

Sir Leslie Martin 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*.

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Description of the setting

The Sir Leslie Martin Day Nursery is privately owned. It opened in 2003 and operates from a single storey premises in Hartford, Cheshire, close to local schools and amenities. There is a fully enclosed outside play area.

The setting is registered on the Early Years Register. A maximum of 35 children from birth to five-years-old may attend the provision at any one time. It is open from 8am until 6pm from Monday to Friday all year round. Children are able to attend for a variety of sessions. There are currently 47 children attending who are within the early years age range.

The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. There are 10 members of staff, all of whom hold appropriate early years qualifications. 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 making good progress in their learning and development overall. Staff know the children very well and have good relationships with their parents and carers. Policies and procedures to promote children's health, safety and welfare are in place and implemented in practice. The management team demonstrate a good capacity and strong commitment for continued improvement. They use a variety of systems to monitor, review and reflect on the practices used within the nursery in order to continue to develop high quality care and education for all children.

What steps need to be taken to improve provision further?

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

- provide more opportunities for children, particularly at meal times, to become more independent and build on skills for the future.

The effectiveness of leadership and management of the early years provision

Staff are aware of their roles and responsibilities in relation to safeguarding children. They understand the signs and symptoms of abuse and know what to do should they have any concerns. Clear policies and procedures ensure children's welfare, care and safety are promoted. Suitable employment procedures are in place ensuring that adults in the setting are vetted for suitability. Children enjoy a safe and secure environment because the management and deployment of staff are very well organised and monitored to ensure staffing levels remain high. Consequently, children are very well supervised and taught to be safety conscious.

The environment indoors and outside is subjected to thorough and rigorous risk assessment to ensure that potential hazards to children are minimised effectively.

Children are aware of the rules for safety and regularly practise emergency evacuation, which staff record to demonstrate how effective practice is maintained. All records relating to children's individual health and safety are well maintained. Staff complete the necessary paperwork, such as, accident and medication records and consents for outings and emergency medical treatment. This ensures children's well-being is promoted.

Children feel safe as they are not only familiar with the key workers who care for them but with all staff within the nursery. They play in a well-organised environment where space is used well. Children make their own decisions about their play, work with others and share activities with staff according to their individual needs and preferences. Outdoors, a range of different areas are used, that are freely accessed from all rooms. Staff recognise and value children's differences. All children are able to access a good selection of resources to learn about the wider world and other cultures through their play and take part in celebrating various festivals throughout the year.

Information is shared effectively within the nursery and between staff and parents, enabling staff to put in place any strategies required to support children and ensure an inclusive environment is provided. Parents and carers are well informed on all aspects of their child's achievement, well-being and development. They are encouraged to play a part in their child's learning and development. For example, by taking home children's development records, being invited to make comments and giving their views about the nursery in questionnaires. Consequently, the outcomes for children and their experiences are positive and rewarding.

Children benefit from continuity of learning and care because the setting has a good systems in place to liaise with other providers delivering the Early Years Foundation Stage. The enthusiastic management has built a strong and committed team of staff who obviously enjoy their time with the children. Regular staff meetings and appraisals result in training needs being identified and planned for effectively. A detailed self-evaluation document is in place to identify areas for future development and this is then used to inform their action plan to ensure continuous improvements are made.

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

Children make very good progress towards the early learning goals because of the varied range of opportunities provided throughout the nursery. Staff are skilled in planning the educational programme for children, they have a good understanding of the Early Years Foundation Stage and how children learn. Staff observe children, record their achievements and use this information to highlight any gaps in children's learning. Activities are then planned to take account of children's interests and their individual learning needs and next steps for them to work towards. This method is effective and, as a result, children make good progress.

Children's personal, social and emotional development is given high consideration. Staff know their key children well and can identify their learning styles and interests which supports their learning. All staff work very closely so they are all aware of children's individual needs. Children develop a sense of belonging as they see photographs of themselves and their art work displayed on the many boards around the setting. Children are very well behaved, confident and enthusiastic. They play co-operatively and share resources, for example, when playing in the sand they share the tea pot and cups. They respond well to praise and encouragement which helps develop their confidence and self-esteem. Children develop hand-control needed for later writing as they use a range of tools in art and craft activities. They are provided with opportunities to practise their mark making skills using a variety of resources. Routines, such as, making their wraps at tea time are used to support children's independence skills. However, opportunities to pour their own drinks and help at lunch time are not made available to further support children's developing skills for the future. Children develop good foundation skills in relation to language and numeracy. Daily routines and activities provide good opportunities for children to practise their understanding of numbers and counting and to use their conversational skills. Numbers are displayed throughout the nursery and mathematical language is used by the children freely, for example, they explain that one table is round while the other is a rectangle. Children enjoy listening to stories and sit in the comfortable book corner listening intently to the story.

Children develop a good awareness of their personal safety. Babies demonstrate clearly that they feel very secure with the staff. They become increasingly mobile as they explore making physical contact with toys, objects and people. For example, they enjoy sitting with staff taking part in action songs, such as, 'this little piggy' and enjoy playing with role play kitchen equipment. All children are able to use a good and varied range of outdoor equipment that encourages the development of their physical skills as well as other areas of learning. Children benefit as staff are always on hand to offer support and encouragement. Children are able to freely access the computer and use age-appropriate programmes, developing their understanding of technology.

Children are encouraged to grow and care for their vegetable crops and flowers and have visits from visitors that show and encourage them to handle small pets. This helps to develop their knowledge and understanding of the natural world and understanding of how to care for living things. All children have good opportunities to be creative. Babies explore different textures such as sensory boxes, water play, paints and chalks. Older children make junk models which helps in their understanding of recycling. Children are becoming aware of their local environment when on walks and during visits to the local park. They are developing a positive awareness of diversity through discussion, positive images and the celebration of various festivals. Parents are often involved in such events, such as, exploring Chinese New Year, St George's day when the children dressed as knights and the recently celebrated Jubilee.

Children's good health and understanding of personal hygiene is promoted well through good practices used by staff and these being taught to children. Parents of

babies may choose to bring their own foods and older children eat freshly prepared nutritious meals provided by the nursery. This ensures all children receive a well-balanced diet. Children take part in regular activities that encourage their understanding of healthy eating. Babies have cots for naps on the upper balcony of the baby room. This space also allows for very young babies and new starters to have quiet time away from walkers and crawlers; allowing them time to settle whilst still being aware of the activities of the other children.

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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