

Gloria's Day Nursery Ltd

Inspection report for early years provision

Unique reference number	146858
Inspection date	17/02/2009
Inspector	Susan Parker
Setting address	35 West End, Ashwell, Baldock, Hertfordshire, SG7 5PH
Telephone number	01462 742219
Email	
Type of setting	Childcare - Non-Domestic

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.

Description of the setting

Gloria's Day Nursery is privately owned and opened in 1995. A maximum of 50 children may attend the nursery at any one time. It is open each weekday all year round and sessions are from 08:00 to 18:00. All children share access to a secure enclosed outdoor play area.

The nursery is registered by Ofsted on the Early Years Register, the voluntary and compulsory parts of the Childcare Register. There are currently 51 children on roll. The setting provides funded early years education for three and four year olds. The setting has systems in place to support children who have learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 13 staff. All of whom hold appropriate early years qualifications. The manager is working towards the Early Years Foundation Degree.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Well developed knowledge of each child's individual needs ensures that staff promote all aspects of children's welfare and learning with success. Policies and procedures, which underpin the good practice, are in place. Children's safety is adequately promoted and they enjoy learning about their local area and the world around them. Risk assessments cover most aspects of the setting. The partnership with parents, the local school and other agencies contributes to ensuring that the needs of all children are met and that they get any additional support they need. This means that children make good progress, given their age, ability and starting points. Regular self-evaluation by the manager and staff team ensures that any priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of its users.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment covers anything a child may come into contact with.

The leadership and management of the early years provision

Good safeguarding policies and practice ensure that children are well protected. All of the staff are alert to security and safeguarding issues. They all have a detailed understanding of child protection and implement the robust policies and procedures to ensure children's safety at all times. The management has effective systems to monitor and evaluate the provision including consultations with parents, questionnaires and an 'open door policy'. Parents and carers receive detailed

information regarding their children including all aspects of their welfare and any achievements. A notice board in the entrance provides all parents and carers with daily information. They receive quarterly progress reports on their children's achievement linked to the six areas of learning. Babies and toddlers have diaries sharing information on their care every day. Some children also attend other provisions delivering the Early Years Foundation Stage. The manager ensures that there is effective communication between the nursery group, parents and carers.

The staff and management have a very positive attitude and are fully committed to improving the welfare, learning and development of every child attending. Every child's individual and diverse needs are met. Through good information sharing, and regular observations of the children, the staff ensure that they are aware of every child's capabilities. Every child has a full and detailed record of their achievements and individual needs. This is regularly updated to ensure that staff are fully aware of each child's abilities. Staff plan suitable and challenging activities which are very effective in promoting children's progression towards the early learning goals.

Staff have attended further training which has developed their knowledge, and enabled them to develop and improve their planning and assessment programmes.

The staff and management successfully evaluate the early year's provision to identify the strengths and any areas for improvement. The management also promptly action any recommendations made at previous inspections which is positive in promoting good outcomes for children. The manager and staff have revised and consolidated their policies and procedures to reflect the Early Years Foundation Stage; however, the risk assessment does not fully cover anything the children may come into contact with.

The quality and standards of the early years provision

Good staff knowledge and understanding of each child's individual needs ensures that children's welfare and learning is promoted. Children's safety and their welfare is highly prioritised at this nursery. They are learning how to be independent, make choices and decisions, and to keep themselves safe and healthy. Children also have opportunities to garden; they have grown sunflowers and plan to grow their own fruit and vegetables.

Children's good health and welfare is prioritised. Children benefit from well-balanced home cooked meals. They are encouraged to develop good hygiene practices, for example, brushing their teeth after lunch and washing their hands independently after using the toilet. Even young children routinely wash their hands after their nappy has been changed; this encourages even the youngest child to develop good habits.

The good organisation of the educational programmes and the learning environment enable children to make good progress towards the early learning goals. Effective links with parents and carers ensure that the children's routines, individual needs and welfare are consistently applied. Children are very well settled

and comfortable in this environment, confident in the knowledge that their needs are met by key adults. This promotes their feelings of security and enables them to gain confidence to explore their exciting environment. As a result, all children are making significant gains in their learning and are making consistently good levels of achievement in relation to their starting points and capabilities. Information on each child's achievements is discussed daily and recorded. All information is shared with the parent or main carer which is effective in promoting a holistic approach and promotes consistency and stability for each child.

Children respond positively and are always eager to share news of home with carers and proudly show their craft work and photographs. They are actively developing their memory and vocabulary as they recall and describe the activities they are participating in.

Children are provided with creative and imaginative resources and play opportunities to help them make progress across all areas of learning and development. The structured planning is very well-organised and flexible, responding to the children's individual interests and ideas, ensuring hands-on experiences whenever possible.

Staff use robust observation and assessment systems which enables them to effectively plan for and include each child's next learning and developmental steps. These planned activities are linked to interesting themes and reflect what the children enjoy and can do. Photographic recordings of the experiences and activities encourage the children to share their achievements with family and friends at home. This is effective in creating a lasting memory for the children and provides valuable records of their time spent in the nursery.

The outdoor play areas are well resourced. Children and toddlers can directly access the gardens; babies are carried over from the baby unit to the gardens.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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
--	-----