

# Stork Day Nursery

7 Stoke Road, Hinckley, Leicestershire, LE10 0EA

## Inspection date

05/04/2013

Previous inspection date

22/01/2010

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

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

- Babies and children can freely access the resources and enjoy activities that generally cover all areas of learning. They also have free-flow access to a large garden area with a variety of natural resources and a canopy to provide shelter from the elements.
- Children with English as an additional language are adequately supported because their home language is valued in the setting.
- Practitioners build positive relationships with parents and keep them informed and involved in their children's care and learning.

### It is not yet good because

- Educational programmes are not used to best effect to offer fully personalised learning opportunities based on children's next steps in their learning. This does not maximise progress made.
- Occasionally practitioners interrupt children's play by showing them how to complete tasks. This means children are not always supported to develop their motivation to find out and explore for themselves.
- Writing materials are not always fully accessible in different areas where children play, to enable them to freely and consistently extend their writing skills in a variety of ways.

## 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 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 during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the owner, manager, practitioners and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

## Inspector

Joanne Gray

## **Full Report**

### **Information about the setting**

The Stork Day Nursery was registered in 2002. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Hinckley area of Leicester, and is part of a group of three nurseries managed by the same owners. The nursery serves the local area and is accessible to all children.

The nursery employs six members of childcare staff. Of these, two hold an appropriate early years qualification at level 4, one has a qualification at level 3 and one has a qualification at level 2.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 38 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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

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

- improve educational programmes to offer more personalised learning opportunities for children in line with their next steps of learning. Ensure the activities consistently offer challenge in order to build on children's full capacity to learn.

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

- ensure children have consistent opportunities to become fully engaged in active learning by making sure they have time and freedom to become deeply involved in self-chosen activities
- include further opportunities for children to freely access writing materials in a wider range of play experiences like the role play area, to extend their literacy skills.

## Inspection judgements

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

Practitioners have an adequate understanding of children's development and how they learn, and link children's activities to their interests and current stage of development. However, they do not consistently consider how to expand and extend the educational programme to ensure children are provided with consistent challenge in their activities. This means children are not always making best progress in their learning and development. For instance, less confident children are not always given support to develop relationships with children of a similar age.

Practitioners complete regular observations of children and record them in their learning journeys. They also show the progress children are making towards the early learning goals by keeping a record of their best-fit in the age bands of 'Development Matters in the Early Years Foundation Stage'. This information is transferred to a progress check three times a year which is shared with parents. Parents are encouraged to comment on their children's progress and are given suggestions of how they can extend their children's development at home. Parents of two-year-olds are also advised to take the progress check to their child's health and development review with their health visitor.

Toys and resources are easily accessible to children of all ages. Therefore, children make decisions for themselves and are becoming independent as they self-select what they would like to play with. In some instances practitioners know when to play with children and successfully encourage them to explore and discover new things. For example, toddlers are shown how the feather makes a noise on the corrugated card if it is turned around. They then return to try it out for themselves which helps to consolidate their learning. However, sometimes practitioners intervene with children's self-chosen play and interrupt their concentration too often. For example, toddlers do not have time to explore the properties of the natural resources in treasure baskets because practitioners keep showing them new ones.

Practitioners extend children's mathematical development because they use everyday routines to teach them about size and how to compare quantities. For instance, at snack time practitioners talk to children about cutting the malt loaf in half, encourage them to count the pieces and estimate how many pieces they will need. Children's reading skills are extended because they have access to a selection of fiction and non-fiction books to support their learning. Some opportunities for children to develop their skills in making marks and writing are provided. For example, they have access to writing materials in the creative area and toddlers use paint brushes to make marks with water outside. However, a wider range of writing materials is not provided in other areas where children play, like the role play area, to further extend their writing skills in a variety of ways.

Children develop their imagination as they play together to develop elaborate stories about 'pirates and treasure'. Practitioners intervene and join in, extending children's play by introducing props for the 'treasure' and asking questions about what the pirates look like. Children explore the different sounds musical instruments make as they access the

musical area outside. Children show they are developing appropriate physical skills as they use their legs to make the swings go faster and balance on the stepping stones.

Babies and toddlers learn about similarities and differences between themselves and others as they look at pictures of their families which are displayed around the room. These photographs also make them feel a part of the nursery and increase their sense of well-being. Children who have English as an additional language have confidence to learn English as they have their own languages valued in the setting. For example, their parents are asked to translate some words for practitioners to use and they are displayed at child-height alongside pictures of their meanings. Children learn how to operate equipment as they use an electric whisk during a baking activity. They develop an understanding of the world as they have access to a well-resourced outside area and talk about the cat who is visiting from a neighbouring garden. Practitioners extend their learning further as they discuss the features of the cat with the children and compare them to photographs of other cats.

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

Children are forming attachments with practitioners, are happy and settled and have an appropriate sense of well-being because there is a suitable key person system in the nursery. Practitioners know children's individual needs and interests as soon as they start nursery because parents fill in 'All about Me' forms to help with the transition from home. Children are adequately prepared for transitions to other settings, such as school, because teachers from the schools they will move to come and visit them at the nursery. This helps to reassure children about their next stage in learning and helps teachers gain a valuable insight into the children's needs and personalities. Children play well together and have good behaviour because practitioners consistently remind them to share their toys with their friends. They also have 'nursery golden rules' that remind children to have 'kind hands' and 'kind voices'. Practitioners also offer specific praise to children, for example, 'good tidying away' so they understand what is good about their behaviour.

Children are learning to keep themselves safe as practitioners explain the reason for the rules and boundaries in place. For example, they remind children to 'put your chair under the table so you don't trip over it'. They learn to take risks on the large climbing equipment because practitioners stand by to reassure them and this gives them the confidence to persevere. Children are learning to be active and understand the benefits of physical exercise because they have free-flow access to the outdoor area, where they have plenty of room to run around. They are learning about the importance of a healthy diet because they have freshly prepared healthy meals and snacks. Additionally, practitioners talk to them about what they are eating and children tell them 'we will grow when we eat our dinner'. Children develop independence, as they are encouraged to serve themselves and pour their own drinks.

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

Children are adequately safeguarded because there is a designated person for child protection and all practitioners have been trained and know the correct procedures to follow should they have any concerns. In addition, the reception is adequately monitored and visitors are asked to sign in and not to use their mobile telephones in the nursery. There is a suitably qualified deputy who is capable of taking charge of the nursery during the manager's absence. Sufficient recruitment and vetting procedures ensure that those working with the children are suitable to do so. The latest recruit to the team is still waiting for her Disclosure and Barring Service check to be returned; because of this she does not have unsupervised contact with the children. New practitioners are given an adequate induction into the nursery so that they understand their roles and responsibilities as soon as they start working with the children. Children are satisfactorily supervised because staffing requirements are planned in advance. Therefore, the correct ratios are maintained at all times along with the appropriate number of suitably qualified practitioners. For example, arrangements are made to use practitioners from the other nurseries the owner operates. These nurseries are nearby and the practitioners know all the children well enough to meet their individual needs.

The relatively new manager is keen to further improve the nursery in order to promote outcomes for children. She has identified areas for development and uses a detailed action plan to work towards the targeted improvements with the rest of the team. For example, her introduction of practitioners' supervisions and peer appraisals highlighted that some required further support to improve their knowledge of the 'Development Matters in the Early Years Foundation Stage' guidance. Consequently, training has been provided and informative displays around the nursery reinforce their increasing knowledge. The manager monitors the children's progress by checking their learning journals and progress checks. This means she has a suitable understanding of the effectiveness of the overall educational programmes. In addition, she is working with the local authority improvement advisor to put more robust systems in place.

The nursery has established appropriate relationships with parents to make sure there is a two-way flow of information to support children's needs. They are made to feel welcome in the nursery and receive adequate feedback about their children on a daily basis. They speak highly of the nursery and make comments, such as 'my children are excited to come and everyone is really approachable'. The manager knows how to seek support from external agencies if she suspects any of the children have special educational needs and/or disabilities. Adequate partnerships are established with other settings that children attend as practitioners share verbal information with them to ensure continuity in the children's care and learning needs.

### **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 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>	EY240624
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	911136
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Ashok Kumar Shinh and Kiran Gian Shinh Partnership
<b>Date of previous inspection</b>	22/01/2010
<b>Telephone number</b>	01455 635656

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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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