

Earlybirds Day Nursery

Inspection report for early years provision

Unique reference number EY357230
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Inspector Alison Putnar

Setting address Creswell C of E Infant & Nursery School, Gypsy Lane,
Creswell, WORKSOP, Nottinghamshire, S80 4HY

Telephone number 01909 723 947

Email

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

Earlybird Day Nursery was registered in 2007. It operates from purpose built premises within Creswell Infant School, Creswell, Derbyshire and is part of the local children's centre. Children are cared for in three play rooms, according to their age and developmental stage. All children have access to secure outdoor play areas. The nursery is registered on the Early Years Register and both parts of the Childcare Register. A maximum of 45 children may attend at any one time. The provision is open each weekday from 8am to 6pm all year round.

There are currently 70 children aged from birth to under eight years on roll. The nursery support children who speak English as an additional language and a number of children with special educational needs and/or disabilities. The nursery employs 13 members of staff. All staff hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic and dedicated management team has a clear vision for the nursery and together with staff create an inclusive environment, where individuals are respected and valued. The nursery works extremely successfully with parents and a wealth of relevant professionals. Systems to evaluate and improve practice are robust and result in a continually improving setting. Space and resources are used creatively to help children learn whilst they play and explore. Children make good progress in relation to their starting points as assessment and planning methods are generally effective. On the whole, children's welfare is protected through secure practices.

What steps need to be taken to improve provision further?

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

- ensure the system of highlighting next steps for children's progress includes coverage of all six areas of learning to support all children to reach their full potential
- ensure the risk assessment covers anything with which the child may come into contact.

The effectiveness of leadership and management of the early years provision

Staff at all levels within the nursery have a comprehensive awareness of safeguarding issues, enabling them to work together with parents and relevant professionals to protect children from harm should the need arise. Effective leadership and management systems, such as, safe recruitment, thorough induction, on-going training and appraisal systems ensure that staff are

knowledgeable and capably implement the robust policies and procedures to ensure the smooth day to day running of the setting. Some secure methods are in place for maintaining the safety and welfare of the children. For example, managers review the records of accidents in order to look for potential patterns and take action to reduce any identified causes. Robust risk assessments are completed to reduce the likelihood of accidents, although, staff do not always implement this good practice in their daily routines. As a result, on occasions some hazards are overlooked, in relation to drawing materials used by the youngest children and the large climbing equipment used by the older children.

The nursery effectively provides an enabling environment, which supports children's learning and development to a good degree. Indoor and outdoor spaces are well organised to enable children to feel comfortable and secure whilst they explore a good range of age appropriate, interesting play materials and activities. The well-considered layout of the rooms enables staff to maintain close supervision of children, whilst allowing them to develop their independence, for example, through selecting their own resources from child-height storage units or through easy access to bathroom facilities. The premises are clean, brightly decorated and a welcoming atmosphere is evident. Displays of children's art work and photographs evidence that individuals are valued and also support children to feel a sense of belonging. The management has a clear sense of purpose and show strong capacity to maintain continual improvements. Through effective and accurate methods of reviewing and reflecting on practice, they engage staff in making changes that bring about positive improvements for children's welfare and learning. There is a clear commitment to maintaining good levels of care and education. Regular staff meetings and frequent opportunities for staff development and training ensure that all keep up-to-date with changes or new initiatives and are continually extending their skills for the benefit of the children. Together, as a team and through working with improvement officers, they accurately identify their strengths, areas for development and implement action plans to address any improvements. For example, the setting implemented changes to create more stimulating areas for the babies and secured funding for the separate pre-school room, which offers free access to outdoor play for these children. Recommendations from the last inspection have been fully addressed, improving aspects of hygiene and the education provision for children.

Excellent partnership working takes place with parents and a wealth of childcare related professionals to ensure every child receives high levels of support, at an early stage. Secure relationships with parents emerge from the highly effective communication methods. Parents receive comprehensive information about all aspects of the nursery, through detailed displays, newsletters and regular face to face discussions. Daily diaries and meetings to share children's development records ensure that parents are well informed about their children's progress. Commendably, staff take time to contact parents or carers of those children who are less confident to offer reassurance that their children have settled well. The nursery clearly values parents' involvement, providing a range of events and activities encouraging parents to be involved in their children's learning, such as, taking home the travelling bear or borrowing a story sac to share with their child. Partnerships with other professionals are highly effective in ensuring that children's individual needs are met. For example, effective links with the children's centre

supports those families that may not usually access the nursery to come and benefit from the service. Children with special educational needs and/or disabilities are well supported and making progress in relation to their starting points due to staff and relevant health and educational professionals working together to provide targeted support. The nursery have established links with local nurseries and schools to aid children's transition and to ensure all work together to provide continuity in children's learning and development.

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

Children make good progress in their personal, social and emotional development. They behave well as staff use effective methods to encourage kind and considerate behaviour towards others. This creates a calm, relaxed environment where children feel secure and operate safely. Young children understand how to use equipment correctly to prevent injury to themselves and others, for example, they know to sit at the table with scissors during craft and learn to share and take turns supported by staffs' gentle reminders. Children are confident in the nursery, enabling them to independently access and explore toys and new experiences. Babies are settled and content as staff offer high levels of interaction with them. An effective key person system enables close bonds to form between staff, parents and children. Key persons develop good knowledge of individual children's care needs and developmental progress. They use this information to highlight next steps for children's learning and plan activities to help children reach these next steps. However, the method is not fully robust in ensuring that the next steps cover all six areas of learning within the Early Years Foundation Stage, as a result some children may not make as rapid progress as they are capable of. Children's interests are well considered and as such children concentrate for increasing periods and enjoy the range of activities provided.

Children develop skills for the future through the range of activities and nursery routines. They practise early mathematical skills as they explore size and capacity when playing in the sand and water or calculating the number of children at the lunch table. They develop hand-control needed for writing in future as they use a range of tools in art and craft activities. The well-resourced role-play areas support children to develop their imagination whilst also providing opportunities for them to experience early reading skills through recipe cards and labels on packages, writing skills when filling in a diary and confidence of using technology when using the computer or toy phones in a relaxed environment. Their language skills are developing as staff engage in play with the children and take time to listen to them. Effective methods are established to support children who have English as an additional language in communicating. Staff learn words in the children's own language and use a range of signs, symbols and gestures to ensure these children understand the routines, develop their use of English and also have opportunities to use their home language during play and activities. The nursery recognises the importance of promoting children's awareness of diversity throughout its work. Consequently, children's knowledge and understanding of the world is well supported because differences are recognised and valued. Significant events in

children's lives are celebrated, staff talk to children about their own and other cultures and they have access to toys and resources reflecting diverse languages, lifestyles and practices. They enjoy trips out in the local area, helping them make sense of their local community and their place within it.

Good methods are used to encourage children to adopt healthy lifestyles. These young children follow effective hygiene routines, including regular hand washing before meals. The nursery promotes healthy eating; meals are freshly prepared, appetising and nutritionally balanced. Staff are vigilant in ensuring that individual dietary needs are catered for. Meal times are a positive social occasion, where staff sit with children encouraging good manners and conversation skills. Children demonstrate a positive attitude to being active and benefit from fresh air as they regularly access the outdoor play areas. Older children impressively move freely between the indoors and outdoors throughout the day, benefiting from the increased learning experiences. Importantly staff recognise that some children learn more effectively outdoors, as a result they create opportunities for children to have increased freedom, use all their senses and be physically active and energetic. Children excitedly talk about the tadpoles they can see and when watering their tomato plants. A group develop their imagination as they use toy diggers and a range of tools to mix and spread the wet sand. Staff ensure that non-mobile babies and younger children are equally supported to benefit from the outdoor spaces. The range of physical play equipment provides appropriate challenge to children, helping them develop their movement, balance and control.

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	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	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

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