

Future Prospects Day Nursery

Technico House, Richardshaw Lane, Stanningley, Pudsey, West Yorkshire, LS28 6AA

Inspection date

17/10/2012

Previous inspection date

19/12/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Practitioners have satisfactory knowledge around how young children learn and are able to demonstrate how children make sound progress in all areas over time.
- Practitioners provide a broad range of imaginative activities; the indoor environment is well prepared and children demonstrate sound confidence and independence.
- Positive steps are taken to promote children's health and well-being through the use of appropriate records, policies and procedures, a balanced diet and appropriate safeguarding arrangements.
- The new management team have a strong drive and are extending partnerships to improve quality and achievement for children.

It is not yet good because

- The system for monitoring the educational programmes does not identify the individual needs of children, leading to gaps in teaching and children's learning and development.
- Enhance the information obtained from parents about what their child can do upon their entry to the setting, to help inform starting points for their learning and development.
- The planning does not yet offer a balance of adult-led and child-initiated play opportunities, and it is not evaluated fully to ensure that children's individual needs are taken into account and planned for to enable staff to provide appropriate resources and activities.

- The system in place for observation and assessment is not yet fully effective to ensure that children's next steps and individual learning and development needs are fully identified.

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

- Throughout the inspection the inspector observed various indoor and outdoor activities for children attending the nursery.
- The inspector tracked the progress of children and conducted joint observations of activities with the manager and deputy.
- The inspector spoke with different key worker members of staff during the inspection.
- The inspector looked at children's records of achievements including assessment documents, policies, procedures and the self-evaluation systems
- The inspector took account of the views of two parents spoken to on the day.

Inspector

Shazaad Arshad

Full Report

Information about the setting

Future Prospects Day Nursery is one of two nurseries owned and managed privately. It registered in 2010 and operates from three floors to cater for children of different ages within a converted chapel in Pudsey, West Yorkshire. The proprietor employ a manager to oversee the day-to-day running of the nursery, which mainly serves the local community. The nursery is accessible to all children and there are enclosed areas available for outdoor play.

The nursery is open Monday to Friday throughout the year from 7am to 6.30pm and this includes provision for children who attend the out of school club. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Currently there are 60 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The proprietors employ 16 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, 3 and 4. The manager also has a social work qualification. Another member of staff is working towards a level 5 qualification.

The management team work closely with development teams from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the systems for planning, assessment and observation, to ensure a balance of adult-led and child-initiated play covering all areas of learning, is offered, leading to appropriately targeted and challenging activities for children.

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

- improve the information obtained from parents about what their child can do upon their entry to the setting, to help inform starting points for their learning and development.

- use the self-evaluation tool to identify gaps in the provision and prioritise for future development.

Inspection judgements

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

Staff have a sound understanding of children's learning and development needs enabling children to make satisfactory progress. Practitioners complete sufficient assessments of children's progress in the setting. Initial written information is gathered from parents during settling-in sessions. However, this focuses on children's routines and preferences, rather than what their children can do on entry to the nursery. This potentially impacts upon the speed of children's progress in their early days at the setting. Planning is in place and covers all areas of learning to ensure that a good range of toys and activities are offered to support children's independent choice. However, this is not evaluated to ensure that a balance of all areas of learning are plotted and planned for to support the needs of all children. In addition, staff are not using what they know about children to effectively tailor the planning to highlight children's next steps or offer appropriate challenge. For example, during a mark making activity, staff did not extend children's learning by engaging in open-ended questions and did not have a learning outcome in mind for this. As a consequence, there were missed learning opportunities for children's development.

The organisation, accessibility and presentation of toys and resources is good, and contributes to children's independence. They enjoy access to the outdoors every day, weather permitting, engaging in a range of physical play opportunities, such as, racing bikes, running and balancing. Babies and toddlers develop their small and large physical skills indoors as they access a spacious play area and have toys accessible to them, such as push-along toys and stacking toys. In addition, staff encourage and enable children to gain confidence in their mobility. For example, some children carefully move up the stairs to the first floor dining area freely and easily with growing confidence.

Children develop sound abilities in the prime areas of learning, providing them with sound foundations for future progress. In particular, there is additional emphasis on children's communication and language skills, with teaching strategies in place to support all children, including those for whom English is an additional language. Children's language abilities and their skills in English are assessed in conjunction with parents. Gestures are an integral part of communication between practitioners and children, with happy facial expressions and 'thumbs up' signs reinforcing spoken language.

On occasions, staff identify children's interests and support this through planned activities to support their learning. For example, staff noticed how children showed an interest in drawing the vehicles their parents drive and introduced an activity around racing the cars in the outdoors. This promotes children's language and recall skills as they talk about their individual cars and their colours. Resources and activities to promote children's problem solving and counting skills are accessible to them. Also staff appropriately engage children in opportunities to promote their learning. For example, staff asked children to find

matching objects to use for the building blocks and asked them if it was balanced or not. Other children look at books with a member of staff and count the number of objects they can see. Equipment for making marks and materials to enable children to develop their expressive arts and design abilities are plentiful and always accessible. This leads to children developing their own creations, while learning about themselves and the wider world. For example, children identify facial features, such as a mouth or eyes from their own mark making. There are many opportunities for children to explore and learn about their understanding of other cultures and beliefs through role play activities and celebration of festivals, such as Eid and Chinese New Year.

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

A calm and caring environment is provided by staff, enabling children to develop positive relationships with them and their peers. Deployment of staff is sound, which means that children settle quickly and feel safe and secure. For example, the sensory room is used for one-to-one experiences and the environment is very relaxing in supporting children to feel calm and re-assured. Children confidently approach adults when needing support or if only wanting a hug. Children's self-care skills are developing well, for example, as they independently access the toilets and mostly wash their hands without being reminded. Children who are in the process of being toilet trained are monitored well and given gentle reminders to use the facilities throughout the day. Children's behaviour is good and realistic rules and boundaries are in place, supported by staff, to enable children to know and learn what is expected of them. For example, during outdoor play children understood the reasons to take it in turns when choosing the same sit and ride activities. Their confidence and self-esteem is promoted satisfactorily as staff highlight and celebrate children's achievements, such as completing their art work or using the toilet independently. Children's welfare is promoted as staff have a sound understanding of steps to take, should they have a safeguarding concern. In addition, staff talk about keeping children safe on outings, through holding hands and talking with them about crossing roads safely.

Children demonstrate high levels of independence in the routine and in their personal care. They learn what foods are good for them and where food comes from through activities around things that grow. At snack times and lunch time children make healthy choices about what they eat and how much they would like, and they talk about the different fruits that they like. Children learn about the feelings of others through suitable planned activities. For example, during free play with cars, they are encouraged to consider kind, caring behaviour and they carefully take turns to think about their feelings and those of others.

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

The setting have recently appointed a new management team. Both the manager and deputy have a suitable understanding of their roles and responsibilities with regard to the

safeguarding and welfare requirements of the Early Years Foundation Stage. Policies and procedures are in place and shared with staff and parents to ensure that all are aware of the expectations of the setting and the relevant procedures to promote children's safety. Risk assessments are in place and reviewed regularly, further supporting children's well-being. Overall, staff are monitored and appraised appropriately. However, monitoring of the observation, planning and assessment systems are not robust and do not identify variations with regard to effective teaching. This has an impact on effective delivery of the educational programs.

Partnerships with parents and carers are suitable. An established key person system means that parents know who to approach, if they have concerns about their child's well-being or learning. Parents can feedback to the setting any concerns they have, either verbally, or through more formal methods, such as, one-to-one meetings with the key worker. There is a range of useful information made accessible to parents in the foyer. Parents are complimentary about the service and feel that they are sufficiently informed. In addition, parents complete questionnaires and meet with key staff. Staff are developing partnerships with other providers that children attend to promote consistency with their learning in settings other than the nursery.

The nursery has sound capacity to sustain continuous improvement because self-evaluation is developing as part of the new management arrangements. The setting is working closely with the local authority. The action plan prioritises and targets aspects of the provision. For example, future arrangements to enhance provision for outside play. However, evaluation is not sufficiently robust in identifying gaps in the provision. The management team are focused on driving improvements and are developing plans to ensure partnerships with early years quality teams, local schools and other settings add value to the setting. The recommendations raised at the last inspection have been fully implemented to improve outcomes for children. For example, support for children in using a range of technology is now reinforced within the rooms.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs |
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| | | 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 | EY417553 |
| Local authority | Leeds |
| Inspection number | 883869 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 80 |
| Number of children on roll | 60 |

| | |
|------------------------------------|----------------------|
| Name of provider | Ann Margaret Speight |
| Date of previous inspection | 19/12/2011 |
| Telephone number | 0113 345 0094 |

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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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