

Umbrella Nursery

Inspection report for early years provision

Unique reference number EY443819
Inspection date 24/08/2012
Inspector Stacey Sangster

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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

Umbrella Nursery is owned by Alpha Nurseries Ltd. It operates from purpose built premises in Dover, Kent. All children have access to a secure outdoor play area. The setting is open five days a week from 8am to 6pm, 52 weeks of the year, closing on bank holidays. A maximum of 35 children in the early years age range may attend the setting at any one time; only six may be under two years. There are 52 children currently on roll in the early years age group. There are ten qualified members of staff working directly with the children. The setting receives support from the local authority. The provision is registered on the Early Years Register and on the compulsory part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting supports children in the Early Years Foundation Stage, well. Children are making good progress in their learning and development. Partnerships which support children are emerging and where they exist they support a cohesive delivery of the EYFS. Arrangements to identify gaps in children's learning are being developed. Practitioners' opportunities to attend further training are good and training is used to reflect on practices and identify where they need to be updated. The manager and her team are committed to building on their strengths and the capacity to improve is strong.

What steps need to be taken to improve provision further?

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

- match observations to the expectations of the early learning goals to provide ongoing assessment of where children are in their learning; and share this information on a more regular basis to support children's learning at home

The effectiveness of leadership and management of the early years provision

This setting gives high priority to keeping children safe and ensuring their welfare. Staff are never permitted to start work with children unless all checks have been completed satisfactorily. The staff attend a rolling programme of training in relation to safeguarding, ensuring that all are up to date with the latest guidance and good practice. New staff are taken through the safeguarding policy before working with children and their understanding is checked. A thorough risk assessment has been undertaken by the management and staff. All staff show a good understanding of how to minimise risks. They discuss this routinely with children when action such as mopping up a spill is undertaken. This keeps the

environment safe and involves children in risk assessing and being vigilant for hazards. The required written record of the risk assessment is appropriately maintained and supports the setting in monitoring identified hazards.

All staff hold a current paediatric first aid qualification. High levels of first aid qualified staff ensures treatment given to children, in the event of an injury, is appropriate. Children's health is protected by the routines of the setting, including, the use of antibacterial gels by all visitors and staff and protective shoe covers being used in the baby rooms.

Food provided is nutritious and takes account of any special dietary needs that children have. The children enjoy selecting from a range of healthy options from the snack station. The setting provides guidance, where needed, if parents send their own food for children to ensure that they support healthy eating.

Staff in this setting recognise that each child is unique and they ensure that they have a good range of information to support them in providing care and education that promotes each child's welfare and learning. This setting is particularly skilled at supporting children with English as an additional language. Staff can frequently be heard to use words and phrases in children's home languages. Children with English as their first language enjoy repeating familiar words that they hear in other languages.

All children are supported appropriately to make good progress in their learning. The setting use their observations of what children can do to compare with the Early Years Foundation Stage and identify what area of learning an observation may link to; however they do not match observations to the expectations of the early learning goals to provide ongoing assessment of where children are in their learning, this hinders the prompt identification of gaps in children's learning as they first begin to emerge. Staff rely on their knowledge of child development to identify any significant gaps in children's learning and development. They appropriately target such gaps with activities specifically offered to focus on areas of weakness and children's progress is supported as a result. Resources are of good quality, are well organised, easy for children to access and are used effectively to support children's learning and development.

Close links are forged with parents and a good two way exchange of information takes place in relation to children's care. Effective systems for exchanging information about children's learning is emerging. The child's key person identifies the next steps in children's learning but as yet limited links are made to using this information to support children's learning at home.

The setting has had some success at forming partnerships with other Early Years Foundation Stage providers, where children attend more than one setting. However the system in place to capture information about which children attend other settings is not always successful and at times the setting is not aware that children are attending elsewhere. As a result not all children benefit from this cohesive approach and partnership working.

The manager and her team work well together. Staff are clear about their role and

responsibilities and all are able to identify key personnel within the team who are responsible for roles such as a designated safeguarding officer and a special educational needs co-ordinator. By regularly attending training, staff update their knowledge and use what they have learned to update policies and procedures as well as evaluating the provision.

The manager and staff are committed to ongoing improvement and self evaluation. They are enthusiastic about their work and share ideas about how to build on their successes. Prompt changes are made where the setting identifies any aspect of the provision that can be improved.

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

Children's welfare is supported well by this setting. The children are relaxed and happy while attending the setting and those who need help to settle, are adequately supported by staff who know their needs and personalities well. The children in this setting are keen to play with the activities and resources on offer. They remain well occupied, effectively challenged and motivated to take part, enthusiastically, throughout the sessions. Because they are motivated and challenged well, the children make good progress across all areas of learning.

Children feel safe and demonstrate this by approaching the staff without hesitation, often smiling and laughing together children show affection towards staff and clearly enjoy their company. Children demonstrate a sense of belonging which is supported by them being encouraged to recognise their own pegs, art work, and photographs of them with their friends. Children with English as an additional language are able to confidently use words in their home language and show delight when other children understand them. For example, children at the milk table use English and Turkish words for milk, and clap congratulations when the other correctly pronounces each others home language.

All children confidently influence the play environment, by self selecting activities and resources. Children are increasingly taking responsibility for their own and others safety, by tidying away toys, cleaning tables and clearing plates after food. They confidently explain to visitors what would happen in the event of a fire drill.

Most children are beginning to show a good and age appropriate awareness of what constitutes a healthy lifestyle. They talk about needing to drink water if they are sweating to replace the fluids lost. They remind each other to wear sun hats, when going outside and understand the reasons for hand washing after using the toilet or before eating.

The children make healthy choices about food and increase their knowledge about good diet through discussions and activities. Children's behaviour is good in this setting. The children are able to list the 'rules' of the setting and many elaborate, demonstrating an understanding of the reasons for these rules.

The children are developing a good awareness of diversity through projects, activities and resources, this supports them positively in their first hand experiences as they befriend and play alongside children from a range of different cultures, religions and countries.

Children enjoy learning and are eager to try new things or build on skills that they already have. Children playing with a bat and ball, show high levels of concentration as they are guided by adults in relation to hitting techniques. Practice and perseverance pays off as the children increasingly hit the ball and develop batting styles that suit their level of physical development. Children enjoy creating ice cream pictures, talking about colours, shapes and textures and demonstrating good fine motor skills as they pinch pegs and position paper between them so that they can hang and dry.

The children are happy to work independently on tasks or to work together on activities and games. They show concentration as they pour their own drinks, listen to instructions and identify the letters of their names on a key board. The progress that they make is good in each of the six areas of learning, given their age and starting points. Children enjoy being independent and are becoming active inquisitive learners. All children are developing skills which will support them in the future and older children demonstrate skills that will aid their transition to school.

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	2

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	2
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	2
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