

Edwalton Day Nursery (Child Base Ltd)

227 Melton Road, Edwalton, NOTTINGHAM, Nottinghamshire, NG12 4DB

Inspection date	23/04/2013
Previous inspection date	26/05/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Excellent partnerships with parents, carers and other professionals are extremely effective at ensuring children make very rapid progress in their learning and development given their starting points.
- The management team are highly skilled and effective at constantly monitoring and evaluating all aspects of the provision, to inform continuous improvement. As a result, the setting demonstrates exceptional practice that is worthy of dissemination to other settings.
- Staff are highly attentive and sensitive to the children's needs and requests, helping children to form strong attachments to their peers and the adults caring for them.
- Very secure premises ensure children are kept safe and through good, positive role modelling by staff. Children are developing very effective independent skills, good manners and, as a result, their behaviour is exemplary.
- Staff have an excellent knowledge of how children learn, and provide a rich, varied and imaginative educational programme, with precise assessment and planning for individual children. As a result, children benefit from high quality learning experiences.
- The rich, vibrant and safe environment provides a secure base for children to manage risks and understand how to keep themselves safe and healthy. Children have many opportunities to explore and investigate the exceedingly well-resourced indoor and outdoor environment.

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 looked at children's assessment records, planning documentation, evidence of staff suitability, and a range of policies and record keeping procedures.
- The inspector spoke with members of the management team and staff at appropriate times throughout the day.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector took into account the views of five parents spoken to on the day.

Inspector

Sharon Alleary

Full Report

Information about the setting

Edwalton Day Nursery was registered in 2001. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Edwalton area of Nottinghamshire, and is managed by the Child Base Ltd company. The nursery serves the local area and is accessible to all children. It operates from a large converted house and there is a fully enclosed area available for outdoor play.

The nursery employs 28 members of childcare staff. Of these, 21 hold appropriate early years qualifications. Two members of staff hold Early Years Professional Status.

The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 132 children attending who are within this age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special needs and/or disabilities.

What the setting needs to do to improve further

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

- build on the already high quality practice with regard to children's termly progress reports, by being more sharply focussed on how parents can further support their child's achievements.

Inspection judgements

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

Staff have very high expectations of all children and endeavour to give them the best possible start in life. Thorough detailed discussions with parents at the beginning of children's placements, mean that staff are able to plan effectively for each child right from the start. Staff have extensive knowledge and understanding of the Early Years Foundation Stage. Planning is sharply focused to take account of individual children's next steps and interests; as a result, children become animated and enthusiastic about the activities planned for them. For example, children dress-up as pirates for 'dress up' day. Staff plan to extend this interest by creating a pirate ship with the children and enhancing pirate resources. Staff regularly share their experiences and skills, which ensures consistency for children throughout the provision. Children's progress and development is observed and monitored extremely well with development records updated regularly and children's individual next steps fully included in the planning of further activities. As a

result, activities are precisely matched to their needs and they make rapid progress in their learning and development. This also ensures that children gain an excellent range of skills in readiness for school. Progress checks at age two are completed by key persons using the information gained through the detailed observations made of children's learning.

The baby room is extremely well-thought out and babies really enjoy choosing colourful, exciting toys to play with. They explore from the comfort of their tummies and their backs. Staff in the baby room are passionate and dedicated to learning about how babies learn and develop and, as a result, babies are happy and contented in their company. They watch in awe and wonder as bubbles float over their heads and reach out to grasp them. Older babies are encouraged to pull themselves up on walkers and tentatively balance before taking wobbly steps. Young toddlers play in the sand, discovering starfish and a little fish from a children's film. They use tools to fill and empty the bucket. Toddlers watch with bewilderment as their sand disappears, not noticing the holes in their box. Children develop their physical skills extremely well through the use of the challenging and exciting climbing frame and natural balancing equipment strategically placed around the outdoor area. Older toddlers show great excitement as they explore and investigate ice and arctic animals. Staff have an excellent understanding of how children learn and ensure children participate in activities that provide challenge and extend learning. For example, children who realise their stones will not roll down the water cascade, use their creative and critical thinking skills to tilt the chutes and then find a rounder stone, supported by staff. They skilfully question children in activities and value their responses. For instance, children and staff make a pretend fire, staff ask, 'what do you think we need to make our fire?'

The setting is resourced and organised exceptionally well to promote children's independence. The outdoor area has been extremely well-thought out and is second to none with its willow weaved dens, complex wooden climbing frame, bumpy surfaces to negotiate and innovative water and pulley zone. Due to the layout of the house not all children are able to move freely between indoor and outdoor play. However, excellent deployment of staff permits all children to make a choice where they want to play. As a consequence, most children choose outdoors. Low-level fencing enables staff to section off areas, which helps keep babies safe within their own play space while still being able to socialise with other children when outdoors. Children in the pre-school room help themselves to den making material to create a castle in the role play area, while babies explore push button toys and musical instruments. Staff build children's vocabulary by giving choices, modelling clear language and praising their use of new words, such as melting, when describing the ice. Children enjoy listening to compact disc stories; staff encourage and welcome children's interaction. For example, children smile broadly as they sit in the 'teacher's chair' and turn the pages when they hear the indicative bell. Children are incredibly competent at using the interactive whiteboard; they take turns and help each other to choose the correct jigsaw piece. This supports early understanding of technology.

Children's awareness and understanding of the wider world is promoted very well. They have access to a variety of dressing-up clothes of various cultures and books which promote positive images. Through role play, they act out familiar scenarios and

experiences, such as, pirate play and making a fire. Trips and outings to various parks and animal farms enable children to whole-heartedly experience the local community. Children with special educational needs and/or disabilities are supported extremely well as staff work closely with their families and other professionals, such as an occupational therapist. All children are continually challenged and stimulated in their activities through the skilful guidance of staff so that they make the best possible progress and are ready for the next stage in their learning. Parents receive regular feedback helping them to feel included in their child's learning. For example, they are provided with both daily feedback and more detailed periodic written reports showing them what their children have achieved. However, there is scope to further extend the already excellent information contained in the report, to focus parents more precisely on how they can support their child's high achievements to ensure that their excellent progress is maintained and built on even further. They are invited to attend parents' meetings with their child's key person on a regular basis. Consequently, they are fully included in their children's learning and development.

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

Throughout the provision, children are extremely happy and very well-settled. They are highly confident as they engage in conversations and welcome visitors. Staff offer lots of positive praise and recognition for children's efforts and achievements. They are very attentive to the children as they listen to their requests and are fully aware of their individual needs, supporting very secure emotional attachments. Although allocated to a key person, who remains their prime carer, they build relationships with all staff members in their rooms. This ensures continuity of care in the instance of absences. Communication and language development is encouraged in small groups and individually with staff.

Behaviour is excellent and children really enjoy playing and cooperating together. Staff have a consistent approach to managing children's behaviour. They have reasonable clear expectations, which means that children learn to respect and care about each other and think about the feelings of others. Behaviour is further reinforced by the nursery's consistent messages throughout the rooms using 'Golden Values,' these are accompanied by the incentive of becoming a lunch time helper for good behaviour. Staff teach children to help tidy away the resources safely at the end of the session. Children are very busy and enthusiastic when they hear the 'tidy up' music, all getting involved with the tidying process. Children are encouraged to be independent as pre-school children help themselves to their lamb hotpot at lunch time. They are relaxed and happy as they chat to each other; they carefully pour their water into their cups. Babies and toddlers manage to feed themselves very well, with younger babies helped by staff. They wait patiently for their food and tuck in enthusiastically. There is a varied menu of nutritious food cooked at the nursery. Dietary and cultural needs are catered for very efficiently with a colour coded plate system to identify special requirements. Meals are made fresh on the premises and, occasionally, the cook uses produce grown by the children. They help to sow, water and harvest salad and vegetables, such as courgettes, and gain a superb knowledge of the growing cycle as a whole.

Children enjoy activities equally indoors and outdoors choosing where they prefer to play. Subsequently, their physical development is fostered effectively. Children clearly understand how to keep themselves safe and healthy in the stimulating and safe environment. Staff teach children about health and safety through role play scenarios. For example, when making a pretend fire, the staff and children discuss not to touch the fire and what might happen if they get too close. Practitioners routinely reinforce safe practice. For example, older children are reminded to hold the hand rail and hold up their dresses as they come down the stairs. On occasions, the manager involves children in taking responsibility for raising the fire alarm. For example, when they find the hidden 'Fire Bear' they tell a key person who immediately raises the fire alarm. This helps children to understand and appreciate what to do in an emergency. Children's transition to schools or other settings is greatly eased as there are very close links with the local primary school. Reciprocal visits between teachers and children between the nursery and schools help children to become familiar with the staff and the school building so they feel secure. When children move to a new room in the nursery, they spend increasing amounts of time there with their key person until they are settled enough to be with the other children and staff. Children are encouraged to spend different times of the day in their new room to ensure an effortless move.

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

Leadership within the nursery is extremely strong and the management team have high aspirations for consistently providing a top quality provision. They have an excellent understanding of their responsibilities in meeting the learning and development requirements. Managers and staff frequently access training to continually enhance the skills and practices that are already in place. The manager speaks warmly and positively about the head office support she receives in order to maintain and deliver the outstanding nursery service. Children's safety is paramount and supported by a staff team knowledgeable in safeguarding procedures. They know precisely the steps to take should they have concerns about children or those caring for them. Therefore, children are protected from harm and any issue relating to staff conduct is addressed. Children are exceptionally safe at the nursery as robust recruitment procedures ensure that all staff are suitable to work with children. New staff are given a detailed induction and are extremely well-supported in their practice and in becoming familiar with the nursery procedures. High quality systems for professional supervisions are in place, based on staff appraisals and discussions during one-to-one meetings with the manager. Staff are regularly observed by the manager to ensure that their practice is of high quality at all times.

Comprehensive company policies and procedures to promote children's health, safety and welfare are in place and are effectively implemented. For example, all accidents and incidents are logged effectively by staff as they occur. The manager monitors these on a monthly basis to assess their regularity and takes action if necessary, to minimise further, similar incidents or to identify trends in areas or equipment. Highly detailed and effective risk assessments are carried out each day so that children are safe in all areas of the nursery, including the garden. Robust procedures for the collection of children and for

emergency evacuation means that children are extremely well-protected. For example, the foyer is constantly supervised by a member of staff who monitors Closed Circuit Television to ensure that no unwanted visitors enter the building.

Those in charge have high aspirations for quality through systematic and inclusive self-evaluation. The views of children, parents and staff serve to identify strengths and drive improvement. They are exceptionally successful in inspiring the dedicated staff team to work towards and sustain ambitious targets. For example, each room has their own action plan to fulfil and, as a result, high expectations are embedded across all areas and, consequently, outcomes in children's achievements and well-being are outstanding. Parents play a vital role in the nursery. A 'Forum' group of parents meet regularly with the manager to share parents' views. This feature was highly revered by parents spoken to on the day. They commented that suggestions made were implemented the very next day. Individual parents say they feel they can approach the management or staff at any time and they comment highly about the committed, professional and caring qualities of the manager and staff. Parents are invited to join social events at the nursery without their children, this forges friendships and relationships in a relaxed atmosphere. The setting has excellent strategies in place to include all children and has established effective partnerships with other agencies in order to give consistently high levels of support for individual children.

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	253393
Local authority	Nottinghamshire
Inspection number	908836
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	132
Name of provider	Child Base Limited
Date of previous inspection	26/05/2009
Telephone number	0115 9452741

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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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