

# Blue Skies Day Nursery

184 Crewe Road, Alsager, STOKE-ON-TRENT, ST7 2JA

<b>Inspection date</b>	25/04/2013
Previous inspection date	14/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
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		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 play outdoors on a daily basis. Consequently, they experience plenty of fresh air and have regular opportunities to develop their physical skills and confidence.
- The effective partnerships developed with parents are underpinned by two-way communication, ensuring that they are well informed about the procedures in the nursery.
- Children's development is effectively promoted and they make good progress from their starting points. Staff have a good understanding of promoting children's learning through simulating challenging activities.
- Children form close attachments and bonds with their key person and interact positively with their peers. Staff are kind and caring and exchange regular information in respect of individual children's home routines, needs and preferences.

### It is not yet good because

- Contingency plans to ensure staffing ratios keep children safe and ensure their well-being at all times are not always fully implemented.
- Children's knowledge and understanding of their local community is not fully fostered by the staff through outings to places of interest, including areas where some children may be very knowledgeable, such as, the local church or restaurants and cafes.
- Staff do not always fully ensure the minimisation of cross-infection at all times to promote children's safety and well-being.

## 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.

## Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outside spaces and interacted with children throughout the inspection.
- The inspector held meetings with the registered person, the manager and members of staff at appropriate times throughout the inspection.
- The inspector scrutinised documentation, including children's records, learning and development information, suitability of staff and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.

## Inspector

Mary Henderson

## Full Report

### Information about the setting

Blue Skies Day Nursery moved to the present premises and was registered in 2007 on the Early Years Register. The nursery is privately owned and operates from a house in Alsager, Cheshire. The nursery serves the local and further areas and is accessible to all children. It operates from three base rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 and one at level 2. One member of staff is working towards a recognised early years qualification. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 51 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The nursery is a member of the National Day Nursery Association and the Local Day Nursery Association.

### What the setting needs to do to improve further

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

- ensure the staff ratios meet the needs of all children, to ensure their safety and well-being at all times.

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

- improve further procedures for the minimisation of cross-infection, by ensuring that at all times staff implement the hygiene procedures of the nursery, for example, using anti-bacterial gel to clean their hands after wiping a child's nose
- ignite older children's knowledge and understanding of the local community, by taking them to visit different places of interest, such as, the shops, the church, restaurants and cafes.

## Inspection judgements

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

Overall, staff promote all areas of learning and development through the provision of accessible resources, equipment and activities, which encompasses children's interests.

Although, children enjoy walks to the local parks and the library, staff working with the older children do not fully ignite their interest in the local community. For example, through opportunities to visit local places of interest, such as, the shops, the church and the various restaurants and cafes within the village.

Younger babies and toddlers are beginning to develop their communication skills because staff talk to them all the time about what they are doing. Staff effectively acknowledge young children's use of voice and non-verbal communication to make contact and let them know what they need. Older children's communication skills are well developed because the staff model good listening skills and encourage the children to take-turns while talking during their activities. Staff make activities fun and praise children meaningfully for their achievements. For example, during a matching lotto game, an older child says 'if you squash a circle it makes an oval shape like an egg'. Staff respond enthusiastically with 'wow, you are all full of inspiration and ideas today, well done'. Children are able to express their thoughts and opinions and confidently seek support as they wish.

All children are provided with opportunities to be out of doors. Staff caring for babies and toddlers ensure that they access the garden daily, which supports their exploration of the world around them. They explore with their senses and over time gradually gain control over their bodies. Young children move about independently or with support from staff as they crawl and cruise or enjoy time sitting on the see-saw and riding their trundle trikes. Other young children choose to play in the water as they pour, splash and have fun with their peers.

Older children's physical skills are developing well because they have ample space and time to be active and exuberant outdoors. For instance, during child-initiated play times, they can move freely between the garden and their main base room. For example, some children are very interested in building, so staff provide sponge bricks, trowels and spades as they spend time together to build a brick wall. They enjoy laying soil between the bricks to cement them and using the trolley to bring more bricks from other parts of the garden. During such times, staff make good use of open-ended questions as they encourage children to count the bricks and describe what they are making. Other children like to draw with chalk on the garden pathway and tell staff 'that's a con-rod' as they draw the wheels of a steam train, adding the bar that connects them all together.

Staff provide a good balance between child-led and adult-guided activities. They are flexible in their approach and often follow children's lead. Staff have developed their knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage and undertake effective observations and assessments. They then use these to identify children's next steps in their learning and development. Plans are scrutinised by the manager to ensure that children are progressing and also to identify any gaps where they may need further support. As a result, all children are gaining the skills to prepare them for school or their next stage of learning

Staff involve parents in children's learning by ensuring that they have access to displays and information about the Early Years Foundation Stage. Parents come along to 'Family and Friends' sessions, talk to their child's key person and join in with activities. They are also encouraged to support their child's learning at home through discussions with key

persons and the use of two-way diaries.

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

Staff support children to behave well and show a sound regard for one another. Children are beginning to show an awareness of the importance of taking turns with tools and resources. These are sufficient in quantity, thereby, ensuring that conflict is minimised. Staff support young children, who struggle with their independence, showing them where the tissues are when needed. However, at times, staff do not always robustly follow the hygiene procedures of the nursery, such as using available hand-gel after wiping a child's nose. As a result, the spread of infection is not fully minimised at all times to fully promote children's good health and well-being. Children learn about a healthy lifestyle as they wash their hands before eating and after visiting the toilet. Opportunities for physical activity and exercise are promoted very well because children access the outdoors on a daily basis where they can climb and balance or run around in the fresh air. Generally, children show that they feel safe within their environment. They smile, giggle with their peers and staff and are beginning to learn about keeping themselves safe during play times. However, for a short period of time during the inspection, contingency plans were not followed to ensure that there were sufficient staff present to fully promote children's welfare and understanding of how to keep themselves safe.

Staff promote positive relationships with all children. As a result, children become increasingly confident and enjoy close attachments with their special key person. Staff encourage and support children's independence. This results in children being keen to tidy up and care for their environment. Their independence is further supported because children are encouraged to make choices about what they eat and drink. Children's skills are extended at mealtimes as they cut up their own fruit and pour their own drinks.

Transitions between base rooms are supported by the staff because they share learning journals with the next key person and they spend time getting to know all the children during shared outdoor play times. The transitions between the nursery and other settings, including school, are suitably supported through the two-way exchange of individual information about the child. This further supports children's personal, social and emotional development and effectively fosters their school readiness.

Children throughout the nursery demonstrate that they are happy and well settled because they smile and giggle frequently and talk confidently and openly with adults and peers. Their own artwork and various photographs of themselves and their family are displayed around the nursery. As a result, children's sense of belonging is effectively fostered.

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

Leaders, managers and staff are, in the main, clear about their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. However, contingency arrangements to cover pre-arranged staff absences are not always implemented effectively. For example, during the inspection visit, there was one member of staff absent for 15 minutes in the morning, which meant that the older more able children were cared for by one member of staff instead of the two required to meet ratios on the day. As a result, older children's safety and security during this time period was compromised.

Staff are well informed about child protection policies and procedures to be followed. All staff have updated their child protection training and know what to do should there be a concern about a child in their care. Recruitment and induction procedures are robust to ensure that adults working with children are suitable to do so. All staff receive regular supervision monitoring sessions to identify where support is needed to improve their performance, so that the children benefit.

There are management and staff meetings in place to review practice and how best to support the children attending. Staff have familiarised themselves with the learning and development requirements and various relevant guidance. As a result, they are able to assess and monitor the suitability of the educational programme, including the planning. This ensures that children are making sound progress and minimises any gaps in their learning and development.

Management and staff work well as a team and with parents to meet children's needs. Parents contribute to the initial assessment of children's development and have access to learning journey documents, which helps them to know about their children's achievements and progression over time. The daily two-way verbal flow of written and verbal communication ensures that parents know about their child's experiences in the nursery. Parents have free access to the policies and procedures of the nursery. They comment positively about the support, which they receive from the nursery, particularly the support of their child's key person. For example, they state that key persons successfully support the learning between the nursery and home.

Partnership working with other agencies ensures children's needs are identified early and met. The self-evaluation procedures in place identifies the strengths and most weaknesses of the nursery. This includes input from leaders, managers, staff, children and their parents. The improvement plan in place effectively ensures the benefit of all children on roll.

## 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

<b>Unique reference number</b>	EY343285
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	878253
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	31
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Sheridan Woodcock
<b>Date of previous inspection</b>	14/07/2009
<b>Telephone number</b>	01270 883893

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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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