

# Immingham Day Nursery

23 Pelham Road, Immingham, North East Lincolnshire, DN40 1AA

<b>Inspection date</b>	10/04/2014
Previous inspection date	29/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children are treated with care and respect as unique individuals. They quickly develop confidence, high self-esteem and a strong sense of belonging within the welcoming nursery environment.
- Children with English as an additional language and special educational needs and/or disabilities are well-cared for as staff are skilled in providing care that meets their specific needs, ensuring every child makes good progress in respect of their starting points.
- The nursery demonstrates a strong commitment towards partnership working. This includes working with parents, other professionals and the nearby children's centre.
- Leadership and management is strong and there is high expectations and challenge shared by all within the nursery. This ensures that children have a broad range and depth of experiences to support and enhance their progress towards the early learning goals.
- There are clear safeguarding policies and procedures in place that are understood by staff to ensure children are kept safe at all times.

### It is not yet outstanding because

- There is scope to enhance lunch and snack time experiences to promote older children's independence and self-help skills, by encouraging children to pour their own drinks and serve their own lunch.

## 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 indoors and outdoors.
- The inspector spoke to the area manager and manager at appropriate times throughout the inspection.
- The inspector took account of the views of parents, staff and children spoken to on the day.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.

## Inspector

Ann Hume

## Full report

### Information about the setting

Immingham Day Nursery is a privately run nursery. It opened in 1998 and operates from a converted house in the town of Immingham. It works in partnership with Immingham Children's Centre. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery is open from 7.30am to 5.45pm, for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 50 children attending in the early years age range. The nursery provides funded early years education for two-, three- and four-year-old children. Children come from a wide catchment area, many of the parents travel into work at the nearby docks and refineries. The nursery supports children with English as an additional language and special educational needs and/or disabilities. The nursery employs 16 staff, including a cook, all of whom hold appropriate qualifications at level 2 and above. The nursery employs a graduate and a further two staff have early years qualifications at level 4.

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

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

- review changes made to normal daily routines and promote older children's independence through allowing them to serve themselves and pour their own drinks at snack and mealtimes.

## Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. All staff are qualified in early years and they have good knowledge and understanding of child development and how to assess children's learning. Staff make regular and precise assessments and use these effectively to plan challenging and stimulating experiences for all children across the seven areas of learning. This includes the completion of the 'progress check at age two years'. Children's progress is successfully tracked and monitored by staff, who demonstrate a good quality of teaching. For example, staff consistently use positive praise and encouragement by saying 'Good listening, good sitting and good looking'. This promotes children's self-esteem and sense of belonging. Information is shared regularly with parent, as a result, children's learning and development is supported in the home environment. Staff gather useful information from parents before their child starts at the nursery. This contributes to the identification of starting points and helps children to settle. Staff provide activities and resources that build on children's interests and link with their home learning environment.

Children enjoy story times, either as a group or individually with a staff member. Staff teach children through a good balance of planned and spontaneous activities that are adult-led or initiated by children. This helps children learn in different ways. For example, as children listen to music on a compact disc player they enthusiastically follow the song in a book. Staff show children how to operate the compact disc player, so that they can set their own pace, identify different sounds and match them with corresponding pictures in the book. Staff sensitively encourage children and provide good verbal clues as support. This helps children to develop important skills for future learning, such as concentrating and listening carefully. Children regularly use the outdoor play area to promote physical development. They show excitement in their play. A child chases a piece of material which is blowing around in the wind. They squeal and shriek loudly as each time they bend down to pick it up, the wind whips it away again. The child is supported by staff to chase after it and is reminded about being careful when manoeuvring around equipment and resources. There is a clear sense of achievement when the child finally catches the material and staff encourage them to find ways of stopping it from blowing away again. This good teaching promotes children's critical thinking and reasoning skills and supports learning and development effectively. This effectively supports children to prepare for the transition to school.

Verbal daily discussions with the child's key person keeps parents informed of their child's progress. Younger children receive daily diaries to share important care routines. Staff implement the principles of programmes that support children's language development and each area of the nursery has a weekly focus. This is further under-pinned by the use of sign language across the nursery and effectively supports children's language development and communication skills.

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

Children relate well to the staff team, showing they feel emotionally secure in their care. They are happy and enjoy attending the relaxed nursery. Their good behaviour is promoted through consistent positive reinforcement offered by staff, who act as good role models. Each child is assigned a key person, who works closely with the child to meet their needs and promote their ongoing learning and development. Focused group time everyday supports children to make good progress towards the early learning goals. The manager works closely with parents at the registration visit to ensure they have all the relevant details to meet children's individual needs. Effective observations are made of individual learning and photographic displays record the fun and exciting activities children involve themselves in. Children show a good sense of belonging and display high levels of confidence and self-esteem.

Children are encouraged to become independent with their health and self-care skills and show a good awareness of the need to wash their hands before sitting down to eat their snack. They are provided with healthy options at snack and lunchtime, which encourages them to make healthy lifestyle choices. However, at lunchtime food is served to children and as a result, opportunities to further enhance their independence are not maximised.

After lunch children clean their teeth, this further reinforces healthy practices. Babies and children experience outdoor play throughout the day. They use a range of resources and equipment, which support their physical development. Different surfaces outside, such as, grass, soft play and concrete enable children to make choices about where they play and they learn to identify potential risks. For example, they know which surface is best to ride their bikes on. Effective staff deployment and supervision of children enables children to take managed risks. This is supported by good risk assessments. These are completed daily ensuring children feel safe in all areas of the nursery.

The setting is based on two floors, resulting in the babies and pre-school children having to use the stairs to access the outdoor environment and for sleeping arrangements. Staff ensure babies feel safe as they carefully carry them up and down stairs one at a time and older children are encouraged to learn how to independently walk up and down the stairs safely. Transition between rooms is well-promoted as children visit rooms they are due to move to. Their learning records are passed between the rooms to ensure continuity in their learning. Partnerships with parents and other professionals are fully in place. This ensures that children's individual learning and welfare needs are met and that children are well-prepared for the next steps in their learning or moving on to school.

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

There is a clear commitment by the management towards continuous improvement. An effective recruitment and induction process ensures the suitability of all staff working with children. There are clear safeguarding policies and procedures in place that are understood by staff. This ensures children are kept safe at all times. Actions and recommendations raised at the previous inspection have been met. Written parental permission for emergency medical advice or treatment is now in place and the educational programmes are effectively monitored by the area manager and the general manager. Planning and assessments are regularly reviewed to ensure that staff act in the best interests of each child, particularly those who need additional support. This leads to timely and appropriate interventions. As a result, all children make good progress towards the early learning goals.

Parents spoken to on the day of inspection comment on how welcoming, consistent and friendly staff are. The staff team benefit from regular team meetings and supervision to discuss planning and other issues that arise. They are supported by the area manager and the general manager to continue to develop their knowledge through attending training courses. Regular observations of staff acknowledge their individual strengths and identify any training requirements. The safety of children is given high priority by the management and staff. They are vigilant in maintaining close supervision during arrival and departure times. Risk assessments are in place, which reflect the rooms in the nursery and any outings that take place. Children are learning about how to keep themselves safe. Staff talk to children during activities, encouraging them to think about what they are doing and what might happen if they follow a particular course of action, while reinforcing the need to be careful. For instance, when using the climbing frame children are encouraged to

climb onto the platform one at a time and they are reminded that pushing is dangerous as another child might get hurt. This results in children's safety being promoted well.

Good self-evaluation fosters an ethos of reflective practice. Survey questionnaires are used to obtain the views of parents. This enables managers to analyse the effectiveness of their provision. Clear goals for future improvements are set, in order to develop practice further to benefit children's care and learning. Each area of the nursery has a focused improvement plan which informs the whole nursery plan and enables all staff to contribute to the continuous improvement of the nursery. Arrangements to work with others effectively support children, particularly the strong relationship with the local children's centre. The area manager works closely with professionals and parents to meet children's individual needs. This ensures that all children make good progress in their learning and development and are well-prepared for their next steps in learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	205549
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	818023
<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>	39
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Paul Chappill
<b>Date of previous inspection</b>	29/11/2011
<b>Telephone number</b>	01469 571177

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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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