

Guisborough Day Nursery

66a Hutton Lane, Guisborough, Cleveland, TS14 6QP

Inspection date	07/01/2013
Previous inspection date	15/09/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff understand how children learn and provide a good range of exciting activities based on what children enjoy doing.
- Children are motivated, keen to learn and make good progress in their development. They demonstrate positive relationships with their peers and the staff caring for them.
- Children are well nourished. They enjoy a good range of freshly cooked meals which help to promote their health.
- All staff have a strong commitment to continually developing and improving the nursery provision to ensure children receive good quality care.

It is not yet outstanding because

- Arrangements to enable parents to contribute fully to their child's development record at the setting are not consistently implemented across all nursery rooms.
- Text which is clearly written and easy to see is not displayed in all nursery rooms so that children can learn about words.

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 each of the play rooms and in the outdoor area.
- The inspector held meetings with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and views presented in written form.

Inspector

Lindsey Pollock

Full Report

Information about the setting

Guisborough Day Nursery is one of nine childcare facilities run by Rosedene Nurseries. It was registered in September 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a single storey building in Guisborough. The nursery serves the local and surrounding areas and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff including the manager. All hold appropriate early years qualifications at level 3. The manager has a degree in Early Childhood Studies and has gained Early Years Professional Status. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 76 children on roll, of whom all are in the early years age group. The nursery provides funded early education for two-, 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:

- implement consistent methods across the nursery to enable parents to contribute to their child's development record to further promote children's learning and development
- further enhance the learning environment by displaying text that is clearly written and easy to see so that children can learn about words.

Inspection judgements

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

Staff have a secure knowledge of how to promote children's learning and development and know the children in their care very well. Comprehensive information is obtained from parents so that staff can establish children's starting points on entry to the nursery. Planning based on children's individual needs and interests is adapted and added to on an ongoing basis to ensure children's next steps are incorporated. Consequently, children are keen to participate in activities, have fun and make good progress in their learning and development. Staff observe children to find out about their needs, what they are interested in and what they can do. They then analyse these observations and highlight children's achievements or their need for further support. The learning environment contains resources which are stimulating and accessible to children which promotes their learning and independence. However, there is scope to enhance this further by clearly displaying more print so children can begin to learn about words and understand that text carries meaning.

Staff provide a good range of activities and support children to choose what they want to do which helps to build their independence. They know when to get involved and when to

allow children to carry on playing so that play is not disrupted and children can make their own decisions. Consequently, children are good at initiating play and are able to become deeply involved in activities, such as, digging in the sand looking for spiders and carefully painting rainbows. Children's communication and language skills are effectively nurtured. Staff give children time to talk and ask questions to make them think and develop their own ideas. Staff in the baby room recognise the way in which individual children communicate and respond appropriately to this. Children are given ample opportunities to learn about the living world as they go for walks in the local community and staff encourage children's interest in books by taking them to the library. Staff take many steps to help prepare children for their transition into school. They ensure the prime areas of learning are prioritised in planning. Children are encouraged to be as independent as possible and are learning good social skills, such as sharing, taking turns and good table manners. Staff put resources, such as school uniforms in the role play area so that children become familiar with these and can use them in their play. Positive feedback is received from schools about how quickly children settle and how well-prepared they are for this transition.

Staff discuss children's progress, activities and achievements with their parents on a daily basis and also more formally at 'open weeks'. They listen to what parents tell them about what children have been doing at home and use this information to help with activity planning. Most children's development records are kept on a computer base to which parents have access and can input their comments. This promotes a two way flow of information, knowledge and expertise between them and staff, and has a positive impact on children's learning. However, this system is not in place for some three- and four-year-old children. The way in which records are kept for these children means their parents have fewer opportunities to contribute to their child's learning and development record and be fully involved in their learning. Parents speak highly of the activities provided and of the progress their children are making in their development.

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

Children are happy and settled in the nursery. A key person system is in place which helps children to become familiar with the nursery and to feel safe and confident within it. Children have emotional well-being because their needs are met and their feelings are accepted. Lots of information is gathered from parents when children first start attending to ensure staff are fully aware of children's care needs, likes and dislikes. This helps to ease the transition between home and nursery. Care is taken to ensure that children are well prepared when they are ready to move to a different room. They go on visits so they become familiar with their new surroundings and the new staff who will be caring for them. This ensures the children's move is as smooth and trouble free as possible. Children are making friends and getting on with their peers. This helps them to feel positive about themselves and others. Behaviour is good throughout all rooms. Staff encourage children to respect each other, consequently, children are beginning to learn about the impact of their words and actions on themselves and others.

Good provision is made for meals and snacks and children are well nourished. Food is varied and plentiful, cooked freshly and described by parents as being 'fantastic'.

Children's physical well-being is effectively promoted. Good standards of cleanliness are maintained throughout all areas to help prevent the spread of infection. Staff follow good hygiene routines and help children to learn about the importance of these. Children in the pre-school room know about hand washing and germs and are quick to alert staff when they think their peers may not have followed the routine before snack. Staff in the babyroom follow children's own routines for sleep and rest. Children have daily opportunities to play outdoors and benefit from the fresh air. Staff caring for the two-year-old children are particularly good at promoting outdoor play and take every opportunity to get children outdoors to explore and play in the garden area. Children also enjoy the weekly dance sessions which further promotes their physical development.

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

The leadership team have a good understanding of their responsibilities for meeting both the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. The manager successfully monitors the planning and delivery of the educational programmes by meeting with staff in each room and by conducting practice observations. A new system for tracking children's progress has recently been trialled in some of the nursery rooms and is proving to be a useful tool to help staff identify where children may need additional support to close gaps in their learning. Plans are now in place to use this across the nursery to help ensure consistency in assessment. Appraisal sessions are undertaken with staff to help improve practice and to increase confidence. Staff are motivated and keen to develop the provision and are encouraged to attend training to develop their knowledge and understanding. For example, two members of staff who have a particular interest in promoting outdoor play have been supported in attending a specific course in this area. They are now helping to develop this area of provision in the nursery. Good attention is paid to self-evaluation and promoting continuous development. Parents and staff are involved in this process to ensure that their views are considered when planning future improvements. The manager also reflects on the settings practices to identify priorities for improvement and has clear action plans in place for this. She works closely with the local authority and engages well in their quality improvement programme. This shows the nursery has a good capacity to sustain improvement.

Children are well protected through clear safeguarding procedures. All staff complete child protection training and have good understanding of their responsibilities in this area. The premises are secure and children are well supervised. Attendance records for staff and children indicate that staffing ratios are met in line with legal requirements. Risk assessments and daily checks of the premises and resources effectively reduce the chance of accidental injury. Company recruitment, employment and induction procedures are in place and implemented well to protect children.

The nursery works well in partnership with parents to promote children's welfare. Parents speak highly of the staff and express their satisfaction with the service provided. They

comment positively about the nursery particularly about the progress their children make, the friendliness of the staff and the quality of food. Newsletters, daily diary sheets, and verbal exchanges make sure parents are kept up-to-date with their child's care. Policies and procedures are readily available both in the nursery itself and on the nursery website. The nursery endeavours to build partnerships with other providers of the Early Years Foundation Stage where children receive care and education in more than one setting. They fully recognise where they have been successful in this and where this needs to be improved and are taking steps to further develop these links. Effective partnerships are in place with external agencies and services to secure appropriate interventions when children require additional support.

The Childcare Register

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

Unique reference number	EY242578
Local authority	Redcar & Cleveland
Inspection number	895682
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	54
Number of children on roll	76
Name of provider	Rosedene Nurseries Ltd
Date of previous inspection	15/09/2008
Telephone number	01287 635111

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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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