

Eversleigh Private Day Nursery

74 West Park Street, DEWSBURY, West Yorkshire, WF13 4LE

Inspection date

26/10/2012

Previous inspection date

26/10/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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| How well the early years provision meets the needs of the range of children who attend | 2 |
| The contribution of the early years provision to the well-being of children | 2 |
| The effectiveness of the leadership and management of the early years provision | 2 |

The quality and standards of the early years provision

This provision is good

- Children particularly enjoy opportunities to be active, practitioners offer a wide range of activities which they are eager to take part in, such as music and movement sessions and free-flow use of the outdoor environment.
- Children are happy, eager and motivated to learn. They display high levels of independence and curiosity and have strong relationships with their key person and each other.
- The environment both indoors and outdoors is safely maintained to a high standard for health and safety. This ensures the children can play safely and securely.
- Attention to safeguarding the children is paramount. There are effective strategies in place to make sure that children are protected from harm.
- Very positive links with the local schools ensure that children are provided with the appropriate support for a smooth transition between the setting and school.

It is not yet outstanding because

- Some of the recent completed planning sheets do not include all the current areas of development.
- Systems for monitoring staff performance have not fully been established.
- Children are not always given the opportunity to develop their independence skills in relation to pouring their own drinks or serving their own food.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the two main playrooms used for childcare and the outdoor environment.
- The inspector spoke with the manager and practitioners at regular intervals throughout the inspection and made observations of the children present.
- The inspector observed all relevant documentation provided.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Hayley Gardiner

Full Report

Information about the setting

Eversleigh Private Day Nursery was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built premises in the residential area of Dewsbury. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is a fully enclosed

area available for outdoor play.

The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 18 children attending who are within this age group. The nursery provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the systems for monitoring staff performance
- provide children with opportunities to self-serve their own food and pour their own drinks
- develop further the planning systems to consistently reflect the current areas of children's learning and development.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a secure knowledge and understanding of how to promote the learning and development of young children. Children are provided with interesting and challenging experiences that give an effective balance across the seven areas of learning. Children are settled and move around the setting with confidence. They freely access a wide range of resources, which are carefully selected to support them to progress across all areas. Children have plenty of time to explore and initiate their own play. For example, they use the role play props including the trucks and people to recreate experiences including popular television programmes they have seen. Children make good progress within the time they have been attending. They settle well and know the daily routine.

Children gain new vocabulary and chat freely to one another developing their communication and language skills. Staff take time to show children how to pronounce words by responding and repeating what they say in the correct way, for example, the word 'book' and the sound 'b'. Key workers plan individually for each child to ensure they make good progress from their starting points. For example, books, planned talk-times, and role play resources are used to develop children's communication skills, while further

learning opportunities such as meal times encourage children to develop friendships and personal, social and emotional skills. Children are encouraged to be independent and manage their own personal needs. However, the children are not given opportunities to pour their own drink or serve their own food at meal times. As a result, children do not become competent in managing their own hunger patterns and portion control of their own meals.

Effective systems of observation and assessment ensure that children are monitored in their development across the prime and specific areas of learning. However, currently some of the completed planning documents are not reflecting the revised framework's areas of development. Consequently, it may be difficult to track children's progress consistently. Staff have high expectations of the children based on accurate assessment of their starting points, with parents contributions to learning fully included which effectively promotes children's development.

The contribution of the early years provision to the well-being of children

Children demonstrate confidence and self-esteem as they move around the setting selecting resources to play with and engaging in play opportunities. For example, children select the leaves and wheel barrows with practitioners adding in sweeping brushes and talking about the feel of leaves, this shows that the practitioners engage in what the children choose to do during play. The daily routine is flexible to meet the needs and interests of children. For example, planned activities are changed because children decide they are ready for indoor or outdoor play. Children are well-prepared for the next stage in their learning. The setting works in partnership with teachers to ease children's transition to school including attending meetings and open days to settle children into the new routine. The setting is currently developing home visits for children who will be inducted into the setting to ease transition periods.

All staff are consistent, calm, good role models for the children. Children are provided with clear guidance about what is acceptable behaviour and is consistent in the strategies used. There are systems in place to adapt activities for children who become frustrated and are provided with other activities, such as outdoor physical play to help release some of their energy. They are encouraged to choose what they would like to do and resources are at low level for children to see and touch to aid their selection. Children are learning about opposites, such as hot and cold, up and down and big and little they participate in circle time, creative play and story time these theme runs throughout. Relationships are strong at all levels and children are learning to respect and tolerate each other's differences.

Children enjoy an extensive range of nutritious meals and snacks that are cooked on the premises. They learn about healthy lifestyles as they choose from a selection of milk or water to drink, the setting is very conscious of providing children with healthy food and has devised a menu that ensures children are given a range of foods. The children are spoken to about healthy hygiene practices and are encouraged to wash their hands before any meal time.

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

Management ensure that the safeguarding policy is implemented throughout the setting. They have a good understanding of their role and responsibility to protect children in their care. All practitioners have a secure knowledge and understanding of safeguarding issues and the procedures to follow should they have a concern. There are vetting and recruitment systems in place to ensure practitioners are suitable to work with the children. The premises are safe and secure and there are good arrangements for admitting visitors and for handing children over to their parents. Risks to children are effectively identified and minimised through a combination of daily checks and written risk assessments.

They have a good understanding of the learning and development requirements. They are dedicated to providing the best possible care and learning for the children and demonstrate a strong commitment to continuous improvement. Staff members benefit from a professional development plan and their training needs are analysed in appraisals annually. However, the systems in place for regular meetings to monitor the performance of staff are not fully developed. The self-evaluation system in place enables the management to systematically and effectively monitor the quality of the provision and to identify ways of making improvements. For example, the previous recommendations have fully been put in place, which has enhanced children's safety, enjoyment and learning. Carefully analysed questionnaires provide information about parents' views, which are taken into account in further evaluation of the provision.

Management and practitioners work well together and this is reflected in the happy atmosphere and nurturing environment created for children. Children are cared for by caring and skilled practitioners in a highly inclusive setting, where the needs of all individual children are seen as paramount. Very positive links with outside agencies ensure appropriate additional support is provided where required to enable all children to participate fully in all activities.

Very Good partnerships have been established with parents. It is evident from discussions with parents that they greatly appreciate and value the service provided. For example, one parent stated that 'it's a lovely caring nursery' and other comments include how happy their children are to attend the setting and how they have grown in confidence. Information is shared with parents through ongoing dialogue, daily written records, policies and procedures, and details posted on notice boards. Children benefit from the extremely positive links management and practitioners have established with the local schools, nursery settings and other early years professionals. This ensures children's individual needs are well met and that they are prepared for the transition into a school setting.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
| The requirements for the voluntary part of the Childcare Register are | Met |

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

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| Unique reference number | 311241 |
| Local authority | Kirklees |
| Inspection number | 818895 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 18 |
| Number of children on roll | 18 |
| Name of provider | Anne Charlotte Bowman |
| Date of previous inspection | 26/10/2009 |
| Telephone number | 01924 450458 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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