

Eversleigh Day Nursery

Eversleigh Day Nursery, Park Road, Earlsheaton, DEWSBURY, West Yorkshire, WF12 8BE

Inspection date

09/09/2013

Previous inspection date

27/05/2009

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

- Staff place a high priority on supporting each child's independence, confidence, and emotional well-being and relationships between staff and children are close. Consequently, children are happy, enjoy their time and have fun learning at the nursery.
- Children make good progress because staff effectively observe and assess each child's level of achievement. Staff respond to the children's different interests and make changes to support them, promoting their development well.
- Children's safety is promoted well by staff through close supervision and monitoring of security. Children use equipment and resources safely and, therefore, this helps them learn to keep themselves safe.
- Parents provide positive feedback about the nursery and confirmed that they are very pleased with their children's progress.

It is not yet outstanding because

- There is scope to extend children's good outdoor learning experiences to enhance their opportunities to learn more about the natural world.
- Staff do not always make the most of lunchtime routines to involve children in consistently supporting their independence skills.

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 baby and toddler room and pre-school room, the outside learning environment and children having their lunchtime meal.
- The inspector talked to children and staff, and also held meetings with the provider.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working in the nursery, the provider's self-evaluation systems and a range of other documentation.
- The inspector carried out observations with the staff and then discuss with them the links to children's learning.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Dawn Lumb

Full Report

Information about the setting

Eversleigh Day Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in rooms below a local conservative club in Dewsbury. It is one of two nurseries privately run by a provider. The nursery serves the local area and is accessible to all children. It operates from two rooms and there is an enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and two at level 6.

The nursery is open Monday to Friday, all year round; from 7.30 am until 6pm. Children attend for a variety of sessions. There are currently 53 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 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:

- make greater use of outdoor areas to give opportunities for investigation of the natural world and extend resources that enable children to explore and observe the natural environment and nature more closely by, for example, providing items, such as, magnifiers, viewfinders, binoculars and cameras
- enhance children's independence skills by, for example, making the best use of opportunities for them to be more involved in lunchtime routines, such as preparing or serving the food.

Inspection judgements

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

Children progress well because the educational programme effectively supports them in reaching their expected levels of development, in relation to their starting points. The staff quickly established children's abilities and interests based on their observations of children and information from their parents. Throughout the nursery there is a consistent approach to observation and assessments procedures to effectively support children's learning and development. Staff use their records of children's learning as the basis for the 'progress

check at age two'. In consultation with parents, staff use their knowledge and understanding of child development to identify children who need additional help and support. They liaise well with other agencies to meet the needs of and support children with special educational needs and/or disabilities. In addition to informal discussions, the staff share information about children's progress with parents in their regular summaries of children's achievements.

Children are keen to arrive and settle quickly. Staff show close, warm relationships with children and they know the children well. Children clearly enjoy their play and are keen to show their friends and staff what they can do, showing a positive attitude to learning. Staff are attentive and supportive to children's learning, they talk to children clearly, getting down to their level and using good eye contact. They question children about what they are doing and leave time for them to answer showing that they have an interest in what children have to say.

Each of the playrooms has a good range of toys and activities, to interest and engaged children. Staff are aware of toddlers' interests and provide resources that they know they will enjoy. For instance, toddlers love the shakers and smile happily as they play and sing together. Children show a love of books by sitting and looking at books in the book corner, independently and in small groups. Children like using puzzles and staff help support them. For example, they question children about the shape and picture to help them think about where to put the pieces. Staff talk to the children about the picture and the different clothes they can see. Staff ask open-ended questions about what type of clothes they are and when they would be used. Children talk about the weather and wearing wellington boots in the rain, which also linked to the inside activity of wellington boot prints. This enables the children to link the picture on the puzzle to everyday life helping them to learn effectively. Consequently, children are gaining the necessary skills they need for the next steps in their learning.

Children concentrate well and are absorbed in their task as they enjoy creating an obstacle course. They successfully negotiate space and access to materials and equipment with their friends and take it in turns as they proudly make their way along the line of crates. Staff skilfully support and encourage younger children in developing their balance and physical skills. They hold the hands of less confident children as they walk along balancing on the crates.

In both the indoor and outdoor children develop dexterity and hand strength, to support their future writing skills. Indoors they use scissors to cut a variety of materials, including cardboard, paper and cloth. Outdoors children have the opportunities to use a variety of different brushes and paint brushes to paint patterns and shapes, using water on surfaces, such as the paving stones. Children are beginning to learn about the natural world and nature. They participate in finding out about the life cycle of butterflies and talk about caterpillars crawling and growing into butterflies. The staff encourage their investigation and answer their questions. However, there is scope to broaden children's experiences further, by providing resources, such as, cameras, binoculars and magnifiers so they can spontaneously observe the features of insects and nature more frequently and closely. This means opportunities to explore and observe things in their natural habitat are not always promoted as well as possible.

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

Children are confident, secure and growing in independence at the nursery. This is because staff develop warm and respectful relationships with them. Staff respond well to the needs of individual young toddlers and children. Their interactions with children are thoughtful and supportive. Good settling-in procedures mean that children confidently make the transition from home to the setting and the key person gathers good information from parents to ensure children's needs are effectively met. Children readily seek comfort and reassurance when needed and this supports children's emotional development well. They have easy access to a wide range of quality resources which help them make valuable choices in their play. Children learn about responsibility as they help with tasks, such as collecting cutlery and cups for meals and helping to set the table. As a result, children feel valued and develop a sense of self-worth. Children's behaviour is good. They make friends, learn to take turns and share equipment, with sensitive support from staff.

Children enjoy sociable snack and meal times, where they sit together with staff. However, staff do not make the most of opportunities to encourage children to develop their independence skills further by, for example, involving them in the lunchtime routines. Staff meet their dietary and health needs well as they are familiar with details of any allergies children have. Young children have age-appropriate cutlery and receive good support from staff as needed and they also receive encouragement to eat by themselves. Children benefit from outdoor play and can choose whether to be indoors or outdoors. Toddlers also join in outside play with the older children under close supervision from staff, where they have opportunities to run around and make friends. This helps to develop their social skills. Toddlers sleep soundly and staff are vigilant as there is always a member of staff in the sleep room to monitor and check on them.

Risk assessments identify risks and the measures to take to prevent them from happening. These, along with daily checks, ensure the nursery and activities are safe for the children. Daily routines help children to understand about safety and careful use of resources. Children become familiar with the fire drill because the staff arrange regular practises. Staff promote good health through daily routines. For example, they model and discuss the importance of hand washing. The use of individual flannels throughout the nursery and individual bed sheets in the toddler room minimise risk of cross-infection. Records show that staff administer medicines effectively and staff note and meet individual children's dietary needs.

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

Staff meet the safeguarding and welfare requirements at all times. Suitable policies and procedures are in place to promote health and safety for children. Staff demonstrate their understanding of these in practice. Rigorous recruitment procedures are in place and all the staff have had checks carried out regarding their suitability. All staff attend safeguarding training and demonstrate a good understanding and awareness of

safeguarding procedures. There is a secure entry system so the staff are always aware of who is on the premises and the gate to the outdoor play area is kept bolted when children are outdoors. All staff have first-aid training and management keep a record of and monitor when they are due for renewal so that children's welfare is assured.

Partnerships with parents are good. At inspection parents provide very positive feedback on the care their child receives. They comment on their child's good progress and that they place high value on the nursery. Staff keep parents well-informed through noticeboards, newsletters, two parents' evenings a year and a parents' activity day, where parents come to join in their children's activities. Parents feel confident about the care their children receive and informed about their children's progress and development. Self-evaluation is good. Staff set clear action plans and targets, to the benefit of children. As an example, cohort tracking sheets identified maths as an area to develop and this has been incorporated into the planning, activities and work with the children. As a result, children make good progress in their mathematical development.

Partnerships with other agencies are good. Staff meet with other professionals involved in children's care. This enables all to share information, provide consistent care and support children and their families. Effective links with local schools support children when they leave the nursery. Reception teachers visit the nursery and get to know their prospective students. The staff arrange visits to the school. For example, nursery children help to make sandwiches with other children in the school. These practices along with children's increasing independence, communication skills and confidence prepare them for future moves, such as starting school.

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	EY386813
Local authority	Kirklees
Inspection number	878966
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	53
Name of provider	Anne Charlotte Bowman
Date of previous inspection	27/05/2009
Telephone number	01924457177

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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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