

Juice Children's Nursery

Inspection report for early years provision

Unique reference number EY357973
Inspection date 28/03/2012
Inspector Karen Cooper

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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

Juice Nursery was registered in 2007 and operates from the old town hall building in the centre of Altrincham. There is a fully enclosed outdoor area available for play. The setting serves the local and surrounding areas.

The setting is open each week day from 7.45am until 6pm for 51 weeks of the year. Children attend for a variety of sessions. A maximum of 82 children aged from birth to eight years may attend at any one time. There are currently 107 children on the roll. The setting is registered by Ofsted on the Early Years Register and both voluntary and compulsory part of the Childcare Register. It is in receipt of funding for early education places. The setting supports children with special educational needs and/or disabilities.

There are 27 members of staff who work with the children. Of these, 10 hold a National Vocational Qualification at level 4, 11 hold a level 3 and six hold a level 2 and are working towards a level 3. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and are cared for in a very nurturing and stimulating environment. Toys and resources are plentiful and are organised extremely well to help children make good progress in their learning and development. All children and families are welcome at this setting and excellent relationships have been established with parents and other early years professionals to ensure there is a shared understanding and continuity about children's individual needs. A very strong emphasis is placed on healthy eating and physical exercise and children's overall health is promoted extremely well. There is a variety of clear and concise policies and procedures in place although, some staff are not fully secure in their knowledge and understanding of some of the setting's procedures and risk assessments are not fully effective. However, the setting demonstrates a strong capacity and desire for improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the knowledge and understanding of all staff regarding procedures to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting children's welfare). 12/04/2012

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

- review the risk assessment record to include anything in which a child may come into contact; this specifically refers to trailing leads
- develop further staffs understanding of the procedure to be followed in the event of a parent making a complaint.

The effectiveness of leadership and management of the early years provision

The management team and staff are fully trained in safeguarding children. They have a good awareness of the various signs and symptoms of abuse and are confident to follow procedures should they have a concern about a child in their care. A comprehensive child protection policy is shared with staff and parents to keep them informed of their responsibilities. However, some staff are not fully secure in their knowledge of the procedure to follow in the event of an allegation being made against a member of staff, or a complaint made by a parent or carer to ensure children's welfare is fully protected. Robust recruitment, vetting and induction procedures help ensure the suitability of staff who work with the children.

The staff are highly committed to inclusion and the presence of a trained midwife and special educational needs coordinator ensures children's individual needs are extremely well met. Written risk assessments are implemented to ensure that children remain safe and most potential hazards are minimised. However, the electrical leads to the compact disc players and the water dispenser are not sufficiently secured to ensure children's safety is fully protected. Children play in a well-organised, spacious and stimulating environment, with clearly defined play areas. They use an excellent range of good quality toys and equipment which are placed at low level around their base rooms to enable them to develop independence, make choices and ensures inclusion.

Throughout the setting a happy, relaxed atmosphere prevails and the friendly, caring staff are well qualified and keen to develop their professional childcare practice through ongoing training. The management team involve staff, children and parents in reviewing the provision on an ongoing basis. Actions subsequently taken and plans for future development are well targeted to improve outcomes for children which demonstrates the settings capacity for continuous improvement. As a consequence, recommendations made at the last inspection have been addressed. Staff actively promote equality and diversity in their practice by planning a range of activities and topics. This excellent practice gives children a very good understanding of the way other people live.

Parents are provided with good information about the setting through access to a welcome pack, policies and procedures, newsletters, formal meetings, website and display boards. Effective settling-in procedures promote confidence and emotional security in the children, which enables parents to feel reassured. Through being made very welcome, parents and carers develop an excellent rapport with staff and they regularly exchange verbal and written information about the children.

Parents provide positive feedback and are very complimentary about the care their children receive. The daily communication sheets and children's individual learning files enable parents to record events and their child's achievements. This helps staff to tailor activities to their child. The management team and staff work exceptionally well in partnership with other agencies and providers to ensure children's individual needs are well met. They liaise with teachers at the local school where some of the children attend to complement learning between the settings.

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

The staff team have a good knowledge of the Early Years Foundation Stage framework. They group children very effectively with key workers in small groups. This promotes consistency and enables children to build strong relationships and clearly enhances the observation and assessment of the children. Observations are carried out on a regular basis and linked to the areas of learning which enable staff to plan the children's next steps in their learning and development. Very good, warm and very caring relationships between staff and the children are evident; as a consequence children are happy to attend this nurturing and stimulating setting. Children's behaviour is very good. They are beginning to understand what is expected of them and encouraged to share, be kind to each other and to use their manners. The staff are calm, consistent, polite and respectful and children follow their example.

Throughout the setting children are developing skills for the future through the range of activities. Older children begin to explore technology whilst they successfully use the mouse to complete simple programmes on the computer. Younger children explore their surroundings with confidence. They enjoy musical toys, show pleasure as they press buttons to create a sound and love to join in craft activities. For example, they decorate pictures of Easter chicks and spread coloured glue over a large piece of paper. They love to explore their senses and are provided with opportunities to play with shredded paper, shaving foam, dried pasta, jelly, sand and water. In addition, the sensory room provides good opportunities for them to look, listen, feel the various textures and relax.

Simple mathematical and scientific concepts are introduced during everyday activities. For example, younger children confidently pour from container to container and observe the sand as it falls through a sieve and makes the wheel turn. Older children develop hand-control needed for later writing as they use their fingers and brushes to make marks in the sand. Their language skills are developing as staff engage in rhyme and story time, as they play with the children and take time to listen to them. Younger babies babble in response to staff communications as they are given lots of hugs, cuddles and individual attention. Children enjoy celebrating a range of world festivals and access the good quality resources, which include small world items, books, dolls and jigsaws. These depict positive images of disability and culture and help children to value and respect difference.

All children show an exceptional understanding of following good personal hygiene routines. They know when to wash their hands and how to brush their teeth. They show an excellent understanding of healthy eating and make healthy choices at meals and snack times. They are provided with healthy and nutritious home cooked meals, freshly prepared on-site by fully qualified chefs. A four weekly menu is shared with parents and displayed within the setting. Staff are fully aware of each child's individual dietary needs and ensures these are met. Children are provided with plenty of excellent opportunities for physical play and are encouraged to understand that exercise helps them to stay healthy. They join in a regular dance class where they learn to move their bodies in different ways. Children learn about keeping themselves safe through the discussions and activities provided. They regularly join in fire evacuation practises to ensure that they know what to do in an emergency.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The extent to which children make a positive contribution	1
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