

The Village Day Nursery

31a New Village Road, Cottingham, North Humberside, HU16 4LX

Inspection date	20/08/2013
Previous inspection date	10/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Safeguarding is given high priority. Staff are very aware of the importance of keeping children safe. This ensures children are safeguarded well and procedures are understood and implemented consistently.
- Staff provide positive role models and promote good behaviour through using language that children understand.
- Children have a good knowledge of the world around them. This is because staff take them to places of interest within the local community for regular walks and outings.
- Warm, caring relationships are established which ensures children feel happy, settled and secure in the nursery environment.

It is not yet outstanding because

- Opportunities are missed for children to gain independence as staff carry out tasks for children that they could do for themselves. For example, staff serve the children's meals and select their toothbrushes for them when they could be supported to do this for themselves.
- Children are not always able to return resources back to where they belong independently. This is due to shelving being cluttered and a lack of storage facilities being available that have labels that children can recognise.

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 snack and lunchtimes.
- The inspector joined children and staff on a walk into the local community to the bakers to buy pastries and cakes.
- The inspector spoke to several parents and gained feedback on the services provided.
- The inspector discussed learning and development, observation and assessment with staff and looked at children's individual files.
- The inspector sampled documentation, checked suitability of staff and the qualifications of staff working with children.

Inspector

Caroline Basham

Full Report

Information about the setting

The Village Day Nursery was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted Victorian house in the village of Cottingham, in the East Riding of Yorkshire. The nursery is one of a group of nurseries which are managed by a private company called For Under Fives Ltd. The nursery serves the local area and is accessible to all children. It operates from two floors and there are two fully enclosed areas available for outdoor play. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and above.

The nursery opens Monday to Friday all year round from 7am until 6pm. Children attend for a variety of sessions. There are currently 39 children attending who are in the early years age group. The nursery provides funded early education for 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 further improve the quality of the early years provision the provider should:

- offer children further opportunities to gain independence by allowing them to carry out more tasks for themselves

- provide additional storage facilities to enable children to see where resources belong and return them safely.

Inspection judgements

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

Children settle quickly and are happy. This is because they are supported sensitively and effectively by staff who know their individual routines and interests well. All staff have a good knowledge and understanding of how children learn and develop and use this effectively to enhance children's learning through play. Very good partnerships with parents are formed and parents report that they are extremely happy with the care their children receive. Information is shared effectively through regular conversations, questionnaires, newsletters, posters and notices. This helps to ensure that all children's interests and individual needs are understood, met and adhered to effectively. Parents are warmly welcomed into the nursery and are invited to attend parents open evenings and celebration events. For example, the nursery holds an annual graduation day for those

children leaving to go to school. Settling in information is recorded as children register at the nursery, this helps staff to learn individual care routines and meet the needs of the children quickly and effectively.

Staff record child observations and assessments and then use this information to plan and enhance further learning experiences. This results in children making good progress, given their starting points and prepares them for their future learning in school when the time comes. The information gathered is then used to help identify areas where children are below or exceeding expectations, as well as their progression since the last assessment. Children who speak English as an additional language are welcomed and make very good progress and gaps in learning are narrowed. This is due to the knowledgeable staff working closely with parents and other professionals to ensure their needs are very well met. Books, flash cards and electronic dictionaries are used to help staff and children to understand each individual's needs and interact effectively when required.

Children are able to select and play with a range of quality resources that they can access due to them being stored at child height. However, in some rooms children cannot effectively return resources fully for themselves. This is due to storage areas being full and there are limited labelled containers available to enable children to gain independence and return resources easily for themselves. Staff join in with the children during their play and enhance communication and language development through asking questions and involving all children. They use language that the children understand and can relate to which is both age appropriate and effective. For example, they ask questions relating to the local area as they accompany children on a walk to the local bakery. Children enjoy buying cakes and cheese straws with support from the experienced staff. They ask politely and use manners as they pay for their shopping and collect the change. The children visit the church and library and enjoy playing at the local park. Such activities enable children to learn about the world around them and the local community in which they live.

Children make 'gravy' with sand and water while playing outside. They laugh and shout as they share buckets and spades as they mix the sand and water together. Staff allow the children to take the lead in their play and know when to join in and intervene effectively. Other children climb on the climbing frame and enjoy swinging as they are pushed by watchful staff. Children play imaginatively in the play house and pretend to be popular story book characters. They are starting to learn and understand how to share and take turns during play. This enhances their personal and social development as they begin to form friendships with others and play cooperatively. Children enjoy listening to the adult lead story time and are confident to join in with repetitive rhyme as the story progresses. Staff praise the children and ensure all children are included fully in the activity. Children are taught how to care for books and this in turn enhances their early literacy development.

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

The nursery has an effective key person system and staff know their individual key children and their care routines, likes and dislikes well. This ensures secure bonds are established with families and children settle into the nursery with ease. Interaction

between staff and all children is strong and close secure emotional attachments are formed within all age groups. Younger children are able to rest as required and staff demonstrate a good knowledge of child development and use this to care for children and meet their needs very well.

The nursery cook prepares a cooked lunch and tea each day and individual dietary requirements are very well met. Information on allergies and special diets is shared and all staff understand the importance of this. Children enjoy the social snack time as they chat and laugh openly together. Such opportunities enable children time to make friendships and build relationships while feeling secure in the relaxed atmosphere. However, opportunities are missed which enable children to gain independence and carry out some tasks for themselves. For example, children are not able to serve their own meals as staff do this for them. Children are encouraged to brush their teeth after lunch and understand the importance of oral hygiene. This is because staff explain procedures to children using language that is appropriate for them to understand. Staff select children's toothbrushes for them. This means they are not actively enhancing opportunities for children to gain early literacy skills by identifying their own brush by their own picture or name. Fresh water is available throughout the day and children are able to access the water dispenser and cups freely as they require. This further enables children to keep healthy.

All staff are caring and demonstrate being effective role models to the children in their care. They reinforce and praise good manners and behaviour as they teach children to have a good understanding of right from wrong. This is due to all staff having a consistent approach as they teach rules and boundaries that children can understand and relate to. For example, children know to hold onto the side of the pushchair when they go for a walk into the village to the shops. They talk about keeping safe and listen attentively to staff as they explain how to cross the road safely at the zebra crossing. This further enhances the children's understanding of the world around them and keeping safe while out in the community.

The nursery has a large safe and secure garden which enables children the opportunity to run, climb, pedal and push a range of quality play resources. This area enables children to access fresh air and keep healthy and active while enhancing and developing their physical skills. An additional outdoor play area has recently been created to the rear of the nursery which enables children to fully access the outdoors freely throughout the day. This area provides children with a wide range of play opportunities which enhance all areas of learning. For example, children express their creative imagination as they paint with large brushes and water on the wall and use the easel to paint and draw. Other children play in the water and gain understanding of mathematical concepts as they talk about containers being full and empty.

Children are supervised carefully by staff and are able to safely manage risks for themselves. For example, they know to be careful when filling their watering cans at the sink and that any water spilled must be mopped up to avoid slipping. This enhances their understanding of how to access and take age-appropriate risks in the world around them.

Children are supported well as they make transitions from one room to another as they get older. They are introduced gradually and visit the next age group with their key person

for short periods of time and increase this gradually. This ensures the visits are happy and a success. Continuity of care is well managed and very effective for all children. This ensures all children's learning and developmental needs are very well met. Children are ready and prepared well for the transition to school as information is shared effectively. Teachers visit the nursery from the local primary schools and meet the children prior to them leaving the nursery. This helps to prepare them further as they prepare to make transitions to school.

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

Children are safeguarded and cared for by experienced staff that have been fully vetted to ensure their suitability. All staff complete safeguarding training and the nursery has clear policies and procedures in place to further support them which help to further protect children. Risk assessments are implemented to ensure all areas of the premises are kept safe and are appropriate for use. This ensures any potential risks to children are minimised. Partnerships with other professionals are strong and the nursery staff work closely with other agencies to meet the individual needs of all children who attend. This ensures children make very good progress in all areas of learning.

Planning and assessment are regularly monitored to ensure they are consistent and precise and display an accurate understanding of all children's skills. Educational programmes are regularly monitored to ensure a wide range of experiences are available to enhance children's learning. Parents are asked to complete 'petals' on a flower of things their children have done at home. Staff use this information to develop and enhance planning. Adult-led activities are implemented which are appropriate to individual children's interests and development. These activities further enhance learning and enable all children to make very good progress.

Very effective partnerships with parents enable them to play a full and active role in their child's learning. Parent's views are sought through discussion, open evenings and an open door policy where parents are welcomed into the nursery should they have time. Information gained is much valued and is used and taken into account within self-evaluation procedures. Staff contribute and children are listened to and their opinions and ideas are taken into consideration when enhancing the provision. This ensures everyone feels valued and included in further developing the nursery to meet everyone's needs.

Strengths and weaknesses have been identified and the management team work closely together to sustain and further develop the nursery to meet the needs of all children. For example, the development of the additional outdoor area offers more freedom and therefore offers additional learning opportunities for children. The ongoing staff supervision procedures ensure staff are able to highlight any concerns and recognise any special achievements. This helps to support their future professional development and to further enhance the service they provide to children and their families.

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	314746
Local authority	East Riding of Yorkshire
Inspection number	876956
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	43
Name of provider	For Under Fives Limited
Date of previous inspection	10/01/2011
Telephone number	01482 876477

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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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