

Ibstock Day Nursery and Family Centre

Ibstock Community College, Central Avenue, IBSTOCK, Leicestershire, LE67 6NE

Inspection date	09/04/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	3 Not Applicable
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 confident, happy and settled because the key person system is firmly embedded and staff provide a warm and welcoming learning environment.
- Children behave well and are confident because staff provide clear guidance and consistently praise and acknowledge their achievements.
- Safeguarding children is given high priority with all staff undertaking training in this area, as a result, children's welfare is promoted well.

It is not yet good because

- The deployment of staff and use of space is less effective in ensuring all children's learning and development is consistently supported.
- Information from observations are not consistently used to inform planning, resulting in learning experiences that are not fully matched to children's changing needs.
- Variable staff practice means that younger children's understanding is not always extended through talking and describing what is happening during activities.
- Partnerships with other providers who are involved in the care and learning of older children are not well established to ensure that children receive consistency and continuity in their care and learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held a meeting and carried out a joint observation with the manager during the inspection.
- The inspector talked with staff and children at appropriate times during the inspection and observed activities in two playrooms and outside.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector looked at evidence of suitability and qualifications of practitioners working with children and children's assessment records, planning documentation, the setting's self-evaluation and a selection of policies and documentation.

Inspector

Claire Jenner

Full Report

Information about the setting

Ibstock Community College Day Nursery was registered in 2012 and operates from a purpose built building on the site of Ibstock Community College. Children have access to an enclosed outdoor play area. The nursery serves the local community and opens Monday to Friday all year through from 8am until 6pm. Children attend for a variety of sessions.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 86 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds.

It supports children with special educational needs and/or disabilities and English as an additional language. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and above. The nursery receives support 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:

- ensure space or a partitioned area is made available for very young children to play and learn and that it is suitably equipped to meet their individual needs
- improve the planning of challenging and enjoyable learning experiences by taking into account the individual needs, interests and stage of development for each child.

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

- refine the operational plans in order to ensure the effective deployment of staff and use of space, paying specific regard to the out of school club ensuring resources are used to their best advantage
- promote further younger children's understanding by consistently using talk to describe everyday routines and activities
- extend the arrangements for sharing information and partnership working with other providers in order to fully support older children's learning and development.

Inspection judgements

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

The manager and staff have a sound understanding of the learning and development requirements and how to capture children's attention and interest. Staff know the children well and observe them on a regular basis to find out what they can do. They are familiar with supporting documentation, such as the Development Matters in the Early Years Foundation Stage guidance and use this successfully to ascertain what children need to do next. However, staff do not consistently use this information and knowledge to make sure that activities cover all areas of learning to support individual children's emerging learning needs. For example, planning in the toddler room is less effective in supporting the needs of very young children and they are given intermittent support from different staff members. As a result, they are not being consistently challenged in order to promote their learning and make the best progress as they can given their starting points. Systems to assess children's starting points are in place and transitions within the nursery are appropriately managed in order to ensure consistency of care.

Children with English as an additional language are appropriately supported and staff are aware of the languages that children speak at home and fully support this within the

setting. Children are provided with opportunities to hear and use a range of languages and a number of parents talk positively of their children's ability to count in French. As a result, children value and begin to recognise the skill needed to speak more than one language. Children with special educational needs and/or disabilities are well catered for. Staff work closely with parents and other professionals, along with the nursery's special educational needs coordinator, to monitor and review the progress that all children make. Children across the nursery enjoy easy access to a broad range of books and reading material and children of all ages enjoy singing and participating in action songs and rhymes. For example, an older child spontaneously sings 'Old Macdonald had a farm' as they play with the farm and animals showing their interest and enjoyment in song and rhymes. In addition, children have opportunities to engage in some planned story and singing sessions which contributes to children's listening and attention skills. Staff talk to children as they play and during everyday routines. However, some variable staff practice, such as when talking to toddler children and describing what is happening means that those children are less well supported in their understanding of the world.

Children are introduced to mathematics in a variety of play activities and everyday routines. For example, a group of children count the number of cows in the field as they play with the animals and farm. Staff are successful in promoting older children's understanding of number and encourage mathematical language and introducing simple problems, such as asking 'How many cows do they have now' each time another is placed in the field. In addition, staff take the opportunity to further challenge children as they estimate the length and width of the field. Children use ribbons to measure. They eagerly cut and lay the ribbon strips next to each other to compare the size. Younger children join in and successfully use mathematical language, such as 'shortest and longest' to describe what they see.

The majority of staff are successful in responding positively to children's individual requests and interests. For example, staff in the pre-school room respond to an older child's request for a particular toy that is collected from the toddler room. The child successfully describes what they want in order for staff to find the right piece of equipment and confidently demonstrates their intentions. The child uses the toy as a ramp to slide down a collection of marbles and is quickly joined by a small group of children, who successfully take it in turns, counting how long it takes for each ball to reach the bottom. Children's creativity is appropriately nurtured as they enjoy easy access to art and craft materials and role play. Older children use paints and brushes to create their own still life interpretations of spring flowers and younger children style staff's hair in the hairdressers. Children have regular opportunities to for outdoor play and physical activity. They run and climb using a suitable range of equipment to support this.

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

The effective implementation of the key person system within the nursery ensures that children form secure emotional attachments. Settling-in sessions are negotiated and planned with parents and children quickly show a strong sense of belonging within the provision and settle well. Staff take time to speak with parents about their child's needs before they begin at the setting, recording their interests and development needs, using

this to prepare a suitable environment. Children behave well. They play cooperatively with their peers and are encouraged to share, take turns and be kind to one another. For example, two children successfully take it in turns to slide the cars down the ramp of the garage and to turn the handle on the lift. Children are consistently praised for their cooperation and their achievements acknowledged and celebrated. In addition, parents are encouraged to share 'wow' moments from home, contributing to children's self-esteem and confidence.

Children are cared for in a calm and caring atmosphere which creates a positive learning environment for all. The manager and staff pay close regard to the safety of children and ensure that available activities, resources and equipment are appropriate to their individual needs. Children's ability to play independently is generally well supported through the accessible toys and equipment. However, the organisation of space and resources for very young children is not fully effective in meeting their learning needs. As a consequence, opportunities to promote their development are somewhat hampered because they are lost within groups of older children as they do not have a designated space. Transitions from room to room are appropriately planned and tailored to meet individual children's needs. Children have opportunities to become familiar with their new key worker, supporting a smooth and positive move. In addition, staff support children well for their transition to school as they invite teachers from the schools they know the children are attending. As a result, children are appropriately supported for their next stage in learning.

Children's understanding of healthy practice is well supported and they all have frequent opportunities to enjoy outdoor play. Older children benefit from opportunities to access this area on a free flow basis which further supports their independence and opportunity to make their own choices. Children are provided with either a hot meal, prepared on the premises, or have their own packed lunch dependent on parents' wishes. Children show a clear knowledge of how to keep themselves healthy as they wash hands before eating and using the toilet. Children are developing good self-help skills. For example, before playing outside older children find their own coats and shoes which they put on with minimal help from staff.

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

The manager and staff have a sound understanding of the Early Years Foundation Stage Framework. The safeguarding and welfare requirements are understood and established policies and procedures underpin practice within the nursery. Clear and concise risk assessments are used to identify potential risks to children both within the setting and when on outings. These are regularly monitored and reviewed, along with daily checks to further support children's safety. A range of policies and procedures are in place and made available to parents, enabling them to have an awareness of the setting's responsibilities to support children's safety and well-being.

Secure recruitment and induction procedures ensure that all those working with children are safe and suitable, having undergone robust vetting procedures. A recent change in

management and restructure within the nursery has resulted in the review and implementation of new procedures to support staff. Regular staff meetings ensure that all those working with children are kept informed of changes and ensure that any gaps in knowledge or understanding are identified and addressed, though in-house discussion or training. This system supports and enhances staff's personal development and contributes to satisfactorily meeting the ongoing needs of children. On the whole staff are effectively deployed within the nursery and children are appropriately supported. However, at times movement of staff between the nursery and out of school club results in the disruption in routine and relationships and a lapse of focus in some children's play. The impact of this on children is minimised as the key person system is effective.

Partnerships with parents are positive and they speak well of the welcoming staff group and the care that their children receive. Arrangements are effective in ensuring parents play an active role in their child's care and learning. Staff speak to them each day about their child, telling them how they have been and what they have done, ensuring they are suitably informed of their child's learning and development. In addition, they are invited to attend parent's meetings where they can discuss their children's progress in greater detail with their child's key person. Positive links are in place with external agencies to ensure that those children, who have identified needs, gain the support that is needed. However, systems to work with other settings, where some children attend are less effective. As a result, opportunities to promote and extend their continuity of learning at the out of school club are not fully utilised.

This is the first inspection since re-registration, recent change of manager and restructure within the nursery. The management and staff team work well together and share a commitment to providing good quality care and learning for children. They are enthusiastic and motivated to ongoing development. The manager monitors the staff and is aware of some variable practice, in addition, she monitors the educational programmes to ensure a varied range of appropriate activities are provided to capture children's interest. In addition, arrangements to evaluate the provision are in place and a clear action plan has been prepared in order to allow the manager and her team to identify and work on areas for improvement, contributing to their continuous improvement.

The Childcare Register

The requirements for the compulsory 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 action. 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	EY454505
Local authority	Leicestershire
Inspection number	886981
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	123
Name of provider	Ibstock Community College
Date of previous inspection	not applicable
Telephone number	01530 260705

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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, which are usually the childminder's 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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