

# Songbirds Day Nursery

Inspection report for early years provision

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**Unique reference number** EY440481  
**Inspection date** 03/07/2012  
**Inspector** Rosemary Beyer

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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**

Songbirds Day Nursery was registered in 2004 and moved to new premises in 2012. It operates from converted domestic premises in the village of Preston on the outskirts of Hull. The nursery serves the local village and surrounding rural area. The nursery is accessible to all children and there is an enclosed area available for outside play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 62 children at any one time, all of whom may be in the early years age range. There are currently 67 children attending who are within this age group. The nursery provides funded early education for three- and four-year-olds and is part of the two-year old programme.

The nursery employs 15 members of childcare staff. Of these, all staff hold appropriate early years qualifications, with most having level 3 or above. The manager/owner has a BA Honours degree in childcare. The nursery receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The manager and all staff members have an excellent knowledge of the children in their care which ensures the children's individual learning and welfare needs are met exceptionally well. This is because they make excellent progress in all the areas of learning, from their starting points. The nursery has extremely good relationships with parents, schools, outside agencies and other carers. By exchanging information with them regularly, the nursery ensures consistent and appropriate care meets the children's individual needs to a high standard. The self-evaluation process is used very effectively. Staff obtain the views of parents and children, highlight achievements and identify aspects for improvement, such as the further development of the outside area.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continuing to develop the outside area to further promote children's physical development and their understanding of the natural world.

## **The effectiveness of leadership and management of the early years provision**

The manager, management team and all staff within the nursery have an excellent understanding, and experience, of the local safeguarding procedures and their role in ensuring children's welfare is protected. Safeguarding training is mandatory to ensure their knowledge is up-to-date, and they make parents aware of their responsibilities. Highly comprehensive risk assessments are in place for all areas of the nursery and for visits into the community. These have been reviewed and updated to meet the needs of the new premises. Health and safety and child protection are regular items on the staff meeting agendas. Children are very well protected as only authorised persons have unsupervised access, including those collecting them and a visitors' record is also maintained. The nursery is extremely well equipped and children have access to a wealth of appropriate exciting learning opportunities. They have free use of the inspiring outside area, which they thoroughly enjoy, climbing trees and using the large grass area to develop physically. Children also grow fruit and vegetables to learn about the natural world.

Relationships with parents, other carers, the local children's centre and outside agencies are exemplary. The information exchanged between them all ensures children's care is consistent and significantly enhanced as any concerns are promptly identified and achievements recognised. Parents spoken to are extremely happy with the care their children receive, they appreciate the daily information they are given and feel their input into their children's development files is valued by all members of staff. Parents are also involved in a parent group to discuss ideas for activities, future outings, charity events and any other matters to ensure the nursery is meeting the needs of all its users. They also like to receive the nursery newsletters and enjoy the stay and play days.

The manager and staff team are highly skilled in supporting children who have additional needs and work closely with parents and other agencies. They and other children use sign language to communicate with children when appropriate. The positive inclusive ethos of the nursery is supported by the wide range of images displayed and the open welcoming atmosphere. All staff have also developed excellent partnerships with the local schools and children's transition to these schools is easy, for example; visits are arranged to the new school, teachers are aware of what they have been doing, and children attend concerts and the Sports Day. They also receive development information in line with the local authority requirements.

The highly ambitious staff team use the process of self-evaluation extremely well to identify areas for improvement and to gain the views of parents, carers and children. The manager, management team and staff have ongoing action plans in place to further improve the care and education they provide, including development of the large garden to further promote children's knowledge and understanding of the natural world.

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

Children within the nursery clearly feel comfortable, valued and settled, showing no concern when visitors arrive. They enthusiastically participate in the activities provided but also confidently develop their own interests both inside and out. They particularly enjoy using the outside area to make dens, play hide and seek and to search for bugs. They are also growing vegetables, fruit and flowers, which are adding to their ever widening knowledge of the natural world. Role play activities, such as re-enacting stories are also part of their outside experience and they go on bear hunts with great excitement and enthusiasm.

The babies and younger toddlers also enjoy using the outside space and are highly confident when moving around. They are developing into very sociable beings, showing concern for each other when playing. Even if they do not yet speak they are able to communicate their needs non-verbally with signs or sounds that the strong staff team recognise. The babies enjoy using musical instruments and are already pretending to use mobile phones as they play. They also investigate the natural materials in baskets and like to play with water, sticks, soil and paint, making patterns and shapes to promote their physical skills and mark making exceptionally well.

Each child has an individual plan of activities to promote their learning and development. These are regularly reviewed and adapted to identify the next steps needed to address areas of concern or highlight achievements. The tracking procedure shows their ongoing significant progress towards the early learning goals, whatever their starting points, ages or abilities. Regular observations and assessments across all the areas of learning are recorded, illustrated by photographs and made available for parents and children. The children confidently speak to visitors and enthusiastically discuss their feelings about the nursery. Their vocabulary is broadening extremely well through discussion and conversation with both staff and other children. They also use numbers confidently during everyday activities, and through comparing, counting and sorting. They are developing an excellent awareness of information technology through the use of the computer but also by using cameras and other programmable toys.

Children have an extremely good knowledge of the local area through discussion of the displayed map, with locations of interest highlighted. The children have learned about the role of fire fighters as they walk past the fire station. They know they must use good road safety practice when out on the street to prevent accidents and participate in fire drills to keep themselves safe in an emergency. They also use toys and equipment carefully to prevent accidents to each other, showing an excellent understanding of safe practises. Exceptional hygiene practice, fresh air and exercise are an integral part of the nursery, and children understand the importance of washing their hands to prevent the spread of infection, doing this independently of prompts. They also have a competent understanding of the need to eat a well-balanced diet to remain strong and fit; one of the toddlers commented 'he eats vegetables to grow his muscles'.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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