children's progress. The colourful and meticulous learning journeys for individual children clearly illustrate and track their progress, enabling staff to identify the next steps in their learning. In addition, the excellent use of space and the wealth of accessible and carefully presented toys, resources and equipment mean that children have many opportunities to make independent choices and initiate their own play, both indoors and out.

Staff's purposeful discussion and engagement with children help to develop their language for communication and encourages them to question and think critically. Children are developing independent writing through meaningful activities, such as 'making lists' and 'taking phone messages' in the role-play estate agents. They are encouraged to explore and learn about the natural world and have many opportunities to explore the surrounding areas. For example, they go on nature hunts and return with a selection of natural materials, such as plants, flowers and soil, which they can examine more closely at the nursery. Young children spend time enjoying the feel of the soil between their fingers while others study flowers and create their own paintings which are then attractively displayed within the setting. Mark-making and problem-solving activities are abundant throughout the nursery and staff make excellent use of spontaneous opportunities to promote children's learning. For example, they routinely count chinks back into the pot as they tidy away.

All children are encouraged to contribute to discussion and become fully involved in the setting as the staff make time and allow them to share their news, ideas and thoughts as they play. Their creativity is effectively promoted as children have excellent access to a wide range of materials, tools and equipment in well-resourced creative areas. They enjoy listening to and moving to music and enthusiastically join in with the actions of the familiar songs, or enjoy more gentle and relaxing sessions of yoga. Children also have opportunities to create their own sounds as they have easy access to a broad range of musical instruments. Children have excellent access to a wealth of books and reading materials, and staff consider how they can present them to capture children's interest even further. For example, reference and story books are placed near to specific activities to encourage and enable children to extend their learning and literacy skills further as they play.

Children's knowledge and understanding of the wider world is well promoted because differences are recognised and valued. For example, significant events are celebrated and positive images that reflect other cultures, lifestyles and practices are integral to the setting. Children learn about the local community through planned trips out or by inviting others in. For example, they enjoyed a recent visit from a police dog handler. Children benefit from daily opportunities to access fresh

air and physical activity. Careful planning of the environment enables them to have free flow to the well-resourced and excellently presented outdoor area. In addition, staff make full use of the adjoining playing fields which provide a larger space for children to play and explore the environment.

Children's health is extremely well promoted and healthy practices are consistently implemented. For example, children thoroughly wash their hands before eating and are encouraged to make healthy choices from their packed lunch box. Staff are extremely mindful of how to manage any specific health or dietary needs, and maintain robust and detailed records, policies and procedures to ensure that these are addressed appropriately. Children learn about staying safe as staff explain simple ground rules and the consequences of unsafe actions; for example, why it is not safe to run indoors. Children behave exceptionally well and staff promote a caring atmosphere where children develop very positive relationships with their peers and adults. Realistic rules and the consistent management of unwanted behaviour mean that children understand what is expected of them. They have high self-esteem and confidence because they feel secure in the environment and there is huge emphasis on celebrating children's achievements and positive behaviour.

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	1
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