

Promises Day Nursery

Wardgate Way, Holme Hall, Chesterfield, Derbyshire, S40 4SL

Inspection date	22/03/2013
Previous inspection date	21/09/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have good knowledge and understanding of the Early Years Foundation Stage. They use this to ensure babies' and children's individual next steps are fully included in the planning of further activities. This ensures all children make good progress in all areas of their learning and development.
- Children routinely access and have many opportunities to use a wide range of toys and resources, enhancing their skills in all areas of learning.
- Good partnerships with parents and local schools have been formed. Information around children's progress is effectively shared. This supports children's transitions both within the setting and as they move on to school.
- Very good safety measures are in place to ensure children cannot leave the premises unsupervised, and children practise the emergency evacuation drill, raising their awareness and understanding of how to stay safe.

It is not yet outstanding because

- Routine group times do not always take account of children's ages or levels of understanding to ensure their interest is maintained.
- Some overly directed craft activities do not always enable children to use and develop their own ideas, for example, when making celebration cards.

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 staff practice in each area of the nursery.
- A selection of documents, children's development records and planning of activities were seen by the inspector.
- Discussions were held with the manager, staff and children throughout the inspection.

Inspector

Karen Byfleet

Full Report

Information about the setting

Promises Day Nursery was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed by Family Centres Limited, which is a wholly owned trading subsidiary of Acorn Christian Ministries, and forms part of their Ministry and outreach to the community. It is situated in purpose-built premises in the Holme Hall area of Chesterfield. The nursery serves the local area and is accessible to all children. It operates from three rooms and a large hall. There is also a fully enclosed area available for outdoor play.

The nursery employs 16 members of childcare staff, 13 of whom hold appropriate early years qualifications at level 3. In addition, the manager holds Qualified Teacher Status and one staff member has Early Years Professional Status. The nursery is open Monday to Friday 8am to 6pm, apart from one week at Christmas and bank holidays. There are currently 85 children on roll who are in the early years age group.

What the setting needs to do to improve further

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

- provide more opportunities for children to use and develop their own ideas, with specific regard to craft activities, such as making celebration cards, rather than them just reproducing adults' ideas

- use different ways to engage children of different ages in routine activities by pitching them at a level that meets their understanding and maintains their interest, with specific regard to group storytimes.

Inspection judgements

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

Staff have good knowledge and understanding of the Early Years Foundation Stage. They regularly share their experiences, skills and knowledge of the children, which ensures consistency of practice throughout the provision. Children's progress and development is observed and monitored well. Development records for all children are updated regularly and their individual next steps are fully included in the planning of further activities. This ensures children make good progress through all areas of learning. Relevant information is gathered from parents when children start attending, providing staff with a baseline for babies' and children's learning. Progress checks at age two and summaries of children's development in the three prime areas are completed and shared with parents. This

enables staff and parents to fully understand each child's needs and plan activities to further enhance their development.

Through the range of activities and the positive engagement of staff throughout the provision, babies develop early communication skills as they attract the attention of staff, who respond positively during their play. For example, staff engage and encourage the babies and toddlers to express their feelings, such as smiling and squealing with delight as they see themselves in the mirror. Activities, such as treasure baskets, provide young children with many opportunities to explore and investigate a variety of everyday objects and materials. The learning environment is displayed with a wide range of printed words, such as boxes of toys with labels and pictures. This helps children to understand that print carries meaning. A wide range of books are easily accessed by all children and there are a good range of books promoting positive images of race, gender and culture. The well-resourced reading areas within each room mean children are able to sit quietly and comfortably to look at and share their favourite books, both with their peers and adults. However, planned storytimes are not always effective for all children. For example, as pre-school children and toddlers are grouped together for an Easter story, not all the children, especially the toddlers, engage or fully understand what the story is about. Therefore, their interest is not fully maintained and they are easily distracted.

Resources are easily accessible, which helps children to make independent choices about their play, enhancing their skills through all areas of learning. For example, a range of papers and various writing implements are provided in all areas of play, enabling children to develop and extend their writing skills. Imaginative toys, such as small world play and dressing up, develop children's awareness of different cultures. Resources positively represent the children who attend as well as those from the wider community. This helps children to develop a positive attitude towards others. Children freely participate in a range of craft and creative activities. For example, they readily engage in painting activities and enjoy the home corner where they enjoy the dressing up clothes that include garments of various professions, such as doctors. Through their clear enjoyment of role play they act out familiar scenarios, such as homes, cafes, hospitals and offices. Through a good range of craft activities, such as dough, children develop their use of different tools extremely well as they use cutters and rollers. However, craft activities linked to celebrations are very adult directed, and children have fewer opportunities to develop their own ideas. For example, as they make Easter cards, the children are directed by the adults as to where they place the pre-cut components for the card, which means all cards look the same and are not individual to the children.

Partnerships with parents are effective. Initial information is gathered from parents when babies and children start attending, about their routines, likes, dislikes, family background and their capabilities. This helps staff to settle babies and children into the provision. Information is exchanged daily around children's welfare, such as sleep times, nappy changes and food intake. Children's development records, which are also shared regularly with parents, provide information about what the key person has identified as the next steps in children's learning. Key persons share information with parents about how they can further support their children's high achievements at home so that their good progress is maintained and built on even further. This prepares children well for their eventual move to school.

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

Children enjoy their time in the setting and have a positive attitude to learning. They are happy, settled and, generally, purposefully engaged throughout the day. They are confident as they engage in conversations with their peers and the adults caring for them, and as they welcome visitors. Staff offer positive praise and recognition for children's efforts and achievements. They are very attentive to them as they listen to their requests and ideas, and are fully aware of their individual needs, which supports very secure emotional attachments and gives children a strong sense of belonging. The provision is equipped with a good range of age-appropriate toys, games and resources, which children and babies are able to freely access. This promotes their learning and independence well. Safety within the provision is highly monitored. Children are unable to leave unattended and the secure entrance prevents anyone entering without the knowledge of the manager. An emergency evacuation plan is in place and fully understood by staff. Regular emergency evacuation is practised with the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe. Staff are positive role models for children and this contributes to their good behaviour and the development of their independence skills and good manners.

Children are provided with healthy, balanced foods for lunch, tea and snacks. Food is cooked on site and mealtimes are very sociable occasions as children and staff sit together to eat. Babies are encouraged to feed themselves when they are able, and toddlers and older children use appropriate cutlery to eat their meals. Children demonstrate a sound awareness and understanding of their own needs and personal hygiene as they know and follow good hygiene procedures with regard to hand washing before eating and after using the toilet. An extensive range of equipment, both outdoors and inside, enables children to develop their physical skills very well. Outdoors, they confidently climb, ride wheeled vehicles with ease and manoeuvre around obstacles well. In adverse weather, such as snow and rain, the children are provided with waterproof suits and wellingtons so they can fully participate, and they clearly enjoy splashing, throwing snowballs and sledging down the small hills that form part of the garden. An extended canopy over the outdoor play provides a large shaded area. This means that in hot weather children are able to play safely outside as this protects them from the sun.

Babies and toddlers are fully supported in their transitions within the provision. Their key person accompanies them on visits to the room they move on to, and shares knowledge of their individual development and progress with staff in the next area. They spend time with the babies and toddlers, building up the visits to ensure their transitions are smooth and that attachments between the child, key person and parents are made. Transitions into school for the older children are well supported. Staff have built firm partnerships with the local school where children move on to and share what they know about the children.

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

Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and effectively implemented. For example, detailed policies and procedures and written risk assessments that cover all aspects of the provision are robust and understood by all staff. Robust procedures are in place for vetting staff to ensure they are suitable to work with children. All staff have attended safeguarding training and are fully aware of the Local Safeguarding Children Board procedures. They clearly know how and who to report any concerns they may have with regard to children's welfare. The detailed safeguarding policy includes a procedure to follow with regard to personal mobile phones while on duty and the appropriate use of internet social networking by staff. This further assures children's safety and promotes their welfare.

Staff make spontaneous observations and formative assessments of children's individual learning. They use these to clearly identify children's next steps and to plan activities to continue to extend their learning and development. Through the use of documents, such as 'Development Matters in the Early Years Foundation Stage', staff are able to pinpoint the development bands for each area of learning for all children. Management are supportive of staff as they drive further improvements to continuously build on their good levels of practice. For example, staff performance is effectively monitored through direct observation of their practice, regular supervision and annual appraisal. All staff are fully included in the provision's self-evaluation process, and parents are regularly asked for their opinions and ideas through questionnaires. Management and staff have built up professional partnerships with schools where children move on to and with other providers where children may attend, to ensure consistency in their care and well-being.

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

Unique reference number	EY231792
Local authority	Derbyshire
Inspection number	906924
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	79
Number of children on roll	85
Name of provider	Family Centres Ltd
Date of previous inspection	21/09/2011
Telephone number	01246 221184

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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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