

# Achievers Day Nursery

247 Old Laira Road, Laira, Plymouth, PL3 6DG

## Inspection date

Previous inspection date

29/10/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 get to know children well, which means that they can plan for their individual needs and also enables children to settle quickly
- Enthusiastic staff provide positive role models for children.
- The modern purpose designed building is secure and accessible proving a good and safe environment where children can move around freely to explore.

### It is not yet outstanding because

- Although partnerships with parents are good and they are provided with detailed information about their child's progress and learning, systems to share information about children's care routines are not always as efficient.
- Staff provide children with fewer opportunities to freely explore natural materials.

## 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 compulsory part 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 playrooms and the outside learning environment.
- The inspector held discussions with the nominated person and the manager of the provision.
- The inspector took account of parents and carers views spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector carried out a joint observation alongside the manager.

## Inspector

Lynne Bowden

## Full Report

### Information about the setting

Achievers Day Nursery registered in April 2013 and is privately owned. It operates from a converted church hall building in the Laira district of Plymouth. The nursery has dedicated playrooms for various age groups of children. Babies and toddlers are cared for in rooms on the first floor. Children aged from two years are based on the ground floor. There are two enclosed areas for outdoor play; a large one with artificial grass on the first floor and a smaller one on the ground floor. All children use the larger one. The premises have a kitchen and additional rooms for parents and staff.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 86 children on roll. The manager, who is also one of the two owners, has an early years qualifications at level 3. There is a permanent cook employed. The nursery is open from 7am to 6pm Monday to Friday, for 51 weeks of the year. It closes for a week at Christmas. The nursery cares for children with special educational needs and/or disabilities. In addition to the manager and cook the provision employs seven childcare staff, four of who have early years qualifications at level 3.

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

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

- improve systems for sharing information with parents about their child's routines; with regards to nappy changing and sleep routines
  
- increase opportunities for children to explore natural materials.

### Inspection judgements

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

Staff at the setting carefully plan and provide activities to promote children's learning in all areas of learning. Information from parents and their own and colleagues' observations enable key persons to establish children's starting points and ongoing achievements. They use this knowledge to identify next steps in children's learning and plan activities accordingly and support children in making good progress. Staff use these records to produce regular progress reports to share with parents. These include progress summaries for two-year-old children. These and daily discussions with key persons, enable parents to know about their children's achievements and next steps. Staff liaise with other agencies to support children's needs and promote their development.

All children enjoy and benefit from the regular outdoor play on the safely enclosed roof area, with its artificial grass surface. There, staff raise children's awareness and understanding of the world as they encourage children to observe and discuss their urban environment. They point out and describe the range of transport that they see and watch for familiar people walking by. Children enjoy hiding and disappearing in fabric tunnels and observe cause and effect as they watch the breeze moving empty tunnels across the roof area. Staff help children develop their coordination and balance as they roll, kick and throw balls between each other. They support children in learning to share as they take turns at using the slide and pushing doll's prams around. Staff encourage children to climb and use the small slides safely.

Indoors staff encourage young children to develop their coordination as they provide them with a wide range of tools to use. Children enjoy using spoons to scoop out pumpkin lanterns for Halloween. They enjoy seeing the effects of using brushes and sponges with paints to create their seasonal displays and enjoy digging and searching for hidden objects in sand. Babies enjoy kicking their legs in the ball pool, laughing in delight as they cause the balls to move about. They happily explore a toy, pushing and turning switches and knobs to make animals appear. This helps them develop their coordination, a sense of control and awareness of cause and effect. Staff talk to children about what they are doing and the animals that appear, so increasing children's vocabulary.

Older children enthusiastically join in energetic play and movement as they listen to and follow instructions on a music and movement tape. The staff's equally enthusiastic participation and modelling of the actions, maintains children's attention and supports them in understanding and interpreting the instructions. Staff encourage children to become familiar with books as they handle and explore them and talk about them together. Staff use visual props well, to promote children's understanding of stories, songs and rhymes which they sing together. Staff support young children banging out a rhythm, using containers as drums, speeding up and stopping as they follow her instructions. Staff use daily routines, to promote children's independence such as by encouraging children to pour their own drinks at lunch time.

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

Children grow in confidence in the setting, because staff get to know them well and use this information to help them to feel emotionally secure. They obtain useful information about each child to help them to settle well and to plan for the next steps in their development. For example, parents provide information about the times of their children's routines such as meal and sleep times along with health and dietary needs and preferences. However, systems to share such information and also information about sleep, nappy changes and food consumed in the nursery is reliant on verbal discussions. Therefore, on occasions such as when children are collected by people other than their parents, information is not effectively shared.

Staff teach and remind children to follow good hygiene routines. Children happily wash

their hands at appropriate times. The staff's use of disposable gloves and aprons for nappy changes and their use of individual flannels to clean children's hands and faces after meals reduces the risk of cross infection. Staff support children in their toilet training, reminding them to use a potty or toilet and dealing with any mishaps sensitively. Staff recognise and respond well to signs of children growing tired. Children quickly settle to sleep in cots, in the sleep room on the first floor. The staff make frequent checks on sleeping children to keep them safe.

The provision's cook takes account of children's dietary needs as she cooks nutritious meals on site. Children enjoy sociable meals where staff talk with them about their foods. They gently encourage children to eat their meals and provide alternatives for children to eat, when necessary. Children develop independence skills as they attempt to feed themselves and start to pour out their own drinks with appropriate support from staff. Children begin to learn about diversity and difference through their access to books and resources showing people of different cultures. Staff raise children's awareness of local culture and traditions as they provide activities linked to Halloween. The range of resources and learning environment support children's all round development. However, with most toys and resources being plastic, children have limited access to natural materials.

Staff use information from parents and other agencies to increase their knowledge and ability to meet children's needs. An example is, the staff beginning to increase their knowledge of sign language to support communication and value children's understanding of it. Children benefit from being in a modern purpose designed building, which is accessible to wheelchair users giving them a safe environment in which to learn and explore. Risk assessments are effective in keeping children safe. Staff ensure that the resources and areas children use are safe. They are all aware of the fire evacuation plan to enable them to get children out of the building quickly in the event of an emergency. Staff teach children how to behave safely as they move around the building, including teaching them how to climb stairs and use the lifts safely. Staff teach children how to use equipment safely, supervising young children on climbing frames and reminding them not to stand on ride on cars. Staff recognise and identify the causes of behaviour difficulties and take effective steps address them. Children's growing confidence in developing relationships with their friends and adults, independence in dressing and toileting, developing awareness of activities, such as story time and group activities help prepare children for their future learning.

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

Effective systems are in place to meet all safeguarding and welfare requirements. All the staff have checks carried out regarding their suitability. They attend safeguarding training and the management use staff meetings to monitor and refresh the staff's knowledge of safeguarding policies and procedures. Staff are able to confidently explain the procedures that they will follow, demonstrating a good understanding of their responsibilities. An electronic security system enables staff to control access to the building. Risk assessments

are carried out in each area to identify and minimise safety hazards to children. The management have systems in place to record and monitor all training and qualifications and ensure that they are all up to date. Consequently, all staff have current first aid training.

The provider shares information with other early year's providers to support them in meeting children's needs. They also liaise and work well with other agencies such as speech and language therapists and social services to meet individual children's needs. Staff work well together, sharing their knowledge of children and supporting each other as needed.

The staff have a very good understanding of their responsibilities in meeting the learning and development requirements. They ask parents to contribute to their children's initial assessments with information about their development levels. This helps staff establish children's starting points. Key person's identify next steps in learning for individual children and plan and provide activities to promote them. They monitor children's progress towards the early learning goals and the balance of the educational programme. This enables management to identify and address any weaknesses either in the balance of the education program or in the effectiveness of practice in each room.

Staff share information about children's progress with their parents both informally through daily discussions and with regular summary assessments, which parents countersign. Staff greet parents at collection time and talk with them about their children's activities. Information about activities and daily routines such as when children have slept are on display for parents on the white board. However, because people other than parents or main carers often collect children, this does not ensure that they receive information about their children's care or routines.

Staff meetings, induction, supervision and appraisal systems are in place to enable the management to support staff in their professional development and address any difficulties or concerns. The management team have accurately identified areas for improvement and have clear plans for future development, demonstrating their commitment to improvement of the provision.

### **The Childcare Register**

The requirements for the compulsory 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>	EY458877
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	936732
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	88
<b>Number of children on roll</b>	86
<b>Name of provider</b>	A and E 57 Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01752224747

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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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