

# Edelweiss Day Care Nursery

178 Colchester Road, IPSWICH, Suffolk, IP4 4RL

## Inspection date

22/08/2013

Previous inspection date

14/03/2011

## 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

- Children's communication and language skills are supported very well, helping them to become confident communicators.
- Equality and inclusion is at the heart of everything the staff do with the children. They are effective in making sure that all children are able to participate in the activities and routines of each day.
- Staff effectively engage parents in their children's learning and development in the nursery and at home. Parents are actively encouraged to share what they know about their child and are kept fully informed about their child's achievements and progress.
- Children are settled, happy and have good relationships with their key person, other staff and their peers.

### It is not yet outstanding because

- Children's writing skills are not always promoted effectively. Sometimes, the presentation of materials for making marks does not encourage children to want to use them.
- Opportunities for children to develop independence in routine situations, such as snack and lunchtime are not consistently promoted.

## **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 room and the preschool room.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the nursery manager.
- The inspector spoke to parents and looked at written testimonials from them.

## **Inspector**

Jacqueline Mason

## Full Report

### Information about the setting

Edelweiss Day Care Nursery was registered in 1986. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery operates from a purpose-built building in Ipswich, Suffolk. There is a fully enclosed area available for outdoor play. The nursery is privately owned and managed. It serves the local area and is accessible to all children.

The nursery employs seven members of child care staff. Of these, two hold an early years degree and four have appropriate early years qualifications at level 3 and above. The nursery is open from Monday to Friday all year round. Sessions are from 8.15am until 5.45pm. Children attend for a variety of sessions. There are currently 49 children on roll, all of whom are in the early years age range. The nursery occasionally offers occasional care during the school holidays to children aged over five years. It provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- increase opportunities for children to make marks, by making the indoor 'mark making area' more inviting to children and improving the accessibility of the resources
- increase opportunities for children to develop independence in routine situations, such as snack and lunchtime.

## Inspection judgements

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

Staff have a good knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage, which they translate effectively into practice. They gather useful information from parents when children first attend the nursery, to establish the starting points in children's learning, their likes, dislikes and interests. Staff across the nursery keep parents fully informed about their children's achievements and progress. Parents are encouraged to contribute to the written record of their child's learning. For example, they are regularly asked to complete a section of a record form that is designed to identify children's interests at home and in the nursery. This is used to inform planning for the next steps in children's learning, along with staffs' observations of children as they play. As a result, the unique needs of every child are met

well and they make good progress in their learning and development from their starting points.

Staff carry out the required progress check when children are two years of age. The written summary is shared with parents and they are given a copy to share with other professionals. The development of all children in the nursery is tracked well, to ensure that they are working within the expected development bands for their age. Staff know the children well and respond to their interests. They are actively engaged in children's play, supporting them in their play and drawing others into the activity. Inclusion is at the heart of everything that happens in this nursery. As a result, children have positive attitudes to others and are motivated to develop the key skills needed for the next stage of their learning. Young children confidently explore the environment, knowing that familiar adults are nearby. They show good levels of curiosity and demonstrate a sense of themselves as individuals, wanting to do things independently and expressing their own preferences and interests. Staff recognise children's need to play independently, but are on hand to intervene and support when needed.

Staff promote children's communication and language skills exceptionally well. As part of their accreditation for the 'Every Child a Talker' award, staff carried out an audit of how many times in a day they had meaningful conversations with children. They also looked at the layout of the playrooms and identified where good interaction was happening with children and where it was not. Consequently, they changed how the playrooms were set out and this has resulted in sustained improvements in staff's verbal interactions with children. Staff respond well to the babbles and gestures of babies, taking turns in 'conversation'. They support the development of children's vocabulary well, through naming items of interest in picture books and encouraging them to repeat the word. Staff engage older children in conversation, modelling speaking and listening and taking turns. As a result, children are confident communicators who have a wide vocabulary. They readily talk to others when playing and confidently express their own ideas and interests.

Children's individual creativity is developing because they are able to access paints and brushes independently. They enjoy making marks on paper. However, the 'mark making area' in the pre-school room is not always presented well, to make it attractive and inviting to children. As a result, children do not consistently access this area. Staff provide regular opportunities for children to make marks outdoors, such as using water and brushes to paint on the patio slabs. Children understand that print carries meaning, confidently asking staff 'what are you reading', for example when a member of staff reads out a poem about a snail. Children enjoy looking at books and confidently join in with familiar stories, such as 'The Very Hungry Caterpillar'. They readily count how many food items the caterpillar has eaten. Opportunities to count are extended into routine situations, such as counting the number of children who are lined up to go outside. Older children confidently count past ten.

Children enjoy learning about the natural world and demonstrate a good understanding of living and growing. They explore the outdoor play area and talk confidently about the insects that they find there. For example, when finding a spider children confidently state that it has eight legs. They use magnifying glasses to look at snails and understand that the glasses make it look bigger. Children readily talk about where snails live, comparing

the hardness of the slabs to the softness of the lawn. Children understand the need for snails to be where they will not get trodden on and where they can eat the leaves of plants.

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

The nursery staff provide a warm, welcoming and stimulating learning environment in which children are secure, happy and confident to express themselves. Children's transition to being in the nursery is managed well, resulting in them being happy and settling quickly. They develop very good emotional attachments with their key person and other staff, confidently snuggling in for stories and cuddles. The key person system is implemented well, to ensure that each child has a named person to take responsibility for their daily well-being, plan for their learning and development and build positive relationships with parents.

Children are helped to develop the necessary skills to embrace new experiences with confidence. They are supported well as they progress through the nursery and as they move on to school. Children benefit from a wide range of age-appropriate play materials, to support their learning and development. Resources are generally stored well, to enable children to access them independently. Children behave very well and build good friendships with staff and each other. Even very young children seek out others to share experiences. Staff are good role models, treating children with respect and positive regard. They value and praise children's good behaviour and individual efforts. As a result, children play harmoniously together and develop respectful attitudes to the needs and feelings of others.

Consistent routines are in place that help children know what happens next throughout the day, promoting their sense of belonging. Children are provided with a varied diet that encourages them to eat healthily and learn about foods that are good for us. They are offered a range of fruit during the morning snack time and choose which fruit they want to eat. They are offered milk or water to drink. Children's independence at mealtimes is not always promoted effectively because they do not have consistent opportunities to pour their own drinks or serve their own snacks and meals. However, they are encouraged to have regard for their own personal hygiene and develop self-care skills. They readily wash their hands before eating and brush their teeth after lunch. Outdoor play is encouraged, with all children having regular opportunities to be outdoors throughout the day. Children are helped to learn to keep themselves safe through everyday routines, such as the safe use of knives at lunchtime.

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

Management and staff provide a good quality of care, learning and development for all children. Self-evaluation is used effectively, to inform priorities and to set challenging targets for improvement. The nursery has recently achieved the 'Every Child a Talker' accreditation award from the local authority, in recognition of their commitment to effectively promote children's speech and language development. Staff are motivated,

enthusiastic and well-supported. They reflect on their practice and the impact it has on children. They are effectively led by a manager who is committed to continuous improvement. Management and staff have a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage, to ensure that they are working within the framework and meeting their legal duties.

The nursery premises are safe and secure, to protect children from intruders. Thorough risk assessments are carried out, to ensure that hazards to children are identified. All necessary steps are taken to limit risks so that children can play safely indoors and outside. A review of the safeguarding policy and procedure has recently taken place, to ensure that all staff are fully aware of the steps they must take if a concern or allegation of abuse is identified. This helps to ensure that children's well-being is fully supported at all times. Staff have a good awareness of the signs and symptoms of abuse, to help them recognise when children may be at risk. The recruitment procedures for new staff help to ensure that those working with children are suitable to do so. A programme of regular appraisal is in place, along with regular informal chats. A record is maintained to show that all staff have an enhanced disclosure.

Partnerships with parents are friendly and trusting. Parents feel that the nursery is 'like an extended family'. They are given good information about the nursery and are kept informed about their children's day. Parents are confident that their children enjoy their time in nursery and find staff welcoming, friendly and caring. Written testimonials and thankyou cards, from children leaving to go to school, highlight the extremely high regard with which parents hold the nursery and its staff. Comments, written through the 'eyes of the child', include how proud parents are of what their children have achieved during their time at nursery and the excellent friendships, care and respect children have developed for others. The nursery has effective partnerships with others who provide care and learning for the children. This ensures that children's needs are quickly identified and consistently managed, to secure the support that they need to make the best progress that they can in their learning and development.

### **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

<b>Unique reference number</b>	251751
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	916707
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Edelweiss Day Care Nursery Limited
<b>Date of previous inspection</b>	14/03/2011
<b>Telephone number</b>	01473 716402

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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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