

Achievers Day Nursery

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

Inspection date	29/07/2014
Previous inspection date	29/10/2013

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 provide activities which engage children's interests and curiosity and this helps them all make good progress in their learning.
- Children are prepared well for the next stage in their learning and the move to school as staff provide effective ways to enable them to feel confident.
- Good use is made of the outdoor environment to promote children's health and well-being.
- Staff work closely with parents, fully sharing information with them about the next stage in nursery.

It is not yet outstanding because

- Although children's communication is good throughout the nursery, staff in the baby room do not always make good use of effectively building and promoting children's communication skills by talking with them as they explore and play.
- Staff do not always make effective use of strategies to enable younger children to feel settled.

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 toured the areas of the nursery premises that the children use.
- The inspector observed the children, staff and their interactions both indoors and outside.
- The inspector had discussions with the staff, the children, the owners and parents.
The inspector sampled a range of documentation, including children's assessment records, planning, evidence of staff suitability, daily attendance records, medication and accident records and various policies including safeguarding.

Inspector

Sara Frost

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, Devon. The nursery is divided into different playrooms for the various age groups of children. The babies and toddlers are cared for in dedicated rooms on the first floor. Children aged from two years use rooms on the ground floor level. Children have access to two areas for outdoor play. The largest of the outdoor areas has an artificial grass surface and is located on the first floor. All children have access to this area. There is a smaller outdoor area available on the ground floor.

The nursery is open from 7am to 6pm Monday to Friday. It is open for 51 weeks of the year closing for a week at Christmas.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It receives funding to provide free early education to children aged two, three and four years. There are currently 173 children in the early years age range on roll. The nursery supports children with special educational needs and/or disabilities. It employs 14 staff to work directly with the children, of these 10 staff hold early years qualifications at level 3. The nursery also employs a permanent cook.

What the setting needs to do to improve further

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

- promote staff's awareness of using more conversation when engaged in play with children, and particularly with babies, to effectively widen their language development

- make more consistent use of strategies to help younger children settle and feel secure.

Inspection judgements

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

Staff have a good understanding of how children learn and develop. They obtain information from parents about children's interests, preferences and abilities. As a result, staff know children well and provide interesting and challenging play experiences. Staff are skilful as they support, encourage and extend children's learning. For example, younger children and babies engage in exploring seaweed and sand. They explore the different textures as they pick up clumps of sea weed out of the water tray, or feel the

sand trickle through their hands. This effectively encourages children's sensory exploration and promotes their physical skills. Staff introduce new words such as 'slimy' and 'slithery' as children play, building on their vocabulary and communication skills. However, particularly with the younger babies, staff do not effectively make use of every opportunity as they play with the children to promote and develop their communication and language. Children use mathematical language as they play with dough and beans filling containers, making comparisons and patterns, and talking about 'tiny little ones'.

Staff effectively teach and confidently deliver activities, particularly with the older children, maintaining a good balance of purpose and fun. For example, they pose questions such as 'how can we?' It encourages children to have their own ideas. In this case children are encouraged to think of ways to make grains of sand stay together. This is an effective way of making links and reinforcing children's learning from an earlier gluing activity. As a result children remember what makes things stick and that by adding glue to sand that you can make sand crystal patterns.

Children enjoy listening to and sharing familiar stories in small groups. Children become fully engrossed completing the actions as they follow the story. They also have the opportunity to select and read books independently or share with their friends. All this supports their early literacy skills as they begin to understand that print carries meaning. Staff use effective systems to assess and plan for children's progress, with clear levels of information which are regularly shared with parents. Parents share that they know their child's next steps for learning and work together with the nursery to support their learning outcomes at home. All children benefit from a balance of both indoor and outdoor play, which promotes learning across all the areas. Children make good progress in relation to their starting points. They are curious, inquisitive and keen to learn. As a result they gain the key skills required for their future learning.

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

Overall children separate from their parents with ease as they enter the nursery. Some younger children at times require additional help to settle and generally receive appropriate support. However, occasionally staff do not effectively use strategies to enable this to happen, such as positioning themselves closer to children who at that moment in time need extra reassurance. As a result, children become more stressed and placating them becomes harder. The effective use of the key-worker system provides good communication links with parents and supports children to effectively move through the nursery. This in turn provides children with a sense of security and promotes their self-confidence. For example, children develop good levels of independence which helps them feel confident to move freely around areas within the nursery, seeking toys to play with. Children form friendships with each other, as they look out for one another.

Children explore their own culture and those of others through planned activities and a varied range of resources, toys and books. This helps children to develop a positive awareness of people's differences. Children's behaviour is good; they cooperate well together and are helpful and polite. This is because they follow examples set by the staff,

who are good role models. The introduction of 'Barney Bear' has promoted children's ability to share and take turns.

Staff lead by example as they follow good hygiene practices and nappy changing procedures. Older children routinely wash their hands; staff remind younger children of this process as required. Children play in a clean and well-maintained nursery. Staff follow clear practices and procedures with regards to administering medication, fully obtaining parental consent and maintaining clear records. The nursery has a clear policy and practice in place to protect children and staff from contagious illnesses to reduce the risk of spreading infection. Staff support children to make healthy choices from different fruits at snack time. Children are encouraged to try and sample new fruits. Staff talk with children about the importance of keeping healthy. Staff teach children how to keep safe. For example, children know in the sunny weather they have to have sun cream applied and wear sun hats before going outside to play. Staff gently remind children of the need to use 'walking feet' when inside the nursery. The nursery environment is welcoming and well resourced and this effectively promotes children's independence skills. Children help themselves to toys and equipment which are stored at a suitable level for their easy access. Good use is made of the outdoor area which provides all children with fresh air and some form of physical exercise on a daily basis.

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

The nursery has recently had some changes in staffing and management but this has not had an impact on children because this has coincided with some of the children moving rooms with the designated staff. The nursery is well staffed and has recently appointed additional staff who are suitably qualified. Robust checks to ensure staff and trainee's suitability are fully in place; this includes a clear induction process and probationary period. This provides staff with the opportunity to familiarise themselves with the nursery's practices, policies and procedures. Regular supervision and monitoring of staff practice, and yearly appraisals allow staff and management to identify any additional staff training needs which will benefit the children. It also helps to ensure staff remain suitable for the position they hold. There are currently three trainee members of staff and they are not left alone with the children in the rooms on their own. There are also additional supernumerary staff members available. This means there are other suitable adults in the nursery who can provide extra cover for staff should they require additional support.

Staff present demonstrate they have a good understanding of the requirements of the Early Years Foundation Stage. As a result, they promote children's well-being and help them make good progress. Staff have a good understanding of the local safeguarding procedures and are confident to follow these if they have a concern. The nursery has a wide range of policies and procedures which are shared with parents, including the 'sick child policy' which informs parents they will be contacted if their child becomes ill at nursery. Parents are asked to collect their child as soon as possible to reduce the risk of spreading infection to other children and adults. Staff complete a daily safety tick chart of the areas and resources accessible to the children, in addition to the written risk

assessment completed on the whole building. This ensures the premises and resources children have access to are safe and suitable for use. Children take part in regular emergency fire procedures which helps them be familiar with the safety practices. In addition they learn how to manage everyday risk as they use the stairs to access the outdoor area.

The management team monitors the nursery's practice. As a result, it identifies appropriate actions for future development, such as providing a separate indoor environment to promote children's physical development during wet weather. Staff plan activities which challenge children well. As a result children make good progress. The introduction of daily diaries following the nursery's previous inspection means that staff share clear informative information with parents about their child's day and routines. The 'learning journals' staff use to share information with parents shows a clear record of children's individual achievements. All information, both written and verbal, is shared regularly between parents and the staff. There are effective systems in place to support children with special educational needs and/or disabilities. Parents spoken to during the inspection reported positively on the support they receive and the sharing of their children's development and learning at the nursery.

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	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	EY458877
Local authority	Plymouth
Inspection number	983569
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	88
Number of children on roll	173
Name of provider	A and E 57 Limited
Date of previous inspection	29/10/2013
Telephone number	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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