

Boomerangs, The Newhall Day Nursery

Birch Avenue, Newhall, Swadlincote, Derbyshire, DE11 0NQ

Inspection date	20/05/2013
Previous inspection date	20/10/2011

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

- The setting is led and managed effectively. Managers are rigorous in their evaluation of the setting. Suitability checks and performance management are well-established.
- Individual support is given to children to settle in and to move between rooms. This ensures children settle well and feel comfortable and secure within the environment.
- Staff are effective in their interaction to support children's learning and development.
- Children make good progress, planning is varied and linked to children's interests and supports their next steps in learning.

It is not yet outstanding because

- The organisation of resources during free play for the older children does not always provide sufficient variety to fully support their learning and development.
- The quality of information provided to parents and carers about children's next steps is not fully consistent.

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 activities in the playrooms.
- The inspector spoke with the staff about the daily routines, children's individual learning and self-evaluation.
The inspector looked at a selection of policies and procedures, which included
- safeguarding and complaints, children's learning records and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Justine Ellaway

Full Report

Information about the setting

Boomerangs, The Newhall Day Nursery was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Newhall area of South Derbyshire, and is privately owned. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 one member of staff has a foundation degree.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 94 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children who speak English as an additional language and children with special educational 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:

- increase availability of stimulating resources at all times for older children, specifically during free play
- develop further the use of tailored support, when it is needed, so that all parents and carers are consistently helped to engage with their child's next steps.

Inspection judgements

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

Children's enjoyment is well promoted by the calm, friendly and relaxed atmosphere that staff promote within each of the rooms. Children make good progress in their learning and development with staff who are competent teachers. Staff are knowledgeable about the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. Planning provides a broad range of activities, including indoor and outdoor play. Adult-led planned activities, as well as free play are clearly linked to children's interests to support their enjoyment. Staff are very enthusiastic in the delivery of activities, which helps children to participate and engage. Observations contain accurate information that reflects what children can do. All staff do a regular assessment of

children's current stage of development, which is relevant and useful. Staff have a clear understanding of what to include in the progress check at age two, so that it is useful to parents, carers and other professional and identifying any support needs.

Children of all ages are well supported to develop their, for example, at mealtimes. Staff encourage them to try to do things for themselves, for example, use the cutlery. As a result, children persevere with tasks. Older children engage well with the routine of the cafe style snack. They pour their own drink and remove their crockery when they have finished. Children of all ages are supported to be independent and choose what they want to play with during free play. They are encouraged to go and get this and set it up. For example, a child fetches a large box of jigsaws and puts them out on the table.

Children are effectively supported to develop their language and communication skills as they answer questions. Staff encourage children to remember and speak about what they did that morning. Staff speak clearly and repeat words to support younger children in their language development. Staff also answer questions and encourage discussion during play. Children join in enthusiastically with songs and number rhymes. Staff are very effective at engaging children in this, as they keep the momentum moving quickly. Children develop an understanding of maths as they predict how many are left when one is taken away.

Older children develop early reading skills as they are encouraged to read name cards and labels in the environment. They attempt to make marks and as they get older to write recognisable letters. Children enjoy playing outdoors. Staff encourage older children to learn to pedal the trikes and to persevere on the slight incline and decline. As a result, children handle the wheeled toys well and demonstrate good levels of physical development. Staff provide a bubble and water activity for the youngest children to effectively support their small muscle skill development. They try to touch the bubbles and reach for and hold cups and attempt to pour the water.

Effective support is organised and provided for children with additional support needs. Staff support children for whom English is an additional language appropriately. They use familiar words to reassure children and support them with settling in and routines. There is coordinated support including links with a range of relevant professionals to support children with special needs and/or disabilities. Staff demonstrate they clearly understand specifically what they should be supporting children with. Good support is given to all children to prepare them for school. There is a clear focus on skills, such as sitting and listening at group time. Staff are effective in considering whether children need any additional support in this area and plan for this appropriately.

The setting is committed to working in partnership with parents and carers and developing positive relationships. This is to promote consistency of support with regards to children's learning and development. Assessment systems have been refined since the last inspection so that information is shared regularly with parents and carers. Parents and carers are given the opportunity to attend a twice yearly update meeting on their child's progress. They are provided with a written assessment of their child's progress and their next steps of learning. The key person is available to discuss this with them on an individual basis. Staff provide specific and relevant information about children's achievements on a daily basis when children are collected. The setting also provides

information evenings for parents on certain things, such as the Statutory Framework for the Early Years Foundation Stage. Parents and carers are complimentary about the nursery. However, for a small minority of parents the information provided on children's next steps is not always fully clear. This means for those parents they are not fully supported to share information about their children's learning.

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

Good consideration is given to the support provided to help children to settle. Individual needs are taken into account and as a result, children settle well. Similarly, the support for children's transition is just as effective. Careful consideration is given to how children may react to a move to another room within the nursery or to another setting. Staff then plan appropriate support to minimise any anxiety. For example, the number and length of visits is dependent on the child's needs. Children of all ages develop good relationships with the staff that work in their room. Relief staff, who cover lunch periods as the setting, are consistent and therefore known to the children. Useful information is gathered from parents and carers to support children settling in. This includes personal information about things, such as their likes and dislikes, as well as their starting points of learning.

Children are given good support to manage their own behaviour and develop positive relationships with others. Staff regularly talk about the routines to support children's understanding of the expectations. Children in the preschool help to tidy away the toys outdoors, before they go inside, with very little prompt. If children behave inappropriately staff use effective methods to manage this. For example, a member of staff gets an additional toy to prevent an argument. Staff use explanations and discussion to support children in understanding why something is appropriate. Children behave very well and show respect and consideration for each other and the toys and resources.

The deployment of staff is very effective in ensuring that children are safe and their needs are met. Often there are more staff in the room than is required. Children sleep according to their own routines. Staff appropriately supervise children, for example, they position themselves outdoors so that children can play safely on the climbing frame.

Children's understanding of a healthy lifestyle is well supported. Staff are consistent across the nursery in supporting children's understanding of the reasons why we need to wash our hands. Staff in the baby room incorporate this into a song. They do this with every child to support them in feeling comfortable in this aspect of their care. Older children inspect their hands and explain they have washed germs off. Staff talk to children during mealtimes about healthy foods. For example, they explain that 'milk makes you strong'. Children engage in other appropriate activities, such as a visit from the dentist to talk about brushing teeth.

Children are well supported to learn about their own safety through a range of activities. For example, staff talk about road safety and the impact of this as children play on the wheeled toys outside. A recent visit from the fire service supported children's understanding of fire safety. Children demonstrate a sound understanding of safety, both

indoors and outdoors.

There are a good range of toys and resources available to support children's learning and development. In the vast majority of instances these are well organised to support children's engagement and enjoyment. However, on the odd occasion during free play in the preschool room, the range of resources does not fully support this. A small range of resources is laid out and children are not encouraged to select more and extend their play. As a result, a small number of children do not always engage in purposeful play.

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

The management team have clear roles and responsibilities to ensure that the setting is effectively organised and the requirements of the Statutory Framework for the Early Years Foundation Stage are effectively implemented. Staff's knowledge of the safeguarding procedures is strong and they have a clear understanding of their role and duty to report any concerns. The procedure to follow in the event of an allegation of a member of staff is clearly established. The written safeguarding policy contains detailed information and a clear reminder of the procedures. The management team have a sound understanding of things that should be notified to the regulator and the timescale for doing so. Risk assessments, as well as safety checks ensure that risks and hazards are minimised. This means that children can play safely. The checks that establish the suitability of adults working in the setting are thorough and consistently followed. The ongoing performance management of staff is well-established. A thorough induction ensures that staff understand their role and responsibilities. All staff contribute to the appraisal process and training needs are identified.

Appropriate monitoring takes place to ensure staff effectiveness in delivering activities. Managers do spot checks of observation and assessment files. They observe staff practice and check that planning is broad and balanced. Individual tracking of children's progress identifies any gaps in learning. The setting has recently undertaken a speech and language audit to identify at an early stage any possible concerns. The setting is thorough in its approach to evaluation. Specific evaluation, such as evaluating the effectiveness of each parent meeting or workshop, along with general evaluation informs relevant areas for improvement. The setting gathers feedback from parents and carers to inform the self-evaluation. The managers also take into account any external feedback, for example, from the local authority. Changes made benefit the children who attend and the areas for improvement will build on the already good practice.

The setting shares useful information with parents and carers about the nursery. They update the noticeboard to ensure parents and carers get the most up-to-date information. Appropriate partnerships have been developed with other settings that children attend. The setting shares information about children's learning and development to promote consistency of care. The manager has developed partnerships with a range of other agencies to ensure that children are given appropriate support.

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	EY330596
Local authority	Derbyshire
Inspection number	916432
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	94
Name of provider	Boomerangs, The Newhall Day Nursery Partnership
Date of previous inspection	20/10/2011
Telephone number	01283 551792

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

