

Eslaforde Private Nursery

1 Stevens Lane, SLEAFORD, Lincolnshire, NG34 7PU

Inspection date

11/12/2013

Previous inspection date

25/05/2010

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

- Staff translate their good knowledge of the educational programme effectively into practice and provide children with interesting activities, which they extend and adapt to help all children to reach their full potential in all areas of learning and development.
- Children form strong bonds with staff through effective key person systems and the strong partnerships that are in place with parents.
- Managers implement robust recruitment systems, security and safety measures to safeguard children. They ensure that all staff have good knowledge of safeguarding and their duty to protect children.
- Improvements that benefit the children are driven well through continuous reflection and purposeful self-evaluation, which involves all staff, parents and children.

It is not yet outstanding because

- On occasions, some children in the toddler room can become overzealous and this is not always acted on quickly enough by staff to prevent the situation from becoming disruptive to other children's learning.
- There is scope to improve the organisation of meal times in the baby room to further promote social learning and the development of new skills.
- There is scope to provide all babies with more opportunities to have outdoor experiences through local outings; by providing more appropriate pushchairs that enable this.

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 all rooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation from and improvement plan.
- The inspector took account of the views of parents and carers and from information included in the setting's own parent survey.

Inspector

Anne Barnsley

Full report

Information about the setting

Eslaforde Private Nursery was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted church in the Sleaford area of Lincolnshire and is privately owned and managed. It is situated in a side street between two main roads close to the town centre. Access to the nursery is via steps or a ramp. Car parking is available close by on the main roads or in near-by car parks. There are three separate indoor play areas where children are cared for in groups according to their age and level of ability. Space for children aged two years and above is on the ground floor and babies are cared for on the first floor. All children have access to an enclosed outdoor area. The nursery serves families from the local and surrounding rural areas.

The nursery employs 13 members of child care staff, of these; 11 hold appropriate early years qualifications at level 3 or above, including the manager who holds a qualification at level 6.

The nursery is open each week day from 7.45am to 5.45pm. It is open all year round, closing only for public holidays and one week during Christmas. An out of school facility operates, providing care for school-age children before and after school and during school holidays. There are currently a total of 48 children on roll; of whom, 35 are in the early years age group. Children attend a variety of sessions each week depending on the individual requirements of each family. The nursery provides funded early education for two-, three-, and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- promote all children's understanding of cooperative play further by being more proactive with channelling children's energy into constructive learning so they do not become disruptive to others
- re-consider the deployment of staff at lunch time in the baby room to ensure that there is always a member of staff who is able to sit with the babies through their meal times to enhance their social learning and skills
- provide all babies with more opportunities to have outdoor experiences through local outings when outdoor play is not possible; by providing sufficient pushchairs to enable this.

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

Staff are skilful practitioners who have strong knowledge of the educational programme and how to introduce meaningful learning to children through fun experiences. Staff ensure that children have plenty of opportunity to express their individual interests through their self-initiated play. During these times, staff complete purposeful observations of each child's interests and achievements. They use this information well to plan adult-led activities that extend and challenge children in ways that help them to progress at their individual rate. Consequently, staff provide a wide range of well-prepared activities that fully support and encourage children's good progress through a positive balance of child-initiated play and adult-planned activities. Staff translate their knowledge of how young children learn into strong teaching practice. All staff know the children well and have clear learning objectives for each child through the next steps that have been identified to work towards. Staff listen well to what children have to say and ask relevant questions that explore children's understanding around their next steps in learning. This extends children's thinking and develops their language and communication skills well. As a result, children are very confident and articulate. They make their views known and have clear ideas about how they wish to spend their time. Those children who have attended the setting for a while have formed very close friendships with other children and invent their own games with leaders and followers. Play is extremely cooperative for the majority of time. However, on a few occasions in the toddler room, this can become overzealous with a handful of lively children, which causes some elements of disruption to others. Children enjoy having frequent access to the outdoor area. They spend time climbing, playing with balls, growing plants and vegetables, using sand and water in a variety of ways and digging for worms in their mud pit. They play team games such as Mr Wolf, deriving a great deal of pleasure and excitement as they anticipate Mr Wolf's chase, while also benefitting from purposeful learning. For example, they learn to work as a

team, to use numbers as they count their steps, to listen carefully as they wait to hear what Mr Wolf has to say and how to control their physical movements as they learn to creep slowly and quietly and then to run away fast, negotiating obstacles and being mindful of each other. The outdoor area has been developed further since the last inspection and provides children with enhanced experiences. One member of staff has participated in a six month project about enhancing provision for two-year-olds. She has compiled a portfolio and a power point presentation of her training and has shared this with the rest of the staff. Other staff have completed training that focuses on the needs of young babies and environmental impact. The staff have been inspired by this training and the developments that have taken place in the nursery reflect how well the staff apply what they learn in their practice.

Children in all rooms demonstrate a positive and keen desire to learn. Since the last inspection the owners and staff have worked very hard to develop the environment, the resources and how these are presented to children. The impact on children's learning is positive because areas are more inviting and encourage children to use them more creatively. For example, dens have been made in the pre-school room, which encourages children's communication, imaginary and creative play. The library area in the toddler room has been made more inviting with large cushions and books stored in low book cases as opposed to a box. Children use this area extremely well, choosing books with a member of staff and sitting for long periods of time listening to several stories. They add their own commentary and ideas when asked about the story and focus their attention well on what is taking place. Children show they are developing their enjoyment in early reading and their ability to listen for longer periods of time, understand and re-tell events using increasing vocabulary. All rooms in the nursery are set out into areas that promote the different areas of learning. From time-to-time these are moved around to add further dimension to children's learning and to enable children to use resources in different ways. The continually evolving environment adds to children's desire to explore and investigate, and promotes active learning well. This includes providing children with a wider range of resources to develop their understanding of technology. Babies now have many different types of electronic toys, which they make good use of. Toddlers and pre-school children have access to a wider range of more advanced technology, for example, a computer and printer, cameras, torches, compact disc players, microphones and magnetic boards. Children learn how to use technology in different ways and for different purposes, such as, copying real life events in their role play or to help with their understanding of mathematical concepts, letter recognition and creativity. Staff teach children well and develop children's understanding of early mathematical concepts and early writing through a wide variety of activities and experiences. These range from focused activities that have a specific purpose to consolidation activities, such as, singing numbers and letters, counting at circle time and using painting and creative activities to develop pencil control. Children learn how to hold pencils correctly and to work across a page from the left to the right. As they become more competent with these skills, they learn how to form letters, recognise and write their own name. Staff prepare children well for school and by the time they move on, they are capable communicators with the necessary skills and understanding to start more formal learning. This includes children for whom English is a second language. A great deal of focus has been placed on staff training, providing additional resources and working in partnership with parents to ensure that children develop good competencies with understanding and speaking English. Additionally,

children with identified special educational needs are supported extremely well by experienced staff that meet their needs effectively and help them to make good progress at their individual rate.

Parents are included very well in their child's learning. Parents contribute to the initial assessment of children's starting points on entry to provide a baseline from which staff monitor their progress. Staff use this information well by contributing it to the initial observations they make of children. Key staff complete a progress report for each child between the ages of 24 and 36 months and fully involve parents in this process. This helps to identify, at an early stage, if a child may benefit from specialised support, particularly with their language skills. Daily chats take place at the start and end of the day so that parents know what the day will consist of, what their child has been doing and how they have been. They have continuous access to their child's learning journal and can discuss the observations and assessments staff make of their child at any time. All parents are invited to send observations and experiences of things their child is involved with at home, which many do. Staff use all information that parents provide effectively for planning, which helps to ensure that they take notice of the child's experiences and achievements in a wider context. This helps children to feel valued and secure as staff are able to talk to them about their family, their pets and things that they have done on holiday and at the weekend.

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

The successful implementation of the key person system, strong partnerships with parents and settling-in visits ensures that all children develop strong attachments. Staff have a good understanding of the prime areas of learning and the importance that these have for helping children to develop the fundamental skills for future learning when the specific areas are included. This contributes successfully to the children's well-being and equips them with the emotional skills they need for their transitions as they move through the nursery and on to other settings. Staff supervise children well, which enables children to happily explore their environment knowing that staff are close by. The staff are mostly deployed effectively to support the children's individual needs. However, there is a minor weakness in the baby room at lunch time when some staff go for their break. Although the correct staffing ratios are maintained, this is a busy time when some of the older babies need their sleep mats organised, some of the younger babies need to be spoon fed and some of the older babies eat their lunch at the table. Staff are constantly attentive to all of the babies and very close by providing good supervision, however, due to the organisational issues, they are unable to sit at the table with the babies who are eating and to focus their full attention on developing their social and physical skills to the maximum potential. Staff follow children's individual care routines well and maintain comprehensive records of these so that any changes that are needed as routines change can be discussed and agreed with parents.

Staff give high priority to children's safety and wellbeing. They interact and engage well with children to reinforce expectations about positive behaviour. They use positive strategies to manage any unwanted behaviour; however, on a few occasions in the

toddler room, staff fail to see situations arising quickly enough to prevent them from escalating into a disruptive situation. Staff implement robust procedures to promote positive hygiene routines and high standards of hygiene within the nursery. Older children are independent in taking care of their personal needs, such as, using the toilets, washing their hands and getting dressed to go out to play. Children eat healthy foods and learn to appreciate the importance of a healthy diet. Meals are prepared on the premises from fresh ingredients. Children's good health is also promoted well as they have a great deal of physical exercise and fresh air in the well-resourced outdoor area. They learn to take risks safely as they climb, use tools to dig and plant and enjoy playing in the newly installed mud pit. However, there is some difficulty with always being able to take the babies outdoors to play, particularly when the ground is very wet or muddy. On these occasions, staff take the babies out for a walk so they get fresh air, however, they do not have enough pushchairs to take all of the babies each time, which does not ensure that all babies have daily fresh air. Older, children walk to places of interest and learn about their community, for example, singing songs at a local nursing home, visiting local shops and parks and feeding the ducks. They learn about road safety when they are out and about and they practice emergency evacuation and begin to understand the dangers of fire when they are at the nursery. Children are developing a good understanding of the importance of listening well to staff, understanding safety and are becoming responsible.

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

All staff prioritise children's safety and well-being to a high standard. Safeguarding procedures are robust and implemented consistently because staffs' knowledge and understanding of these are constantly reviewed through management. All staff complete safeguarding training and reviews of training are included at staff meetings to ensure that any changes and additions are fully cascaded to staff. Staff have a clear understanding of the symptoms of abuse and the procedures for reporting concerns. Written policies for safeguarding children and dealing with allegations made against staff reflect the procedures followed and have recently been updated to include relevant new information. Robust recruitment and vetting procedures ensure the suitability of all adults employed. All staff have been fully vetted for their suitability to work with children and all staff fully understand the requirement about declaring any changes that may impact on their suitability. In addition, the provision of regular supervision, appraisals, staff meetings and ongoing training supports the development of effective team working. Management operate an open-door policy for staff and have established good relationships with all staff. As a result, staff feel able to discuss confidential or sensitive issues with management. Robust risk assessments are completed and ensure the good security of the premises. This includes stringent procedures for answering the door and never leaving any person unsupervised in the nursery at any time.

The managers have a good overview of the quality of educational programmes through monitoring the documented observations staff complete. Observations are purposeful and clearly show how staff link the areas of learning to raise next steps for individual children. Management use an electronic tracking system, to ensure that there are no gaps in any

child's learning. The managers and staff work well together and have high ambitions for quality. Systems for self-evaluation are reflective and raise precise targets for driving improvements. The setting has successfully met the actions that were raised at the last inspection and has introduced many other improvements that enhance the experiences children have. Further training has been completed, which provides diversity of skills and knowledge within the team and includes some staff completing degree courses and others starting to undertake these. Staff use the knowledge and skills they acquire well and this includes the dissemination of their training to other staff so that all staff develop a shared understanding of improved practice.

Partnerships with parents, external agencies and other providers are well-established. The manager attends transition meetings with the school and liaises closely with other settings children attend to complement the delivery of the Early Years Foundation Stage, according to the children's needs. Effective partnerships with parents ensure they are involved in their children's learning and development and are kept well-informed through daily chats and parents' evenings. There is a wealth of information on display in the main entrance foyer so that parents are fully informed about the Early Years Foundation Stage and the organisation of the setting. They also receive a welcome pack initially that makes them aware of the nursery practices and contains information about the Early Years Foundation Stage. Parents provide positive feedback regarding the nursery and comment on how well the management and staff support their family as a whole. They feel happy with how well their children settle, the good progress they make and how warm and welcoming the staff are. They feel they are kept well-informed and that staff are very approachable and helpful.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY395481
Local authority	Lincolnshire
Inspection number	946474
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	33
Number of children on roll	48
Name of provider	Eslaforde Private Nursery Partnership
Date of previous inspection	25/05/2010
Telephone number	01529414755

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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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