

Willow Park Day Nursery

Inspection report for early years provision

Unique reference number	EY374168
Inspection date	14/05/2012
Inspector	Lindsay Dobson
Setting address	Willow Street, SOWERBY BRIDGE, West Yorkshire, HX6 2BU
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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

Willow Park Day Nursery opened in 1999. It is privately owned and managed by a new owner, who took over in 2008. It operates from three rooms on the ground and lower floors of a converted chapel in Sowerby Bridge, Halifax. The nursery serves the local area and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They may care for a maximum of 54 children under the age of eight years, of whom, 46 may be in the early years age group and of whom, 15 may be under two years old. There are currently 48 children on roll, all of whom are in the early years age range. Children attend for a variety of sessions and the setting supports those with special educational needs and/or disabilities.

The nursery opens five days a week, all year around, with the exception of bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. There are eight members of staff working with the children, plus two day care managers. The majority of the staff hold an appropriate childcare qualification and 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 settle well in the nursery and receive good levels of care due to the dedicated, experienced and qualified staff team, who work closely with children and their families. However, there is some further work to be done, regarding hygiene and the outdoor play provision. Staff have a good knowledge of the Early Years Foundation Stage and how children develop and learn through play, ensuring that they make good progress from their starting points. Children benefit well from continuity of learning and care because the staff team are long standing and the setting liaises with parents and other professionals to ensure that individual children's needs are met and their protection assured. On-going effective steps are taken to self-evaluate the provision. Also the nursery demonstrates a strong capacity to make continuous improvement and further promote the outcomes for children.

What steps need to be taken to improve provision further?

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

- improve children's hand washing routines with particular regard to the baby room
- improve the general cleanliness and maintenance of carpets and flooring in some of the children's playrooms
- develop the outdoor curriculum, where possible linking the indoor and outdoor environments.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and kept safe from harm because all staff are clear about their role in protecting them. On-going training ensures a good understanding of the possible signs of abuse and when to put procedures into practice to safeguard children in their care. The premises are safe and secure and good supervision of children further safeguards their welfare. For example, staff monitor all people entering the setting and record their details in a visitors' book. There are sound recruitment and vetting procedures in place and all staff are suitably qualified and checked by the Criminal Records Bureau. Detailed risk assessments are carried out and regularly reviewed and staff conduct daily checks of all areas of the setting. This ensures a safe environment for children, their families and staff.

The management team provide strong leadership by providing staff with opportunities for further training and providing a positive attitude to continually improving the setting. The effective self-evaluation of the setting, which is completed with support from the local authority. The nursery's 'Steps to Quality' programme, includes the views of the staff and parents and leads to clear action plans. These show achievable and well-planned targets and promote continuous improvement and good quality of care for all service users. Detailed documentation, including a full range of required policies and procedures, are in place and support the efficient management of the nursery. The organisation of the setting provides age and stage banded playrooms for children. All rooms are well resourced and they are bright and welcoming, displaying examples of children's own art work, to raise their self-esteem and sense of belonging. However, some of the carpets and flooring in the children's playrooms are not maintained to a suitable standard of cleanliness or repair.

The good liaison with parents contributes to children's on-going achievement, well-being and development. The nursery places a strong value on ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents receive valuable information about the provision, their child's key person, activities and upcoming plans. Parents are encouraged to share information about their child when they first attend and on an on-going basis. All parents complete a 'This is me' sheet, sharing information about their child. This information helps staff to have a sound awareness of each child's background and needs. Parents are given written and verbal information about their child's day. They are encouraged to review their children's profiles and add their comments. Parents speak highly about the nursery and feel key strengths, include the welcoming staff team and the positive impact they have on their children's development. Transitions for children are suitable to support them when moving on to another setting. Partnership working with other professionals is good to ensure children are well supported and that they receive the best possible care. Promoting equality and diversity is embedded in staff practice. For example, inclusion of children, who have identified special educational needs and/or disabilities is good. Children learn to value diversity and difference and their own cultural backgrounds are reflected, celebrated and valued. There are also good

opportunities for children to learn about their local community and the wider world. Resources are deployed effectively and good use is made of time and the space. This ensures that children have access to activities, which promote all areas of learning while being supported well by staff.

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

Children make good progress towards the early learning goals. Staff provide a wide range of activities that take into account children's interests and individual learning needs and they plan activities with care. Planning and observations are consistent throughout the nursery and systems are secure to ensure that children continue to make good progress in line with their capabilities and starting points. From the time they arrive, children are eager to explore whatever is available to them and they meet every new challenge with enthusiasm. Through their interaction with the children, the staff draw out learning and ensure that appropriate levels of challenge are available for all.

There is a good balance of child-initiated and adult-led activities, which support the varied range of learning opportunities on offer. Children of all ages engage in creative play, such as, play dough, painting, sticking and modelling. Staff ensure that each activity is supported by additional resources, enabling children to use their imaginations and challenge their own skills. For example, babies enjoy painting with their fingers, while the more able children free paint at the easel. Information and communication technology resources are available throughout the nursery. Babies and younger children learn about cause and effect as they push buttons and turn levers to see the lights flash and hear the music play on the activity centres. The more able children demonstrate their developing computer skills by effectively using the mouse to select computer programmes and follow the instructions given. Discovery play is positively provided in each playroom, enabling children to explore and investigate a good range of objects and test their senses, for example, smell and touch. There are opportunities for outdoor play each day and children enjoy riding on wheeled toys, exercising to music and chasing the bubbles as they float about. Staff also take children on outings in the local community to extend their opportunities for fresh air and learning. They visit the local park, feed the ducks at the canal and choose books at the library. However, the outdoor play area for all children is under developed. It does not provide consistent opportunities for children to engage in outdoor activities that cover all areas of learning or link to what they are doing inside.

Overall, children follow good hygiene practices. As children develop their skills, they take increasing responsibility for washing their hands before meals and after toileting. However, routines for the younger children in the baby room are not effective as staff do not ensure their hands are clean before they have their snack. Children benefit from varied menus that take account of their individual dietary needs and introduce them to a good range of healthy foods. Meals are cooked on site from fresh ingredients. Children learn table manners and social skills as they sit together in small groups. They learn about keeping themselves safe through the

gentle reminders from the staff and planned activities. They practise evacuation procedures and learn how to use equipment safely. Behaviour management strategies are effective and positive. The support and care children receive from staff and the bonds they are forming with them enable them to feel secure and safe in their environment.

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	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	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