

Ever After Day Nursery

Inspection report for early years provision

Unique reference number EY436114
Inspection date 03/04/2012
Inspector Carol Johnson

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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

Ever After Day Nursery was registered in 2011. The nursery is privately owned and operates from premises situated in Cleobury Mortimer. The main nursery playrooms are located on two floors and there is no lift access to the first floor. There is a portacabin in the rear garden which will be used for older children. All children have access to a fully enclosed garden for outdoor play. The nursery is open each weekday for 51 weeks of the year. Children attend for a variety of sessions and come from the local and surrounding areas. Opening hours are from 7.30am to 6pm.

A maximum of 60 children under eight years may attend the nursery at any one time, of whom no more than 43 may be in the early years age range. There are currently 17 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to 11 years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The nursery employs four members of staff, all of whom hold appropriate early years qualifications to level 3. The manager has a Foundation Degree in Early Years. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress and are interested and motivated to learn. They benefit from inclusive attitudes and the good variety of interesting and stimulating experiences that are available to them. Effective partnerships between the setting and parents, other professionals and individuals and groups in the community are still in the early stages of development. However, the nursery team demonstrate a strong capacity for improvement and adopt a range of methods to successfully monitor practice and help improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop records of children's learning and development and devise strategies that encourage parental involvement in their children's learning both at home and in the setting and consider ways of encouraging parents to contribute to the ongoing observation and assessment process
- develop systems for working in partnership with other settings, other professionals and with individuals and groups in the community to support children's development and progress.

The effectiveness of leadership and management of the early years provision

Children's safety is afforded a high priority. The premises are safe and secure and staff visually check the premises and equipment on a daily basis. Appropriate risk assessment records are maintained and a range of safety precautions are in place to help protect children. Staff are well aware of their individual and collective roles and responsibilities with regards to safeguarding children and know who to contact if they have any concerns. Written policies and procedures accurately reflect everyday practice and have recently been reviewed. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so.

Children benefit from the enthusiastic and dedicated staff team who actively strive to make the environment attractive and welcoming to all. Staff show a strong desire and commitment towards improvement and self-evaluation is ongoing at all levels. Staff demonstrate a clear understanding of their strengths and priorities for improvement. They take on board advice from others and are constantly refining and reviewing practice. For example, since registration the owner has purchased a range of resources, ordered a computer and staff have created defined areas within the main nursery rooms. The manager has recently achieved a Foundation Degree in Early Years and this has inspired her to be more aware of the importance of play and to enhance children's range of outdoor learning experiences.

Children are flourishing in the stimulating environment provided by the nursery. They enjoy easy access to a wide variety of good quality resources and have plenty of space to play and rest. Inclusive practice is evident and resources and displays around the nursery include lots of positive images of diversity. There are no children attending who have special educational needs and/or disabilities. However, staff are fully aware of the importance of working closely with outside agencies to support children's welfare and development. Children are learning about themselves and others through discussion, various planned activities and exploring a range of religious and cultural festivals. Some children created life-size self portraits of themselves, using a variety of collage materials, and this encouraged them to look at similarities and differences and to develop a positive self-image.

Staff are friendly and approachable and spend valuable time chatting to parents about their children's welfare and progress. Parents receive suitable information about the nursery and their children. For example, they receive a 'Welcome' pack when their child starts and everyday information, that includes sleep times and food intake, is passed on through a daily diary. However, children's learning potential is somewhat impeded because strategies to encourage effective partnership working not been fully explored. Some children attend other settings, alongside this nursery, and firm links have yet to be forged with these settings to help ensure coherence and consistency of care for children.

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

Children have lots of fun. They are making good progress in relation to their starting points because they are happy and secure and staff thoughtfully plan experiences based on their individual needs and interests. Staff observe children on a regular basis and use what they see and know to assess each child's progress and plan for the next steps in their learning. Individual learning and development records are maintained for each child and parents are told that they can view them at any time. However, children's learning potential is somewhat reduced because these records are still being developed. Successful strategies that help parents to support and extend children's learning at home and in the nursery are not yet in place. Also, parents are not actively involved in the ongoing observation and assessment process.

Children are provided with a variety of experiences that excite and interest them and an atmosphere that is warm and welcoming. Staff are friendly and caring and skilfully help to prepare children for future life. They actively promote children's language and communication skills and encourage their ability to problem solve. They show children that they are valued and respected by listening and showing interest in what they have to say. Staff share books and stories with the children and engage their interest by asking questions and inviting them to retell familiar stories and predict what might happen next. Counting is threaded through most activities and innovative ideas are used to help children match, sort and recognise patterns, colours and shapes. For example, staff set up a washing line and hang up different socks for children to sort into pairs and count. Children regularly explore and investigate through sand, water and a range of creative experiences and their artwork is attractively displayed around the nursery.

Children successfully learn about the importance of a healthy lifestyle. They engage in an abundance of physical activity, and hygiene routines are thorough and routinely reinforced. Outside space is used on a regular basis and there are areas for children to run around, ride wheeled toys and explore. Snacks, provided by the nursery, are healthy and nutritious and various planned experiences have encouraged children's awareness of healthy eating. For example, children have participated in fruit tasting, made fruit salad and have recently planted some vegetable seeds. Children are learning about safety in meaningful ways. They practise road safety on outings, and gentle reminders from staff teach children about safety around the nursery. For example, children are asked not to run inside and know that they have to avoid bumping into other children when riding wheeled toys outside. Children behave well and this is because staff provide them with positive role models to follow. Staff encourage good manners and children show lots of care and consideration for others. Older children help to look after the younger ones and growing friendships are clearly evident between some of the children. Children's good behaviour is promptly recognised and rewarded by staff, through praise, positive body language and stickers.

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	3
The effectiveness of the setting's engagement with parents and carers	3

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