

The Elms 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

The Elms Nursery is part of The Elms Junior School at Trent College, which is an independent school. It opened in 2011 and operates from two rooms within the pre-school building in the grounds of Trent College in Long Eaton, Derbyshire. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend at any one time; there are currently 24 children on roll.

All five practitioners, including the manager, hold full and relevant qualifications to at least level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with high levels of care and make good progress in their learning and development. The needs of all children are accommodated and their welfare is consistently promoted. Partnerships with parents are strong, and the setting is in the process of opening up further opportunities to involve them in their child's learning and development. The manager engages in informed reflective practice and demonstrates a very positive approach towards continuous improvement.

What steps need to be taken to improve provision further?

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

- help children to learn about the food chain by planting, growing, gathering, preparing and using different foods
- open up further opportunities to involve parents in their child's learning and development.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as practitioners know and fully understand child protection issues and procedures. There is a named practitioner responsible for safeguarding issues, and all other practitioners have undertaken relevant in-house training. Robust employment procedures are in place and staff ratios are met at all times. All policies and procedures required for the safe and efficient management of the provision are maintained. Practitioners conduct thorough risk assessments and regular safety checks, and all members of staff are responsible

for managing and eliminating risks. Children play and learn in a safe, secure and supportive environment and benefit from high levels of supervision and individual attention.

The nursery demonstrates a strong commitment to raising standards, and clear steps are taken to promote outcomes for children. The manager promotes a whole team approach and practitioners are enthusiastic, approachable and friendly. Training needs are prioritised to ensure that improvement is progressive. Children benefit as practitioners work as a happy, close team, and morale is good. Practitioners are well deployed and they make creative use of space within the provision. Resources are managed and used effectively and are easily accessible to children. Management systems run smoothly. Children are involved in all aspects of the daily routine and thrive as a result. All children, parents and visitors to the nursery are made to feel welcome.

Children benefit from continuity of care as the nursery works in partnership with parents and others, and strong links exist with the school. Good quality written information is supplied to new and prospective parents, and a wealth of useful material is displayed around the nursery. Parents enjoy formal opportunities to discuss their child's development and have regular access to their individual files. However, although parents have input into their child's learning and development, this is not yet fully exploited. The manager is currently considering new ways to actively encourage parental involvement at home. Parents are effusive in their praise for the nursery, and comments such as 'very personal levels of care' and 'excellent attention to detail' capture their views.

The manager is passionate about her role and leads and encourages a culture of reflective practice. As a result, all practitioners hold high aspirations for the quality of the service provided and display a positive approach towards continuous improvement. Practice is fully inclusive and children's individual learning needs are consistently met. Practitioners recognise and praise effort as well as achievement, and children's accomplishments are routinely celebrated through the use of a 'wow' board. As a result, children develop a very positive sense of identity. There is a strong commitment to ensuring that children are cared for appropriately. The play of all children is valued and the atmosphere is warm and accepting of everyone.

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

Practitioners' good knowledge of the learning, development and welfare requirements and the Early Years Foundations Stage guidance promotes children's learning, social, physical and economic well-being. All children make strides in their learning, and individual files provide a personal log of their progress. Learning priorities are routinely established, and activities match children's individual needs and interests. Consequently, learning is purposeful and progressive, and children are happy, busy and interested in the activities on offer. Practitioners undertake sensitive observational assessment and are very knowledgeable about the children in their care. Each child's learning journey is unique.

Children enjoy their learning and engage in a range of motivating learning experiences. The current theme is summer, and children talk excitedly about holidays, transport and travel, and the weather. Play reflects their varied and wide-ranging interests. Messy play is popular and children handle sand, sticky spaghetti, jelly and gloop. They hide and find objects in shaving foam, play with farm animals amongst shredded paper, and add ice cubes and sea animals to the water tray. Children are imaginative and transform the role play area into a hair salon, cafe or restaurant. They adore playing with small world toys such as cars and hand puppets. Children learn about the lifecycle of a caterpillar and are fascinated with the school's bearded dragon. Attendance is very enjoyable, and children thrive within an interesting and well-equipped environment.

Children are full of energy and receive careful support to use it well. They enjoy free-flow access to the outside play area and have regular contact with the natural world in all weathers. An extensive range of equipment is available and children test their skills as they use the climbing apparatus, hurdles, slides, bats and balls, and skipping ropes. They learn about the importance of warming up prior to exercising, and eagerly listen to their heartbeats. Children become independent in their personal care needs and display a positive attitude towards eating healthily. Food is wholesome, varied and nutritious. However, presently, children have limited opportunities to learn about the food chain. Practitioners intend to incorporate planting and growing activities to enhance children's interest in the world around them and help to consolidate their knowledge and understanding of healthy lifestyles.

Children develop a strong sense of how to stay safe within the nursery. They are introduced to road safety, practise the emergency evacuation procedure and learn about spatial awareness. Practitioners offer children careful explanations and routinely explain boundaries, rules and limits. Good quality interaction and well-organised routines help children to become secure and confident. They are supported to make choices and subsequently feel some control over their day. Children behave very well and gain a sense of responsibility as they help to make sandwiches, tidy away their toys and take on simple tasks that interest them. Close relationships are observed and children receive warm, responsive care within a safe, secure and supportive 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