

Educare Day Nursery and Nursery Schools

16 Pelham Road, Sherwood Rise, Nottingham, Nottinghamshire, NG5 1AP

Inspection date	01/07/2013
Previous inspection date	20/03/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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 considerably planned playrooms create an enabling environment for children, which promotes their independence and allows them to engage children in purposeful play. Children benefit from a wide range of play opportunities to support their learning and development.
- Partnerships with parents are strong. Staff and parents communicate very well, which helps children's continuity of learning and care.
- Management and staff are fully aware of their responsibilities to protect children from harm. Safeguarding knowledge is excellent and staff successfully identify and minimise potential risks to children within the environment.
- Staff are led by a highly committed owner and management team. This means there is a culture of continuous reflection and improvement and children's individual needs are well met.

It is not yet outstanding because

- Some staff are not always confident about how to extend children's learning during activities, particularly when they talk with and question children.

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 completed a joint discussion with the manager and Early Years Professional.
- The inspector spoke to the owner, manager and room leaders at appropriate times throughout the inspection.
- The inspector took account of parent's questionnaires and children spoken to on the day.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, and a range of other documentation.

Inspector

Sharon Alleary

Full Report

Information about the setting

Educare Day Nursery and Nursery Schools was registered in 1998 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Sherwood Rise area of Nottingham and is one of two privately owned nurseries. The nursery serves the local area and is accessible to all children. It operates from four main rooms and there is an enclosed area available for outdoor play.

The nursery employs 21 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. The nursery employs an Early Years Professional. 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 87 children attending. 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 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 some staff's understanding of how to extend and provide more challenge for children, in order to ensure consistently high quality learning experiences, with particular regard to questioning.

Inspection judgements

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

Staff at the nursery have a good understanding of the seven areas of learning and plan a balanced curriculum based on interests children show in their play and their next steps in learning. Parents are valued as active contributors to their child's learning and development. 'Help us to get to know your child' information is gathered on entry to provide staff with a good quality baseline from which to measure children's progress. This means that, children settle quickly and are keen to explore the range of resources and activities provided. Staff know the children well and undertake regular and thorough observations. They use this information effectively in order to plan interesting experiences for individuals and groups of children. Consequently, they make good progress in their learning. Staff in the rooms are consistently reflecting on their planning process. As a result, the children are motivated and eager to learn and play through a mixture of adult-guided experiences and child-initiated play. They are knowledgeable about each child's stage of development and correctly identify the developmental age bands for each child.

Staff demonstrate a good awareness of the progress check at age two. They understand how to involve parents and health professionals in the process, so that they can share what they know about children's learning.

Babies and young children explore and experiment with a range of media through sensory exploration. For example, babies explore the sand and treasure basket objects, they enthusiastically press the buttons on the instruments to activate different sounds and explore activity cubes. Staff ensure babies have opportunities to develop their physical skills. They demonstrate confidence in crawling and walking using prams and staff as support. All children have the opportunity to explore and learn about technology using appropriate resources. Younger children explore simple cause and effect toys, while the pre-school children have access to computers and an interactive whiteboard. Most staff encourage children's communication and language by using a running commentary when interacting and playing with them. However, a few staff are not as confident in their understanding of how to extend and re-shape children's learning experiences. Nonetheless, because they are fully supported and guided by other staff, children still receive worthwhile learning experiences, which enable them to make good progress.

Good use is made of outings for learning opportunities. For example, children visit the park and enjoy a full and active, well planned session. Children look with amazement at the toy owls in the tree, 'How did they get there?'. Children's listening and attention skills are encouraged as they listen to the story and answer questions about what they have heard. In the play park, children are actively encouraged to use the large equipment to develop their control, balance and co-ordination skills. They scale the climbing wall, with gentle support from the staff. They balance on the walking logs and coordinate their feet as they climb the steps and slide down the slide. Children develop mathematical skills as they count their steps when negotiating the tricky stepping stones. Children use magnifying glasses to look at things they notice as they embark on a bug hunt in the park. Staff skilfully encourage the children to work in small groups, to enable them to have more opportunities to talk about and explore their individual interests with an adult. Some teaching is outstanding and encourages children to look closely at, and think about, their environment. For example, the Early Years Professional discusses the use of soft surfaces in the play park. She uses words and gestures to show the children how the flooring feels. She says, 'I think I know why this is here, but maybe you could tell me what you think?'. Throughout the entire park visit experience, children are very enthusiastic and spend a lot of time investigating the park, they 'search for bears,' collect daisies and find ladybirds. These activities encourage children to develop an interest in living things and where they live and promote their knowledge of the world. The setting meets the needs of all children well and ensures that they gain the necessary skills in readiness for school, when the time comes.

Staff adapt their interactions to support children, who speak English as an additional language. Visual timetables, dual language books and displays of pictures and words in children's home languages further contribute to their inclusion and ongoing progress. Some staff are bi-lingual, as a result children are supported to recognise and value their home language in nursery. The nursery works closely with a range of other professionals to provide for children with special educational needs and/or disabilities. Good support during activities ensures that all children are included and have an enjoyable and valuable

experience, specific to their individual interests and learning needs. Good communication procedures mean that there is a continuous exchange of information with parents. For example, parents are actively encouraged to complete ongoing observations of their child's achievements at home. Daily diaries are shared for the under three children. Pre-school children share a monthly diary to communicate learning and achievements at home. Staff recommend tips for parents to help children at home. Children are excited to 'Bring your Dad' to nursery. Following the success of this special day the nursery has extended it to 'Bring a relative to nursery.' Parents are invited to bi-annual consultation evenings. They receive newsletters, can access the nursery website and the in-house noticeboard is used to help keep parents and carers informed of important events. For example, forthcoming social networking, such as picnics in the park.

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

Children are happy and content in this welcoming and friendly nursery. They show that they feel safe and secure because they happily separate from their parents. Babies, who are less settled or new to the nursery are cared for by their key person. They are comforted with a cuddle as they separate from their parents in a warm manner. Consequently, this helps them feel secure and engage in the activities that are on offer. The nursery work hard to establish close relationships with parents before their child starts by gathering a good range of informative detail about the child's learning and development, and care needs. Colourful displays of children's artwork, posters and photographs create a welcoming and stimulating environment, which helps all children have a sense of belonging.

Toddlers are positively excited to wash their hands in their new child height sink. This means that, children are learning self-help skills well. Pre-school children wash and dry their hands independently before they enjoy their picnic in the park. They fully understand why they need to wash their hands, explaining when asked that 'I'm getting rid of the germs'. Children sit on the blanket as they eat their picnic and have a social chat about what they might do next. Children are well-nourished because they are provided with a good range of snacks, which include fresh fruit and breadsticks. All staff are clear about children's allergies and food preferences, which ensures that children's needs are met and respected. Children and parents have been consulted on the recently revised menu. As a result, there are a number of cultural dishes on offer, for instance jerk chicken and chapatti's.

Children are active and have access to fresh air daily as they enjoy the outside environment at nursery. They are encouraged to exercise their bodies by riding on bikes and running and chasing games. Behaviour is mostly good and staff consistently offer praise and encouragement for good behaviour. Children feel safe and secure in the nursery as adults are always on hand for reassurance. This close supervision helps to give children a good sense of well-being. Staff teach children to tidy away their resources before they move onto something else. They promote an awareness of safety issues. For example, they discuss why they wear reflective jackets when out walking. Regular fire drills consolidate children's understanding of staying safe. Pre-school children learn about

safety as they hold the hand rail walking up and down the stairs.

Children learn about diversity through planned activities, which help them to learn about different traditions, customs and beliefs. The nursery places a strong emphasis on helping children with transition and they ensure children are well prepared as they progress from room to room and then on to big school. When children move on to another early years setting, staff share summary documents to ensure they experience a smooth transition.

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

A named member of staff has responsibility for behaviour management, as a result all staff are supported with behavioural issues. A behaviour management policy is fully understood by all staff. Closed circuit television within the nursery further protects children from harm and is regularly reviewed by management. The owner, manager and staff are very clear about their roles in meeting the safeguarding and welfare requirements so that children are kept safe. They all attend safeguarding training and the manager regularly checks that staff fully understand child protection issues and who to contact if they have concerns. Recently, staff have discussed their understanding of the whistleblowing policy should they have any concerns with regard to a colleague, to further protect children. Daily safety checks are carried out before the children arrive and regular emergency evacuation drills are practised so that children and staff know what to do in the event of a fire or other emergency. Staff hold current paediatric first aid certificates and the robust recruitment procedures ensure that they are suitable to work with children. Documentation for the safe and effective management of the nursery is well organised, regularly reviewed and updated, to take account of revised legislation and best practice. This ensures children's safety and well-being is effectively promoted.

The effective monitoring of the educational programmes ensures the staff are confident in delivering a broad range of experiences that help children make good progress. The owner, manager and room leaders are highly motivated and committed to continuous improvement in all aspects of the provision. Staff appraisals and supervision are used to identify training needs. All staff routinely attend basic training courses, such as first aid and safeguarding. Consequently, all staff are competent in carrying out their roles and responsibilities and continue to extend their existing good skills and knowledge. The staff's understanding of the Early Years Foundation Stage is good and they have the added benefit of having one member of staff achieving Early Years Professional Status, who they can ask for support. When staff attend training they cascade the information to their colleagues, which increases their confidence, reinforces their learning and helps them to feel valued.

Recommendations raised at the previous inspection have been successfully addressed. This has had a positive impact on children's safety and continuity of care for the children. Management and staff work very effectively together to reflect on and evaluate all aspects of the provision. There is a comprehensive self-evaluation, which includes input from parents, visitors, and other agencies. The nursery is currently focusing on developing joint

observations of staff practice.

Good partnerships with parents have been established. Information about the nursery is shared with parents at the onset of care. This is through verbal discussion and the sharing of documents, such as, the welcome pack and policies and procedures. Useful information is displayed in a prominent position in the entrance hall and outside each room. For example, on display is information about individual room's weekly planning and healthy eating hints. Therefore, parents are informed about many aspects of the service. Children, who have special educational needs and/or disabilities, are supported because the nursery staff welcome the involvement from any other agencies, who are involved with them. This partnership working contributes to a consistent approach for the children, which means that their needs are fully met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	254610
Local authority	Nottingham City
Inspection number	922294
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	81
Number of children on roll	87
Name of provider	EduCare Day Nursery & Nursery Schools Ltd
Date of previous inspection	20/03/2012
Telephone number	0115 9691700

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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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