

# Early Days Nursery and Out of School Club

Park Hall CP School, Carberry Way, Stoke-on-Trent, Staffordshire, ST3 5QU

<b>Inspection date</b>	29/04/2014
Previous inspection date	26/05/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are happy and relaxed within this friendly and welcoming setting. They form strong attachments with staff, which helps them to settle quickly and enjoy their learning.
- Teaching is good because staff fully understand how to promote children's learning. Staff have high expectations for children and support them well. As a result, children make rapid progress.
- Children are constantly supervised and cared for by suitable and skilled staff.
- Children's individual needs are precisely met as staff form effective partnerships with parents. Special requirements are fully discussed and parents are regularly consulted about their children's well-being and ongoing progress.

### It is not yet outstanding because

- There is room to improve the communication between the out of school club provision and the local school to promote even swifter progress for children who attend both settings.
- There is scope to make some adult-led activities even more engaging and enjoyable by enhancing the planning to take more account of the use of resources and space.

## **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 the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector observed staff complete a school collection for the out of school club.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

## **Inspector**

Jennie Lenton

## Full report

### Information about the setting

Early Days Nursery and Out of School Club opened in 2005 and on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a private provider and operates from a mobile unit situated in the grounds of Park Hall Primary School, Stoke-on-Trent. Children have access to an enclosed outdoor play area. The setting is open each weekday from 7am to 6pm all year round. Children attend for a variety of sessions. There are currently 172 children on roll, 110 of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities. There are currently 16 members of staff working directly with the children. Of these, one holds Early Years Professional Status, one holds a foundation degree, two are qualified to level 4 and 10 are qualified to level 3. The setting receives support from the local authority.

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

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

- develop further links with the local school so that children's achievements and areas for development are more regularly discussed to promote swifter progress
- improve the planning of adult-led activities by taking more account of space and resources, in order to maximise children's learning and enjoyment.

## Inspection judgements

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

Children are constantly engaged and enjoy their time in this warm and welcoming nursery. They are keen to take part in activities, showing high levels of concentration as they sort coloured bricks into different sizes or explore the feeling of rice, making it 'rain' from their hands and tracing out shapes in it. Older children show their confidence as they independently serve themselves at mealtimes and proudly take on the role of 'special helper', assisting staff with laying the tables and fetching face towels. They enjoy taking an active role in the nursery and show a mature sense of responsibility as they remember to sign in and out when they move between indoor and outdoor spaces. All children enjoy a wide range of activities that stimulate and engage them. Babies love exploring treasure baskets, exclaiming at the different textures and showing excitement as they bang objects together. Number skills are developed as toddlers sing a range of favourite nursery songs, including ones where they practise counting down, and creative skills flourish as children design pictures and make crafts to their own satisfaction. Children also develop a wide range of skills through other activities, such as making cakes, where they weigh, measure

and mix ingredients before seeing how substances change as they are baked. They grow vegetables in the nursery's garden and are enchanted to see these flourish and come in for snack time. Outings to local and wider attractions are also enjoyed, with recent visits being undertaken to a museum and an ice rink. All activities are pitched towards children's interests and individual levels of ability. The wide variety of learning experiences mean that children are always engaged in what is on offer and, consequently, are willing learners.

Teaching skills are good. Staff understand how to help children learn and successfully engage them through the use of good questioning, which enables children to show what they know. Children are assisted in learning new skills through a mix of planned and spontaneous activities. They develop early writing skills as they draw a hopscotch course with chalks and begin to recognise numbers as they add these into the boxes, before having a go at hopping and jumping to improve their coordination and balance. Staff support them well, giving them plenty of time to develop their confidence and praising them for their efforts. However, there is room for improvement in the delivery of some of the adult-led activities. Staff do not always consider how they could use the space and resources available to them to fully maximise children's enjoyment. For instance, providing children with more space to draw and numerals to look at as they make their hopscotch course, or considering how children sit at song time so that they are all able to see the staff singing. Nevertheless, children enjoy the activities on offer and are always enthusiastic and keen to take part.

All children are making good progress towards the early learning goals, which helps to prepare them well for their future learning and the move on to school. The key person system works extremely well in the nursery, and this ensures that each child is accurately assessed and their needs, interests and learning styles are well understood. Each child's achievements are recorded and the key person for each child regularly monitors their development to ensure that they are continually making good progress. Staff consult with parents at the start of a placement to determine children's starting points and ensure that they are kept informed as to their child's progress through regular reviews. Parents also have the opportunity to contribute to their child's individual file and to the staff's understanding of what their child can do. They fill in 'wow moments' detailing their child's activities at home, which are then celebrated at the nursery. This also helps staff to have a complete picture of children's level of achievement.

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

Children are helped to make a smooth transition to the nursery as they are offered settling-in sessions where their parents can slowly build up the time they leave them. Staff use these sessions to find out about the child's individual personality and any likes and dislikes so that they can provide favourite activities to help children settle. Consequently, by the time parents are ready to leave their children, they are usually fully engaged and happy to be left. Information is also collated on registration forms to ensure that staff are aware of any special requirements. Dietary or medical needs are fully discussed and information is shared amongst all staff so that children receive personalised care that is suitable to their needs. Staff work with other professionals to ensure all children are

offered the right level of support to make the best possible progress. Their practice is effectively underpinned by a robust equal opportunities policy, and parents are kept fully involved to provide a consistent approach. Consequently, the setting has been recognised by both parents and professionals as having a hugely positive impact on children with special educational needs and/or disabilities.

Children are kept safe. All exterior doors are kept secure and effective risk assessments ensure that all areas and equipment are fit for use. Children are also beginning to learn how to keep themselves safe. Fire drills are practised regularly and children get involved in drawing posters to remind themselves and others of how to behave safely in the setting. For example, they make posters for the outside gates drawing attention to the need to close them carefully to prevent injury. Children's behaviour is good. They play together cooperatively and pass each other serving bowls at mealtimes and help to scrape away leftovers at the end. They receive encouragement and praise from staff throughout the day, which effectively builds self-esteem and promotes emotional security. Any unwanted actions are dealt with calmly.

Children's good health is well promoted through sensible routines and a commitment to a healthy lifestyle. Active play is effectively encouraged, both indoors and out, as children enjoy dancing to music and moving imaginatively indoors, as well as having regular access to the outdoor area. A weekly physical education session is enjoyed and there is plenty of free play in the excellent outdoor areas. Children enjoy scooting along in push-along cars, jumping on the trampoline and playing on the climbing equipment. They successfully develop their coordination and balancing skills as they jump in and out of large tyres and balance on tree stumps. Children are provided with a range of nutritious snacks and meals, which are all prepared on the premises. A rolling menu is provided to ensure variety, and an alternative meal is offered if children do not like the one provided. Children tuck in enthusiastically to tuna, potato and vegetables and enjoy a range of fresh fruit, yoghurts and other snacks throughout the day.

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

Staff are all checked to ensure they are suitable to work with children. They are required to hold a current Disclosure and Barring Service check, and references are taken up from previous employers prior to their employment commencing at the nursery. Staff are well qualified and are also encouraged to build on their existing skills. They attend regular training and are required to complete key courses, such as first aid. They are enthusiastic about new training and children benefit as new ideas and techniques are brought into the nursery for their benefit. Safeguarding procedures are fully understood by all staff. They recognise the signs and symptoms that may indicate abuse and are clear about how to follow any concerns up promptly. Their practice is underpinned by a full written policy, which also covers the use of mobile telephones and social networking sites. This helps to protect children. Children's welfare is also promoted as staff are effectively deployed throughout the day, supervising children in all activities and making sure that those who attend after school are efficiently collected and delivered to the out of school club.

The owner and manager of the nursery has the welfare of children at the heart of her provision and is keen to ensure that they receive high standards of learning and care. The staff team are also extremely dedicated to their roles. They are open to new ideas and enthusiastic about developing their own skills to provide children with the best possible experience. They willingly attend specialised training to help children with any identified needs and even undertake their own research to develop their understanding. There are good systems in place to monitor the progress of all children and to ensure that staff are accurately assessing each child and providing appropriate activities. Children's individual files are regularly reviewed. This ensures that any gaps in development are promptly followed up.

The nursery seeks to build good links with other providers. They make contact with local reception classes in the area to support children who are about to move to school, and readily share their assessments so that teachers are informed as to each child's individual abilities. However, there is scope to improve the communication between the nursery and the local school, so that children's development is more regularly discussed and activities can be fully coordinated to help children make even swifter progress. Staff build excellent relationships with parents and chat to them on a daily basis about their child's achievements and well-being. Any accidents or incidents are promptly recorded and shared to ensure children receive continuity of care. Parents comment that the staff always have 'time to help and give personal attention' and that they have helped their children 'in ways I could never have achieved on my own'. They state that their children are very happy and look forward to coming. Key policies and procedures are shared with parents, ensuring that they are aware of the standards to which the setting operates and providing details of how to make a complaint if they need to.

### **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>	EY310866
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	968336
<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>	76
<b>Number of children on roll</b>	172
<b>Name of provider</b>	Early Days (Staffs) Limited
<b>Date of previous inspection</b>	26/05/2009
<b>Telephone number</b>	01782 331821

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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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