

Great Sutton Day Nursery

Inspection report for early years provision

Unique reference number EY261932
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Inspector Sheila Riddall-Leech

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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

Great Sutton Day Nursery is privately owned and was registered in 2003, although the nursery was originally established in 1992. It operates from designated premises within the Great Sutton area of Ellesmere Port. The setting serves the local and surrounding areas and children attend for a variety of sessions. The nursery is open each weekday from 7.30am to 6pm for 50 weeks of the year. Children have access to secure enclosed areas for outdoor play.

The setting is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children under the age of eight years may attend the setting at any one time. There are currently 72 children on roll, all of whom are within the early years age group. There are 21 children who receive funding for early years education. The setting currently supports a number of children with special educational needs and/or disabilities.

There are 15 members of staff including the owner and manager. Of these, 13 hold a qualification at level 3 in early years and one holds a qualification at level 2. The setting receives support from Ellesmere Port Early Years and Childcare Team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and play contentedly in an inclusive and caring setting. Overall, the environment, routines, activities and a broad range of resources are used effectively to support children's learning and development. All children make good progress towards the early learning goals. Effective and strong relationships with parents, carers and other early years professionals benefit the children. The setting shows a good capacity for maintaining continuous improvement as robust systems to monitor and evaluate the service are in place.

What steps need to be taken to improve provision further?

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

- review risk assessments regularly and take all reasonable steps to ensure that hazards to children, both indoors and outdoors, are kept to a minimum.

The effectiveness of leadership and management of the early years provision

Children are well protected as staff have a good understanding of the safeguarding policy and procedures. There is a clear and extensive recruitment procedure in place. This ensures all staff are vetted for their suitability and undergo a comprehensive induction process. Detailed annual, termly and ongoing risk

assessments are conducted to reduce the chance of accidental injury. However, daily risk assessments have failed to identify hazards with the safety surface outside and one of the carpeted areas. An effective security system and accurate records to monitor arrivals and departure are in place. These are very beneficial in keeping children safe.

Staff have a good understanding of how to support children with special educational needs and/or disabilities. All staff actively promote equality and diversity. Staff value and respect children's differing backgrounds and abilities and know the children very well. Overall, they provide a good, wide range of exciting resources and experiences across all areas of learning.

The staff work very effectively together. The manager and owner communicate high expectations to staff about securing improvement. They evaluate the service, including gaining feedback from staff, parents and carers, and set priorities for the future. Outcomes for children have improved as recommendations from the last inspection have been successfully addressed. Very positive relationships with parents and carers contribute to the high level of care the children receive. Frequent verbal exchanges of information, a notice board and monthly newsletters ensure parents and carers are very well informed. This also promotes continuity of care. Strong and effective links have been established with other professionals and other settings. These support children's education, welfare and care very well.

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

Children are very well settled in the setting. Their personal, social and emotional development is fostered thoroughly. They form strong and trusting relationships with the adults and are developing good friendships with each other. Children are very well behaved. Older children are skilful communicators as they learn to negotiate and play together, harmoniously sharing equipment and taking turns. All children engage in a wide range of activities and experiences, which help them value diversity. Skills for the future are supported well as children use information and technology equipment, solve problems and develop an understanding of their local environment.

Children build good foundations for early literacy through having opportunities to make marks with a range of resources. They make sense of visual signs and symbols to recognise their own names. An example of this is when children select named place mats before sitting down to eat their lunch. Children have good opportunities to link sounds and letters during their play to further extend their learning. Their creativity is effectively promoted through a varied range of arts and crafts activities. Examples of this are when babies delight in responding to music on a compact disc and older children draw faces. Children use their imaginations well as they happily use small-world resources and role-play equipment. Children's problem solving, reasoning and numeracy skills are supported well. They play with shapes in the sand and build towers counting the blocks. They have good opportunities to count, sort, match and consider concepts, such as weight through purposeful practical activities.

Children demonstrate a satisfactory sense of how to stay safe in the setting. They use their initiative and take responsibility for their own safety most of the time. They have an understanding of the rules that are in place to keep them safe. These include not running indoors and not climbing on furniture in case they fall. Some surfaces indoors and outside are hazardous, and there is a risk that children could trip. The extent to which children adopt healthy lifestyles is very good. They thoroughly enjoy the outside area which provides a good range of activities for them to develop coordination and control of their bodies as they have fun. They enjoy freely running around and playing with wheeled toys, a parachute and bats and balls in the fresh air. Older children independently choose healthy, nutritious meals, which are prepared on site. They have a good understanding of healthy lifestyles. Children skilfully carry out personal hygiene practices and are encouraged to be independent. Fresh drinking water is available at all times, which helps children remain hydrated. A healthy lunch box policy ensures that all children eat nutritious and well-balanced lunches, including those who do not eat the meals prepared on site.

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	3
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	3
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