

ABC Woolton Day Nursery

Inspection report for early years provision

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Inspector

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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

ABC Woolton Day Nursery was registered in 2011 and is operated by an individual. It is based within converted premises situated in the centre of Woolton Village in Liverpool. Children are cared for within two main playrooms and there are additional shared play spaces. There is an enclosed outdoor play area and the setting has full ramp access and assisted facilities. The setting operates from 7.30am to 6pm, each week day, 50 weeks of the year. The setting is closed for two weeks at Christmas.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 60 children under eight years at any one time, of these 24 may be under two years.

The setting currently employs six staff to work with the children, all of whom hold early years qualifications. The setting receives support from the Local Authority and is a member of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This is a well organised and welcoming setting where children are supported well. As a result, they make good progress in their learning and development. Children's safety and security is outstanding and given a consistently high priority. This enables children to adopt excellent practices to explore the exciting resources within the nursery. There is regular sharing of information with parents and carers to benefit the children's learning and welfare. The generally very effective organisation of documentation and activities enables children to make good progress toward the early learning goals. Consistently thorough reflective evaluation enables staff to evaluate the effectiveness of the setting and the activities to meet the needs of individual children.

What steps need to be taken to improve provision further?

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

- ensure observations are recorded consistently to enable an accurate assessment of each child's achievements, interests and learning styles.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are excellent and the management ensures all staff fully understand their responsibilities to protect children. They understand the procedure to follow should they have any concerns about a child. Each room has a copy of the policy and procedures on display. Staff are aware of the possible

signs of abuse and two nominated members of staff are safeguarding coordinators. The setting has robust recruitment and vetting procedures in place to ensure the suitability of staff who work with the children. Comprehensive policies and procedures are in position to monitor children's safety at all times. Detailed risk assessments on the premises and also for outings ensure that safety is continually monitored and reviewed. Children are robustly safeguarded because fire safety precautions are in place and the door entry system is secured by a door locking system. Closed circuit television is installed to enable staff to view all visitors before entry to the setting and a camera is also placed in the outdoor area to further safeguard children.

The nursery is fully committed to establishing effective working relationships with external agencies and other early years providers. Through this progression of learning is maintained and children's individual needs are supported. In the short period of time since the nursery has been open, management and staff have formed a partnership with the local children's centre to enhance children's learning and development opportunities. Parents are consulted regularly through newsletters, parents' evenings and learning and development meetings. This ensures that parents are actively involved in their child's care and learning and can contribute to all aspects of the nursery. These partnerships form part of the management's self-evaluation and quality assurance processes. Procedures for accurate appraisal of the nursery have been in place from the outset. Actions taken by the setting are well chosen and carefully planned to bring about appropriate improvements. This proactive approach together with a commitment to regular training for the staff demonstrates the capacity of the management for continuous improvement.

Good deployment of resources throughout the setting means that children have plenty of choice and opportunities which provide them with developmental and achievable challenges. Resources are maintained to a high standard, clearly organised and are easily accessible to children, which promotes their choice and independence. The staff team have a good knowledge of the Early Years Foundation Stage framework. An effective key worker system is in place for each child, which clearly enhances the care and progress of children toward the early learning goals. Detailed observations are carried out regularly and staff develop a strong understanding of each child's background and starting points on entry to the setting. Observations are used to inform planning to meet the individual learning needs of each child. However, these are not always dated which means that an accurate assessment of children's progress may not be achieved.

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

Children are very happy and well settled. The staff team are dedicated to the care and support of children and this enables children to feel very safe and secure and develop a strong sense of belonging to the nursery. Children's excellent understanding of safety is constantly demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe. Their understanding of dangers and how to stay safe is promoted, for example, by

hand washing and not eating off the floor. They also demonstrate they feel very safe in the outdoor area by using equipment appropriately and running and shouting with glee. Good quality interaction and well-organised routines help babies and very young children to become secure and confident in the nursery. Babies are able to sleep without disturbance in the cots provided which enables them to establish basic routines quickly on entry to the nursery. Adults are good role models and constantly teach children about keeping safe and as a result, children develop an excellent understanding of possible dangers.

Emphasis is placed on children learning through play, exploration and fun. There is a good range of well-planned stimulating activities available for children to choose from which are linked to each of the six areas of learning and the five outcomes for children. This ensures all children are able to participate in activities and as a result, they are motivated to learn and make good progress in their development. Children are confident in sharing their ideas with staff in the nursery. For example, they requested additional compost to explore on the investigation table. Staff listen to children and act on their suggestions enhancing children's confidence to participate in all aspects of the nursery.

Throughout the nursery children are developing skills for the future through the range of activities. Older children begin to explore technology whilst they successfully use the touch screen learning pad and role play as travel agents, which helps them learn about the wider world. Pictures of food from around the world are displayed in the role play area and there is a welcome sign in the hallway saying welcome in several languages. Along with a selection of toys and books which represent a cross-section of society children learn about the diverse world they live in. Babies explore their surroundings with confidence. They enjoy musical toys and show pleasure as they create sounds and discover their reflection in the large mirror on the wall. Simple mathematical and scientific concepts are introduced during the planting and growing seeds activities, both indoors and out. During biscuit making they compare the size and shape of cutters and observe how the dough pulls and stretches before deciding upon the final shape. Children develop hand control needed for later writing as they use a range of tools for art and craft activities. Their language skills are developing well as staff engage them in story and song time. Younger babies babble in response to staff communication as they are play in the ball pool and explore the environment with confidence.

Children develop a range of physical skills and benefit from fresh air and exercise through energetic play outdoors. They develop knowledge and understanding of the world as they plant and care for flowers and vegetables and develop their imagination and language skills in the role play areas. All children show a strong understanding of following good personal hygiene routines. They show a good understanding of healthy eating and making healthy choices at meal and snack times. Children are provided with healthy and nutritious freshly cooked meals prepared on site by a qualified and experienced cook. A weekly menu is shared with parents and displayed in the nursery. They have continual access to fresh water which enables them to satisfy their thirst when they need to. Children use individual cups for drinking, which reduces the possibility of cross infection.

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	1
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	1
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