

# Gable Nook Day Nursery

Inspection report for early years provision

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**Unique reference number**

500085

**Inspection date**

24/07/2012

**Inspector**

Barbara Wearing

**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**

Gable Nook Day Nursery is privately owned and has been registered since 1996. The nursery operates from the ground floor of a Victorian detached house in the Chorlton area of Manchester. There are four main rooms where children are grouped according to their age and ability. A fully enclosed area is available for outdoor play. The nursery serves the local community and surrounding areas.

The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 25 children may attend at any one time. There are currently 24 children on roll, all of whom are in the early years age range and seven of whom are in receipt of nursery education funding. The nursery is open Monday to Friday from 8am until 5.45pm, all year round except for public holidays and one week at Christmas.

There are six staff working with the children. Of these, five hold childcare qualifications to level 2 or above. The nursery is a member of the National Day Nursery Association and receives support and training from the local authority.

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

Overall the quality of the provision is satisfactory.

Gable Nook Day Nursery provides children with a homely and caring environment. Children benefit from close interactions from established staff who know them well and value them as unique individuals. They follow children's interests as they support them in their chosen play activities and take opportunities to present some further challenges in their learning. Therefore, children are secure, confident and, overall, make steady progress in their learning and development. Since their last inspection the setting has worked hard to implement the actions and recommendations raised. They have sought advice and support from the local authority, early years consultants and other providers and, overall, demonstrate a commitment to the continual development of the nursery provision.

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

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

- continue to develop staff skills in setting high expectations for children to maximise their learning, and reflect in planning how staff will support children in reaching the next steps in their learning
- continue to develop the self-evaluation process, ensuring that it includes the views of parents, children and staff and that clear development plans are devised to ensure that improvements are implemented effectively and their impact is monitored
- provide a wider range of natural, everyday materials and flexible resources

for children to use in different ways to facilitate their play and exploration.

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

Staff have a clear knowledge and understanding of the procedures they must follow to protect children from abuse. They know when and how to report concerns to their manager, or appropriate agencies, to ensure children are safeguarded. The building is adequately maintained. Policies, procedures and records are in place and risk assessments are conducted to ensure that children's safety and hygiene are appropriately promoted. All staff have undergone necessary vetting procedures and hold appropriate qualifications or experience to care for children.

The provider and manager work closely together. They support the staff team in their professional development through team meetings, observation, appraisals and training. The whole staff team have worked hard to implement the actions and recommendations raised at the previous inspection which has resulted in better outcomes for children. Staff and parents have some involvement in the self-evaluation process, which has identified a number of areas for development. An action plan has been devised for one of these and clearly shows how the nursery intends to increase involvement with parents. Staff are supported well in implementing changes. For example, in making recent changes to the observation, assessment and planning systems.

Children benefit from high staff to child ratios and the organisation of the daily routine, generally, ensures that children are engaged in a range of stimulating activities. A suitable selection of accessible toys and resources are freely available to children, covering all areas of learning. These are particularly well organised within the older children's room. The baby room has a range of natural play resources. However, natural, every day materials and flexible resources that enable children to explore using all their senses and which promote their creativity are limited within other group rooms. Books, toys and posters reflect positive images of our diverse society. Staff take opportunities to talk to children about similarities and differences and to develop a respect for themselves and each other.

Staff are fully aware of the importance of establishing partnerships with other professionals in order to support and enhance children's learning experiences. Systems are in place to ease children's transition to school and a summative assessment, showing children's skills and abilities, is given to their new school or setting.

The nursery has recently introduced a number of different ways to develop stronger links with parents. These have increased parent's involvement in their children's learning and activities at the nursery. Parents have been involved in planting marigolds in the outdoor play area and have regular meetings to share information about children's progress, interests and next steps. The nursery is beginning to discuss and record children's skills and abilities with parents on

admission, to establish starting points from which to track children's progress. Feedback from parents is positive. They particularly appreciate the homely environment and the regular discussions with staff about their children's day and progress.

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

Children's individual development files show a personal record of the progress children are making in all areas of learning. Observations are recorded and assessed and next steps in their learning are identified to ensure their steady progress. Weekly plans show focused activities for each day. However, they do not clearly show learning intentions for children or how they will be challenged to reach their next steps and full potential. At times, although not routinely, staff are skilled at encouraging children's learning in various areas during their freely chosen activity. For example, as a child has chosen to play with cars, staff ask questions relating to colour, talks about road safety and counts how many pounds worth of petrol a small car and big car might need.

Children are valued highly as individuals and staff carefully plan experiences and activities to meet their interests and personalities. For example, older, more confident children, who enjoy organising, have opportunities to spend time in the baby room, 'helping' staff, while developing their skills in considering and caring for others.

Children demonstrate a strong sense of belonging and security within the nursery. They build close relationships with staff and their peers, seeking out friends and staff to share in their play. Children confidently and enthusiastically make choices in their play throughout the day. A group of girls eagerly engage in role play, getting their dolls ready to go shopping. They talk to each other and use their imaginations as they plan and negotiate their roles. They turn to staff to help with small squabbles and staff sensitively encourage them to share and take turns as appropriate. Children readily accept and continue to play happily.

Staff take opportunities to encourage children's understanding of healthy lifestyles as they talk to them about the importance of eating fruit as they buy things from their pretend shop. They talk about the importance of putting sun cream on, wearing hats and regularly drinking water as it is a hot day. Children are adequately nourished as they are provided with fresh fruit and vegetables with their meal or snacks each day. Some meals are freshly prepared and others are pre-prepared, convenience foods.

Children enjoy looking at books and eagerly listen to stories that are read skilfully by staff. Young children develop their language skills as staff encourage them to name objects on flash cards. The member of staff extends the activity for more able children, asking them questions about the objects. Signs and labels are on display indoors and outdoors and some mark making materials are available to

promote children's skills in writing and reading for a purpose. However, children are not routinely encouraged to use these to extend their learning and skills. Good use is made of the outdoor play area to develop all areas of learning. Children develop a knowledge and understanding of the world, counting skills and creative skills as they enthusiastically draw spiders using chalks on the paving stones and the easel. They talk about how many legs spiders have and state that they are going to draw a 'big circle'. Children develop their large muscle skills through a range of activities. They run, throw and kick balls and ride on bikes and trucks. Overall, the children are confident, happy and are developing an appropriate range of skills and knowledge for their future.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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	3

### 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>	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	2
The extent to which children develop skills for the future	3

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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