

Dolphins Day Nursery

Inspection report for early years provision

Unique reference number	EY296509
Inspection date	05/03/2009
Inspector	Ann Webb
Setting address	West End Lane, Horsforth, Leeds, West Yorkshire, LS18 5JP
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Type of setting	Childcare - Non-Domestic

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.

Description of the setting

Dolphins Day Nursery is on the site of West End Primary School in the Horsforth area of Leeds and is registered to care for 55 children under the age of five years. They are registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. They currently have 89 children on roll. The children are cared for in three play rooms with adjoining outdoor play areas, the building is single storey with ramped access and facilities for wheel chair users. There are 15 staff working directly with the children, including the manager and deputy, 10 of whom hold a childcare qualification.

Overall effectiveness of the early years provision

The quality of the provision is satisfactory. Evaluation of the provision enables the setting to identify some areas for development and to implement appropriate improvements, for example, the development of the outdoor play area. However, the organisation of activities and resources does not fully support learning for all children. Staff working with children promote all aspects of the children's welfare ensuring that they are safe and secure at all times.

What steps need to be taken to improve provision further?

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

- provide activities and resources that give children, and in particular older boys, the opportunity and motivation to mark make in meaningful ways during their everyday play indoors and outdoors
- display numerals as labels for older children to use in all areas of their learning
- develop the children's outdoor play experiences so that they are able to explore and investigate the natural world
- ensure that meal times for older children are organised to promote their independence
- ensure that the records of children's progress are easily accessible.

The leadership and management of the early years provision

The setting maintains all the necessary records and documents to support the children's individual care needs, safety and welfare. For example, accident and medication records. The staff follow appropriate routines and procedures which ensures the safety and health of the children, such as emergency evacuations, hygiene and risk assessments. Resources are presented and stored to enable the children to access them independently and are suitable for the ages and the stages of children's development. They reflect positive images of race, gender and disability and appropriately support the children's understanding of diversity and traditions other than their own.

The staff have a suitable understanding of how to protect the children in their care, they understand their roles and responsibilities and know how to report and record any concerns. The premises are secure and there is a clear signing in and out procedure for staff and visitors. There are appropriate opportunities for the staff to attend training to continue their professional development and keep up-to-date with current childcare practice. For example, first aid, child protection and the Early Years Foundation Stage.

Since the last inspection a number of improvements have been made, which include: the staffs knowledge of first aid and child development, planning, observations and assessments, staffing ratios, availability of records, policies and procedures and accessibility of resources. These improvements contribute successfully toward the children's safety, welfare and learning.

There are appropriate systems to support and identify areas of strengths and weaknesses, for example, through parent questionnaires, verbal feedback, children's development and staffs' observations. These are used to plan for improvements to the provision for example, the sourcing of funding to support the development of the outdoor play area. Partnerships with parents and other providers are suitably developed and contribute appropriately toward the consistent care and learning of all the children.

The quality and standards of the early years provision

The staff mainly support the children's learning appropriately and provide a suitable range of resources and learning experiences which lead children to investigate and explore their environment. For example, sand, water, role play and construction. The older girls spontaneously access the designated mark making area to draw and attempt to put their names on their pictures. However, the older boys are not motivated to mark make in meaningful ways, for example, during role play and they do not utilise the mark making area. The younger children discover how to grasp and hold equipment as they manipulate rolling pins, spoons and other everyday items and the staff are confident to support babies as they develop different ways to communicate.

All the children eagerly use the outdoors to be physically active and older children confidently ride tricycles and sit on and ride toys. The outdoor space supports large physical play appropriately, however, it does not encourage the children to be excited by and curious about the natural environment. The children are learning to contribute toward their own safety and self-care skills, they rehearse emergency evacuations and older children independently visit the toilet and wash their own hands. They eat a suitable variety of healthy meals and snacks and help themselves to drinks throughout the day. However, lunchtime routines do not support their independence fully, for example, there are no opportunities for them to serve their own food and influence portion size.

All the children enjoy music, stories and singing. The older children are enthralled by a tale of three goats and listen intently as the story unfolds. The story teller keeps the children's attention well, giving the children the opportunity to join in with the plot. Younger children warmly snuggle up on the staff's knee to look at their favourite book and point out and identify familiar animals and objects. During some songs and rhymes the children chant out numbers for counting and hold up fingers to show that they know two and three. However, in areas used by the older children numerals are not represented as labels, for example, in role play and outdoor activities.

The staff observe the children during their play and record these observations with short written captions, supported by photographs. They track the children's progress appropriately and this effectively enables them to plan for individual children's interests and abilities. Parents are made aware of their children's development records and are encouraged to access these documents, however, this is difficult as they are not readily accessible due to storage arrangements.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met