

Blue Giraffe Childcare (Droitwich)

47 Old Coach Road, DROITWICH, Worcestershire, WR9 8BE

Inspection date	09/07/2013
Previous inspection date	12/06/2009

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 nursery provides an exciting range of stimulating activities and teaching is very good, which means children make very good progress.
- Children are safe, as the very detailed and effective policies and procedures are implemented by all staff on a daily basis.
- Staff work very effectively with parents and other professionals in order to meet the needs of individual children.
- Children are very happy at nursery and are thoughtful and well behaved. They learn about making healthy choices in food and lifestyles and to be independent in their self-care.
- Staff work very well as a team to evaluate and improve all aspects of the provision. They are exceptionally well monitored and supported in their professional development by the management team, which means children's learning opportunities continually improve.

It is not yet outstanding because

- There is scope to develop further opportunities that support children to explore and investigate the 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 observed activities in four playrooms and the outdoor play area, including a joint observation with the manager of the provision.
- The inspector held meetings with the manager and the area manager of the provision.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the setting and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

Blue Giraffe Childcare (Droitwich) is one of three privately owned settings. The nursery opened in 1997 and moved to its current location in 2001. It was re-registered under the current ownership in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from five rooms in a self-contained building on the outskirts of Droitwich, Worcestershire. Accessibility to the 'tweenies' entrance of the nursery is via one step. Children have access to several enclosed outside play areas.

The nursery employs 17 members of childcare staff, all but two of whom hold appropriate early years qualifications at level 2 or above. One member of staff holds Early Years Professional Status and one holds Qualified Teacher Status. The nursery serves the local area and opens Monday to Friday from 7.30am to 6pm all year round, with the exception of Bank Holidays. Children attend for a variety of sessions. There are currently 77 children on roll who are within the early years age group. The nursery provides funded early education for two, three- and four-year-olds. It supports children with special educational needs and/or disabilities, and children who have English as an additional language. It receives support from the local authority.

What the setting needs to do to improve further

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

- develop the outdoor areas by providing further resources that support children to explore and investigate further, and promote their critical thinking.

Inspection judgements

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

The nursery rooms are very well organised so that children access the toys and resources independently. This allows them to choose the activities and develop their learning in their own way. Staff record their observations of children's play and use these to plan exciting and challenging activities which build on their learning and enhance children's experiences. For example, the children in the baby room show particular interest in water play, so staff plan an activity so they can experience melting ice and provide different sized containers and brushes for children to use in the water. Teaching is consistently good throughout the nursery, and all staff have a thorough knowledge of how children learn. This means that planning is extremely well organised and is based around the needs and interests of individual children. Staff know children well and assess their progress regularly so that any gaps in learning are identified and addressed, so that no

child is left behind. Children make very good progress as a result.

Staff engage parents in their children's learning, as they are very well informed about the activities and the purpose of play. Staff invite them to attend play workshops and to support children at home. They encourage parents to visit nursery to share stories from their home countries, which develops children's awareness of other cultures and the wider world. Words in children's home languages are used alongside English words so they develop their communication skills well. Staff also use sign language so that all children can communicate effectively and are included in all activities. Parents speak to staff each day and share detailed information about children when they start nursery and on a daily basis. This means that staff have a clear knowledge of children's starting points on which they build, to ensure the needs of all children are well met.

Babies enjoy exploring a wide range of exciting objects and textures in their cosy room. Staff encourage them to reach for toys in order to develop their movements, and they explore objects in treasure baskets to make sense of their world. Toddlers find out about melting and freezing as they chip at coloured ice to get at the fruit inside. Children explore the local area through their visits to the park, the post office or the pet shop. They develop their physical skills well through their use of the climbing and balancing equipment at the park and in dance and movement sessions at nursery. They learn about people in the community, as the crossing patrol person, a police officer and a dentist visit nursery to talk to children about their jobs and teach them how to be safe. Pre-school children are very well prepared for school, as staff teach them early reading, writing and mathematical skills. They become used to a structured day and working in groups or independently as planning is extremely well organised. The outdoor areas are used effectively to support children's learning, but there is scope to develop resources that support children to explore and investigate further, to promote children's critical thinking.

A group of pre-school children work independently to explore how the consistency of sand changes as they add small amounts of water at a time. They shape firm balls of sand and then squeal with delight as more water is added and they squidge their hands in the sludge. Other children join in and the original two children ask them to get some more water and explain what they did to change the sand. This shows how children are encouraged to develop their own learning. Staff develop children's language and communication skills well, as they question them skilfully, which challenges them in their thinking and learning. Children with special educational needs and/or disabilities are supported very well, as staff work closely with parents and other professionals. They share information about children's progress and plan activities together so that children receive continuity of care and learning.

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

Children feel secure at the nursery as they play happily with staff and form close bonds with their key person. They sit on their laps for a cuddle or to play and listen to stories, and staff are very caring. Children are confident in asking staff for dry clothes after playing in the water, and choose which drinks and snack they would like. Staff share information with parents about children's needs so that these are fully met and children are secure.

They work together on children's potty training or behaviour management so children receive consistency of care. Children are praised for their achievements and are valued by the staff and other children. For example, they receive cards on their birthdays. This promotes children's self-esteem and confidence.

Children's transitions between rooms in the nursery are managed extremely well in partnership with parents. This is planned together around each child's needs so they have a smooth transition at the appropriate stage in their development. Parents are encouraged to share their views with staff at each stage of the process so that children are happy and secure. Transitions to school are very smooth, as teachers visit children at the nursery and staff plan games and activities so that children can act out and discuss scenarios and listen to stories all about school, so they know what to expect.

Children's health and well-being are promoted very effectively. Healthy meals and snacks are provided and menus are shared with parents and planned around children's preferences. Older children serve themselves from bowls on their tables, and younger children are encouraged to feed themselves and hold their cups when they are ready so that they gain independence. All staff are aware of children's allergies through effective communication, place mats and a list of dietary requirements and allergies displayed in the kitchen. Staff are vigilant in ensuring children receive the correct foods. Consequently, children's individual needs are well met.

Behaviour is very good, as staff set clear boundaries. They teach children to be kind and thoughtful, which children demonstrate when they undo each other's aprons or say sorry when they splash water by accident. Staff manage children's behaviour by using gentle voices to provide them with a simple explanation to help them understand the impact and consequence of their behaviours. There are very good relationships between children and staff, and children are very calm and settled in the welcoming environment of the nursery. Children are encouraged to be independent in their choice of activities and self-care routines. They access their own drinks at any time and older children visit the bathroom on their own. This shows children feel safe at the nursery.

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

The management team conducts detailed and highly effective records which monitor the quality of teaching and children's learning. They observe staff every four to six weeks and work together to evaluate their performance. This results in clear targets for improvement and the planning of focused training so that children benefit from staff's increased knowledge and skills. Staff are extremely well supported by the management team and are very well motivated in their drive for improvement. Staff work effectively as a team. Thorough self-evaluation, which includes input from the local early years adviser, clearly identifies and addresses areas for improvement.

The management team ensures that all staff have a thorough understanding of the very detailed and effective safeguarding policies and procedures, and that these are implemented on a daily basis. All staff have a clear understanding of how to report any

concerns, and the nursery holds regular safeguarding and child protection training so that staff continue to keep their knowledge sharp and up to date. The premises are very secure and there are robust procedures for staff recruitment and the collection of children. Comprehensive risk assessments for the premises and for outings mean that children are safe at all times.

The nursery has strong links with other professionals and local early years providers. They work with speech therapists, health visitors, social workers and many others in their support of children's needs. Close links with local schools and other settings mean that children receive continuity of care and staff share mutual support and ideas for best practice. Staff invite the opinions of parents and children about ways to improve the provision. Parents fill in questionnaires and suggest any improvements or ideas they may have. Children are asked about the activities they enjoy, and staff use their observations of younger children to gauge their enjoyment. The nursery provides a very happy and secure learning environment in which all children make very good progress.

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	EY387436
Local authority	Worcestershire
Inspection number	924057
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	77
Name of provider	Renu Khosla & Rishi Khosla Partnership
Date of previous inspection	12/06/2009
Telephone number	01905 796849

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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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