

Alverton Day Nursery Ltd.

Toltuff Crescent, Penzance, Cornwall, TR18 4QD

Inspection date

17/01/2013

Previous inspection date

10/06/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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

- Children are engaged in enjoyable activities both indoors and out, which helps to promote their well-being.
- There are secure systems in place for the induction, mentoring and support of the staff team. Therefore children are cared for by suitable adults.
- The nursery environment is child centred, secure and accessible. Staff prepare children in the pre-school room well for their transition to school.

It is not yet good because

- Procedures to engage parents in the setting's improvement plans, for example, in relation to behaviour management are not fully effective. Therefore, these procedures do not consistently enhance the outcomes for children.
- Staff are inconsistent in using observations to assess children's progress and plan the next steps in their learning, mainly in relation to babies. This means some children are not supported well enough to help them progress in their learning.
- Staff miss opportunities to strengthen partnerships with parents through shared home learning, which reduces their contributions to children's development.

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 children across the nursery at play indoors and outdoors.
- The inspector engaged in discussion with the nominated individual, manager, staff, children and parents.
- The inspector sampled nursery documentation and children's records.

Inspector

Jayne Pascoe

Full Report

Information about the setting

Alverton Day Nursery is a limited company with a board of directors, which registered in 2006 under a new management structure, after first opening in 2004. It operates from its own premises in the grounds of Alverton School, in Penzance, Cornwall. Children have access to an enclosed play space adjacent to each base room and also share access to a secure enclosed rear play area. Recent changes have included the addition of a babies sleep room and a soft play and sensory room. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year.

The nursery currently supports a number of children with special educational needs and/or

disabilities, and also supports a number of children who speak English as an additional language. It is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 55 children in the early years age group on roll. The nursery is in receipt of funding for free education for children aged three and four years. Children attend for a variety of sessions. The nursery employs seven staff, three students and a cook. All staff have early years or play work qualifications to National Vocational Qualification level 3. One student has a level 2 qualification and one is working towards level 2. The nursery receives support from an advisory teacher 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:

- consider the individual needs, interests, and stage of development of each child, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development, with a particular focus on babies.

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

- develop the partnership with parents by engaging them in well-focused improvement plans, for example, in relation to behaviour management.
- strengthen partnerships with parents, through opportunities for shared home learning. For example, provide purposeful resources for parents to take home and enjoy with their child.

Inspection judgements

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

Staff are generally competent in their knowledge and understanding of the learning and development requirements. Most adults provide sufficiently challenging experiences for children to make progress through their play. For example, pre-school children are developing their self-confidence and independence as they select toys, tools and equipment which are stored on low-level open shelving, in labelled boxes. They take themselves to the toilet when required and make suggestions for future activities. Toddlers are confident to request favourite songs and ask to play outside. However, adults do not support babies to learn effectively by observing what they can do and planning and

providing activities to promote the next steps in their learning. For example, they do not introduce additional challenge or provide appropriate equipment to help increase babies' mobility. Therefore, they do not support babies well enough to help ensure they make progress in their learning and development.

Staff gather sufficient levels of information from parents to establish what children know, understand and can do on entry to the setting. They encourage parents to stay for as long as necessary to help children settle. The child's key person gets to know children well and provides experiences based on their interests and preferences, to help settle and engage them. Children across most areas of the nursery enjoy a broad and balanced range of experiences, which support learning across all areas. They make daily use of the outdoor learning environment in their designated outdoor spaces and in the shared school facilities. Planning shows that in general staff offer appropriate activities, which link to children's learning needs. Therefore, overall there are sufficient opportunities for most children to make progress. Most staff are confident and competent in their roles and responsibilities and in their use of the systems for assessment. However, although assessment systems are the same throughout the nursery, staff do not use them consistently.

Staff in the pre-school and toddler room interact well to encourage and support children's learning and development. This practice is less consistent in the baby room, but staff are kind, tactile and caring towards the babies. They meet their needs promptly, providing food and drink, changing nappies and cuddling babies who are unsettled. Babies demonstrate confidence and a sense of security as they move freely, selecting favourite toys, books and seeking reassurance from their key person. Children across the nursery have formed secure attachments to their key person and show a strong sense of belonging. They are curious and inquisitive to learn and are confident in their ability to communicate verbally, through facial expressions, body language and by using sign language. Children with special educational needs and/or disabilities and those with English as an additional language are supported well. This is because staff work closely with parents and early years professionals to provide appropriate levels of support. All children are happy, settled and confident to explore and investigate. Most children are developing the essential skills required to promote a smooth transition through the nursery and on to school.

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

Children enter the nursery happily and separate from their carer easily. They have formed secure attachments to their key person and friendships with other children. As a result of these positive relationships, children across the nursery are developing confidence and increasing levels of independence. They move freely in their designated room to select favourite toys from the interesting range provided. Babies choose books and enjoy looking at photographs of themselves with adults. Toddlers enjoy role play activities with the purposeful resources provided, to support their understanding of health and hygiene practices. For example, they wash the dolls in the baby bath, use the pretend washing machine and wash-up the dishes in the role-play kitchen sink. Pre-school children interact

well with adults and other children to plan activities, discuss the changes in the weather and explore the changes in the outdoor learning environment. Adults reinforce children's awareness of how to identify risk and maintain their own safety and that of others. For example, they remind children to move carefully outdoors, as it is slippery. Children also participate in regular fire drills to develop their confidence and familiarity with what to do in an emergency.

Adults are good role models and children follow their example. As a result, children are well-behaved, helpful and polite. Children show they feel safe as caring and supportive staff supervise them closely at all times and meet their personal care needs promptly. Effective systems are in place to keep children safe, well cared for and secure. Children receive opportunities to develop their understanding of diversity through planned, adult-led activities. The nursery is organised well to meet the needs of the range of differing ages and abilities of children attending. Each room has direct access to a designated outdoor play area, which means that children receive regular opportunities for fresh air and exercise.

The nursery environment, toys and equipment are clean and well maintained. Generally, appropriate health and hygiene practices are in place to help prevent cross-infection. Pre-school children and toddlers are developing a secure understanding of why it is important to keep themselves clean. They are developing independence in managing their own personal care needs and staff change babies' nappies hygienically. Snacks and meals are healthy and nutritious. Children enjoy a range of freshly prepared foods and regular drinks throughout the day and staff ensure their specific dietary requirements are met. Through ongoing discussion, older children are developing an awareness of how these practices impact positively on their health. Staff support children well overall in preparing for their transition through the nursery and onto school and other settings. For example, older children are increasing their ability to manage their personal care needs and developing the essential skills to help them become independent and confident learners. Children across the nursery are able to communicate effectively, which helps them to establish positive relationships and express the needs, preferences and ideas.

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

The manager has a secure understanding of the welfare and safeguarding and learning and development requirements. The nominated individual supports her work and they have both worked effectively to liaise with appropriate agencies to continue to safeguard children following a recent incident at the nursery. As a direct result, they have improved systems for behaviour management and to mentor and support staff in their roles. For example, staff have completed behaviour management training and supervision of staff has been improved. Parents of the children involved were fully informed at the time of the incident and were involved in resolving the issue. The provider did not notify other parents for acceptable reasons, although this means they have not been included in the improvement plans. The matter is now fully resolved and the systems in place promote children's welfare.

Safeguarding procedures are secure. Staff are appropriately qualified, experienced and checked for suitability. The provider ensures that unvetted persons do not have unsupervised contact with children. Staff monitor visitors to the premises appropriately to promote children's welfare. The nursery is secure, safe and child centred. Staff back up a suitable written risk assessment with daily visual checks of the toys, premises and equipment. All staff hold a valid paediatric first aid certificate and are therefore able to treat minor injuries to children if required. Staff demonstrate a secure understanding of the local safeguarding and nursery safeguarding procedures. The manager, who is also the designated officer for safeguarding, supports them well. Effective systems are in place to recruit, induct and mentor staff. Regular appraisals help to identify and support staff's professional development needs and to assess ongoing suitability. As a result of these systems, staff are booked onto safeguarding and Early Years Foundation Stage training courses to further promote children's welfare.

Children are happy and well cared for. They are active learners, who are confident to explore and investigate. Assessment and planning systems are effective for older children, but are not used consistently throughout the nursery. Therefore, there are gaps in the learning and development of babies. Staff seek early intervention from early years professionals, in agreement with parents, whenever necessary to promote the needs of children with special educational needs. The nursery is also successful in supporting children with English as an additional language. Sound systems for self-evaluation are in place overall and staff use these to identify appropriate areas for future improvement. These plans involve all staff and parent's comments are also gathered through recently completed questionnaires. As a result, the nursery intends to introduce 'Nipper's Nutrition' which will support healthy eating for children and offer parent activity days to help promote children's learning.

Children who also attend another early years settings are supported successfully, through effective systems for information sharing. This effectively maintains continuity of care and learning. Parents are keen to express their support of the nursery provision. Systems for sharing information on a daily basis enhance partnerships with parents and the ability of staff to meet children's individual needs. For example, daily diaries contain useful levels of information and daily discussion is encouraged. Staff share a suitable range of written policies and procedures with parents. However, they miss opportunities to share ideas and resources which children and parents can enjoy at home to further promote children's learning.

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
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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	EY332397
Local authority	Cornwall
Inspection number	898984

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	55
Name of provider	Alverton Day Nursery Limited
Date of previous inspection	10/06/2011
Telephone number	01736 351135

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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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