

Young Parents Centre Nursery

Maple Medical PRU, Cedar Road, DONCASTER, DN4 9HT

Inspection date

Previous inspection date

13/02/2014

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

- The nursery have highly successful strategies that engage the parents so the children's well-being and development is very well supported both in the nursery and at home.
- Staff have a secure understanding of child development that they use to make accurate assessments of children. As a result suitable next steps are planned for children and they are making good progress.
- Staff have a very good understanding of safeguarding and it is central to all aspects of their practice. As a result children are kept safe and families are well supported.
- The nursery have highly effective partnerships with parents and a wide range of external agencies that support the child and their families. Consequently, the needs of children are quickly identified and suitable strategies of support arranged.

It is not yet outstanding because

- On occasions staff miss opportunities to support children's very early language development because they do not always simplify their talk and repeat sounds back to reinforce babies' babbling.
- Staff do not always maximise occasions, both inside and out, that would allow babies to explore independently and experience challenge as they learn to move. As a result, children are sometimes missing opportunities to develop the characteristics of effective learning.

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.

Inspection activities

- The inspector observed children's activities in the playroom and outdoors.
- The inspector talked to the nominated person, staff and children throughout the inspection.
The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment and evidence of staff suitability.
- The inspector took account of parents and carers views.

Inspector

Alison Byers

Full report

Information about the setting

Young Parents Centre Nursery was registered in 2013 on the Early Years Register. It was a re-registration due to a move of premises. It is situated in the grounds of Maple Medical Pupil Referral Unit (PRU) in Balby, Doncaster. It is managed by Doncaster Local Education Authority. The nursery serves young parents who attend the PRU, mainstream school and/or colleges in Doncaster. There is a fully enclosed area available for outdoor play.

The nursery employs three members of childcare staff, all of whom hold appropriate early years qualifications at level 3. There are currently three children on roll, who attend for a variety of sessions. The nursery opens Monday to Friday, term-time only from 8.30am until 3.30pm. Children attend for a variety of sessions.

What the setting needs to do to improve further

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

- build on the existing good practice to further support children's earliest language development so that every opportunity to promote their developing communication skills is exploited
- provide regular opportunities for babies to explore their surroundings independently, particularly outdoors, so that they can experience challenge and learn to take risks.

Inspection judgements

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

Staff at the nursery have a secure and detailed knowledge of child development that they use to effectively support the children's development. They make good use of developmental milestone records and knowledge of the babies to assess children's progress and plan appropriate next steps. For example, they support babies as they learn to sit or pull themselves up to stand. Parents are directly involved in the observation and planning for their children. They regularly contribute to their children's folders and staff discuss with them what the next steps are and how the parents can support their baby's progress at home. As a result, children are making good progress and any concerns about children are quickly identified. Staff work very closely with parents to support and prepare them and their baby when it is time for them to transfer into their next setting, usually another nursery, to enable to process to run smoothly. The staff at the nursery have worked hard to design and develop a room that is warm, welcoming and stimulating for the babies they care for. The room reflects a home environment with a kitchen, sofas, fire place and cosy rugs. The staff are caring and knowledgeable about the babies, as a result,

the overall effect is the creation of a very inviting place that is the key to their success in engaging the parents. The parents are integral to the nursery and are involved in all aspects of their baby's care and development.

The resources provided in the nursery are carefully planned to reflect the needs and interests of the very young babies they care for. The babies enjoy time on play mats and baby gyms that support their physical development as they learn to reach, grab and roll. Other toys support their developing understanding of cause and effect as they push and rattle objects to make different noises. The staff also expose babies to a variety of objects made from natural materials that allow babies to explore different textures. They make use of everyday shiny objects in a large tray on the floor that older babies can help themselves to. Younger babies also enjoy this activity as they are supported by staff so they can explore the reflections and different noises they can make. Staff model how they can bang the metal bowl and the babies smile in delight as they copy the noise or crinkle the foil. Staff have introduced images and fabrics that reflect diversity and other cultures so that children experience a broad range of resources. There is a small sensory room with a collection of lights of different colours and shapes. Both staff and parents enjoy taking the babies in there for quiet time. Staff take the children outside both in their enclosed area and for walks. The nursery are aware that their outdoor space requires further development as it does not currently promote babies' independent exploration as their mobility increases.

There is a strong focus within the setting on early literacy with close links to the local library where staff, parents and babies go to borrow books. The nursery hold baby literacy sessions where parents stay with their babies and read books to them. Recent training has further supported this initiative because staff have introduced activities that see the parents build up a book of songs and rhymes that promotes literacy at home and within the nursery. Overall, the staff use a number of effective strategies to support children's very early language development. However, there are occasions when the adult talk is too complicated and staff miss opportunities to copy back baby noises to reinforce their learning.

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

The overall well-being of the children who attend the nursery is very well promoted because the staff have a holistic approach to the family. The majority of parents are mothers who are educated on the same site as the nursery and there are close links between the school teachers and nursery staff. Staff effectively engage parents, and expectant mothers, and use a variety of strategies to support parents that results in better outcomes for the children. For example, the nursery provide parenting skills classes. Staff teach parents how to make food suitable for weaning and so are promoting healthy lifestyle and food choices by working with the parents. The welcoming environment means that parents spend a significant amount of time in the nursery, for example returning at lunch to feed their baby. This provides the opportunity for staff to model good behaviours and hygiene routines associated with bottle preparation and nappy changing and as a consequence, parents develop good habits that promote the babies' health and well-being.

The children get regular fresh air and staff go on walks with the babies and parents, again promoting a healthy lifestyle for the whole family. Staff model good practice with regard to keeping babies safe. For example, they strap them into the highchair at meal times. This helps babies to feel safe themselves and willing continue safety routines.

Staff make good use of nappy changing as they sing and talk to the baby. This engagement reinforces the relationship between them and promotes the baby's self-esteem because they are being valued. Staff sing a morning song welcoming all the children and showing photographs of each of them. This supports children to develop an understanding of themselves and builds their confidence. Most children who attend the nursery are young babies and when it is time for them to transfer to a new setting the staff prepare them and the parents for the process. Aspects of the nursery provision encourage the babies to explore, such as the different textured rugs and carpet. However, there are occasions when the youngest babies do not benefit from being allowed the time and space to explore independently, to begin to learn about the risks of rolling and the self-challenge of reaching a toy.

The very small nature of the nursery allows for all the staff to know all the babies and parents very well. This enables stability for the parents and babies when staff are not there every day. All staff are approachable and build good relationships with parents based on detailed knowledge about them and their child so they are able to work together. For example, staff work with parents to provide continuity of care because they take detailed notes from them in the morning about the child's care routines. This facilitates the staff in effectively meeting the care needs of the children throughout the day before completing a similar handover at the end of the day.

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

Children's safety is well promoted because safeguarding is central to everything the nursery does. All staff associated with the nursery have a secure understanding of potential safeguarding issues and are confident to deal with any concerns. There is a comprehensive policy that covers all aspects of safeguarding and practical procedures are in place to support staff. For example, a decorative photograph display near the door has pictures of the babies and all their associated adults, enabling staff to quickly check who is picking up the child. The nursery is part of a school but security coded doors allow only authorised adults entry to the nursery. Risk assessments ensure the nursery and resources are kept safe and secure and children can play and explore in safety. All staff have been verified as suitable to work with children and senior staff have safer recruitment training.

The small size of the setting allows staff to easily monitor the educational programme they provide and the progress children are making. Staff make regular observations of children that are used to inform their assessments. These are easily reviewed to ensure that all children are making good progress across the key areas of learning. Staff access a range of professional development opportunities and managers support staff to develop aspects of the nursery and their own practice. They make good use of training to support their

practice, for example in planning the design of the new premises. There is a newly implemented, more focused, process of observations to support the evaluation of the quality of teaching and the impact practice has on the children. The nursery gathers parental opinions about the nursery, with parents reporting high levels of satisfaction. Parents also work with staff to review and design relevant policies and procedures. The local authority are involved in supporting the nursery to evaluate their setting and devise an action plan. This supports staff as they continually reflect and develop their provision, for example by increasing the number of images and resources that reflect diversity and making plans for the outdoor space.

The nursery works successfully in partnership with a wide range of external agencies to support all aspects of the children's development. Nursery staff and school teachers make links that complement what the parents are learning in school, with the child development information they receive from nursery staff. Other professionals, such as health visitors, are able to visit mothers and babies together at the nursery. There are close links to the local children centre, who provide additional resources and support to staff and parents. Staff at the nursery support parents to engage with agencies that are there to help and these strong partnerships lead to positive and beneficial outcomes for the child.

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	EY469300
Local authority	Doncaster
Inspection number	935011
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	9
Number of children on roll	3
Name of provider	Doncaster Local Education Authority
Date of previous inspection	not applicable
Telephone number	01302572796

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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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