

Meaford Fields Day Nursery

Inspection report for early years provision

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EY440787

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Inspector

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Setting address

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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

Meaford Fields Day Nursery was registered in 2012. It is a limited company and one of three settings run by the same provider. It operates from purpose built premises on an industrial estate on the outskirts of Stone, Staffordshire. Access to the premises is via a set of stairs. The nursery operates from Monday to Friday, from 7.30am to 6pm. Children are able to attend for a variety of sessions. There is a fully enclosed play area available for outdoor play.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children under the age of eight years, of whom 25 may be under two, may attend the nursery at any one time. Currently there are 51 children on roll, all of whom are within the early years age range. The setting supports children with special educational needs and/or disabilities and those for whom English is an additional language. The nursery employs 12 members of staff, including a cook. All members of staff hold relevant qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely well cared for and are clearly happy to be in the setting. Their learning and development needs are catered for as staff provide a good mix of activities and resources that stimulate and challenge them. Health and well-being is effectively promoted as all required policies and procedures are in place. Staff work in tandem with parents to ensure any individual needs are precisely met. The management team has a superb understanding of the strengths and weaknesses of the setting and a positive drive to continually improve the provision is embedded throughout the staff team and effectively developed through focussed action plans.

What steps need to be taken to improve provision further?

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

- develop the reading areas to make them more inviting for children to self-select books
- assess how play resources are used to ensure that all groups of children are accessing the different activities and developing their skills across the six areas of learning.

The effectiveness of leadership and management of the early years provision

All staff are clear about their role and responsibility in relation to safeguarding and the setting ensures that children's safety is given the highest priority. A number of

staff have accessed specialised training in this area and noticeboards around the setting ensure that safeguarding is kept at the forefront of practice. A clear written policy is in place which includes all relevant details to ensure prompt referral to relevant agencies if required. Clear risk assessments are also in place to protect children throughout the setting or as they go on outings. Specialised equipment, such as stairgates are used to ensure children are protected from hazards. Children also learn about how to keep themselves safe as they are regularly reminded to follow key rules, such as holding the bannister as they go down the stairs for outside play. Additionally, regular evacuation drills are practiced to ensure they know how to respond promptly in an emergency.

There is a high level of commitment at the setting, with all staff being dedicated in their roles. They are effectively led by an extremely focussed and strong management team who have successfully embedded drive and ambition throughout the setting. There is a positive atmosphere and a genuine desire to move the setting forward. Excellent self-evaluation has enabled the provider to identify areas for future improvement and the keen and enthusiastic staff ensure that these priorities are promptly addressed. For instance, re-designing children's base rooms to provide a more welcoming and stimulating environment. This has greatly improved children's enjoyment as they are now easily accessing resources and are comfortable and relaxed in the bright and cheery rooms. The reading areas remain in need of some improvement as children do not have clear areas to sit and read. The provider is also keen to assess the impact of the changes to the environment to help ensure that activities are appealing to the different cultures, genders and abilities of the children who attend and that all children are benefiting from the current layout.

All policies and procedures are in place as required. These are all written to a superb standard and are regularly reviewed and updated to improve the level of information provided and ensure they remain in line with current legislation and new research. Children benefit as staff are always aware of best practice and strive to apply it across the setting. Key information is collected from parents when children commence a placement. Consents to undertake visits and for photographs to be taken are requested. This ensures children's care is in accordance with parental wishes. Where children also attend other settings, staff work in partnership with the child's key person to provide continuity of care.

Parents and other carers are warmly welcomed into the setting and positive relationships have been forged. Parents discuss their children on a daily basis and are kept informed of any changes or concerns. Parents are also consulted about the changes in the setting and are encouraged to voice their opinions. Recent questionnaires show that they are happy with the way the setting is progressing and have confidence in the 'happy and professional' staff. Relevant information regarding any allergies or cultural requirements is collated and appropriately responded to. Any special need is fully discussed and outside support obtained as required. This helps children of all abilities to meet their full potential. For instance, staff implement techniques suggested by speech and language therapists or use children's home languages in the setting alongside English to encourage understanding and a sense of belonging for children for whom English is an additional language.

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

Children are full of life as they enthusiastically play with the resources on offer, engaging with their friends or playing independently. They are constantly engaged in fruitful activity as they are provided with a wide range of toys and resources that meet their learning and development needs. They have plenty of opportunities to engage in free play, selecting books, craft activities, sand and water play and train sets. They also benefit from adult-led activities such as fruit painting, trips into the community and song and story time. They develop a full range of skills as staff work alongside them, skilfully interacting and promoting their learning through play.

Children develop knowledge and understanding of the world as they make fruit kebabs, discussing where different fruits come from and experiencing the different tastes. They become familiar with their surroundings as they go for walks in the local area, visiting the train station and looking at the boats on the canal. Their creativity and sense of exploration is encouraged as they use cut up fruit to mark-make with paints or enjoy the sensation of playing with a range of textures in the messy play area, squishing mushy peas, rolling cornflakes in paint or tracing patterns in shaving foam. Basic mathematic skills are developed as they count the blocks used in their constructions or sing along to number songs. Throughout the day they discuss their activities with staff, developing key communication skills. Older children enjoy talking about their home life as staff chat to them about their weekends or plans for holidays. Young babies are encouraged to babble and staff spend time repeating back favourite words to encourage their speech. Children's physical skills are also well promoted. They enjoy regular active play in the outside area, riding on push-a-long cars, climbing up to use the slide and banging away on saucepans in the music area. They also have a weekly 'fizzy tots' session where they enjoy playing group games. Staff encourage children to recognise the impact of exercise on their bodies and develop their understanding of being healthy as they talk about how they feel after running around. Children know that it is good to be active and to take care of themselves. They wipe their noses and dispose of tissues promptly and follow sensible handwashing routines. Consequently, their personal, emotional and social skills are also well developed.

The staff observe children as they play. They track their achievements and ensure that any gaps in development are followed up. This is effectively managed as planning takes account of individual levels of attainment. Activities are provided to challenge children and promote their development while being flexible enough to respond to children's changing wants and needs. This ensures children are always engaged in the activities on offer as their interests are positively responded to.

Children behave well. They show respect for each other and are aware of the rules of the setting, which are easily understood. Children know they must be kind to each other and take turns with favourite toys. They take part in 'tidy up time' and pass each other dishes at mealtimes. A nutritious diet is well promoted as they are provided with healthy choices at snack and mealtimes. They happily tuck into

meals, such as mince beef pie with cabbage and potato and enjoy fresh fruit with milk or water at snack times. They are provided with individual toothbrushes for after mealtimes and consequently, have a well developed sense of how to keep themselves healthy.

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	1

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	1
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	1
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