

Broadway Daycare

Inspection report for early years provision

Unique reference number EY441708
Inspection date 02/07/2012
Inspector Vivienne Dempsey

Setting address Healthfield Primary School, The Broadway, DARLINGTON,
County Durham, DL1 1EJ

Telephone number 01325 481489

Email

Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Broadway Daycare was registered in 2012. It operates from classrooms in Heathfield Primary School, Darlington. The nursery is owned and managed by Broadway Daycare Limited. The nursery serves the local area. The nursery is accessible to all children and there is an enclosed area available for outdoor 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 voluntary and compulsory parts of the Childcare Register to care for a maximum of 40 children at any one time all of whom may be in the early years age range. There are currently 44 children attending who are within this age group. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above. One member of staff has a Foundation Degree in Early Childhood Studies and Practice. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Building strong links with parents is a priority for staff and all children and their families receive a warm and friendly welcome. A suitable range of information regarding children's individual needs is collected prior to admission. This enables staff to mostly meet children's needs and parent's requests. Systems for working with other providers are in place, although information and suggestions received are not always implemented fully. Sound procedures and a mostly well-planned environment keep children safe, secure and enable them to generally enjoy their learning. Sound systems are in place to ensure continuous improvement. The parents and all staff are involved in the self-evaluation process.

What steps need to be taken to improve provision further?

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

- develop further resources and activities to ensure a balance of adult-led and child-initiated activities are available to stimulate children's learning, especially in the indoor environment
- develop further routines to ensure children have opportunities to fully develop their independence and self-help skills
- ensure information and recommendations from other providers and agencies are acted on quickly to fully support children's individual needs.

The effectiveness of leadership and management of the early years provision

All staff have a sound understanding of the signs and symptoms of abuse. They attend regular training and know who to contact with any concerns. Suitable vetting and recruitment procedures are in place, which helps to keep children safe. Effective risk assessments and daily check lists are in place. Consequently risks are eliminated and the environment is safe for children to move around freely. Records required for the safe and efficient management of the setting are well maintained and meet the needs of all children well. For example, accidents are clearly recorded and these are signed by parents keeping them informed at all times. Appropriate fire detection and control equipment, for example, fire alarms, fire extinguishers and a fire blanket are readily available. A clearly defined procedure for the emergency evacuation of the premises is in place and clearly displayed. The evacuation drill is practised regularly and details are recorded in a fire log book.

Staff provide children with a mostly well-resourced and welcoming setting. They have developed an interesting and stimulating outdoor environment, where children are engaged in their learning. However, the indoor resources, in some areas of the setting, are limited and are not always accessible to children. This means children are not always active in their learning or play. A sufficient range of resources and activities are also available to promote children's awareness of differences and others, such as books, displays and small world figures. Staff have systems in place to work with parents, other providers and a range of agencies to ensure all children are fully included within the setting. However, the information and advice given are not always acted on quickly, which does not fully support children's individual needs at all times.

Staff have developed good relationships with parents. A daily two-way sharing of information keeps parents fully informed of their children's progress and ensures continuity of care. For example, daily exchange of information is shared, informing parents of activities children have been involved in and meals and snacks they have eaten during the session. Home books are also in place and enable parents to provide information about activities and events children have taken part in. Staff are starting to use this information to plan activities to meet children's interests. Parents have access to all policies and procedures, which informs them of the service provided. Parents comment that they are 'extremely happy with the care and support and are really pleased with child's progress.' They also state that 'children are very happy and have noticed a difference at home with children's development.' Staff have started to develop suitable partnerships with other provider's delivering the Early Years Foundation Stage. They regularly speak to staff at the local schools to ensure continuity of care. Staff have attended meetings with local schools to pass on information regarding children's development and progress. This helps to ensure continuity in their learning and development.

A positive approach towards further development of the provision and high aspirations for the future are clearly evident. Systems for self-evaluation are developing and some priorities for development are clearly highlighted. Staff

attend a suitable range of training, to develop their knowledge and skills. They also work closely with the local authority advisor to improve the service they provide, helping to promote outcomes for children.

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

Staff have developed warm relationships with the children in their care. They provide a clean and caring environment for children in which they feel safe and secure to learn. Staff have developed sound systems for observation, assessment and planning. Observations of children's learning and development are recorded within children's learning journeys. Next steps in children's development are highlighted and these are used to plan activities to mostly promote children's learning and development. Observations are linked to the six areas of learning and tracking systems show children's progress towards the early learning goals. However, staff do not consistently provide a balance of adult-led and child-initiated activities. Indoor resources in some areas are limited, which, does not always provide a stimulating learning environment for all children. This does not ensure children are engaged in their learning and play at all times, which does not fully promote outcomes for children.

Children enjoy using the outdoor area; they have great fun using the water butt to fill up jugs, watering cans and containers. This helps children to develop their awareness of the properties of water and encourages them to use mathematical language, such as full, empty, heavy and light. Children talk confidently about the sunflower seeds they have planted and state that 'they need water to get that big' which demonstrates their understanding of living things. A suitable range of resources are in place to encourage children to develop their physical skills. For example, they have fun manoeuvring bikes and scooters around the play area avoiding others with great skill. They enjoy climbing up the steps and sliding down the slide and laugh and giggle when they 'bump' at the bottom. Toddlers enjoy using large chalks to make marks and confidently talk about the picture, 'It's a sunflower.' A sufficient range of books are freely available. Children enjoy looking at these and join in with group story time, they talk about the pictures and try to guess what might happen next.

Children take part in regular fire evacuation drills, which develops their awareness of dangers and how to stay safe. Routines such as tidying away toys from the floor encourage children to take responsibility for their own safety. This contributes to children developing a sense of danger and how to keep themselves safe. Children understand and adopt healthy habits and they are keen to show how they wash their hands before snacks, meals and after using the bathroom. Paper towels are available to dry their hands, which helps to prevent the spread of infection, protecting children's welfare. Children are starting to serve their own lunch, however, they are not always involved in the preparation of snacks, setting the table for lunch or pouring their own drinks. This does not fully promote their independence or self-help skills.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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