

Stretton Day Nursery

Tanglewood, Derby Road, Stretton, Burton-on-Trent, Staffordshire, DE13 0DF

Inspection date	30/10/2014
Previous inspection date	19/09/2011

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 place a high priority on safeguarding children. Stringent health and safety procedures and the development of strong relationships ensure children feel safe and emotionally and physically secure.
- Partnerships with parents, carers and other professionals are highly effective. As a result, all children, including those with special educational needs and/or disabilities, are supported to make good progress in their learning and development.
- Staff are strongly focused on providing children with an inclusive and caring environment which supports them to embrace new experiences with self-confidence.
- All leaders, managers and staff demonstrate a strong drive to continually improve their skills and the learning and care experiences for all children.

It is not yet outstanding because

- Staff do not always support the older children fully to build upon their developing number skills.

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 observed activities in all three playrooms, the outdoor play area and completed a joint observation with the provider.
- The inspector held meetings with the provider of the provision who is also the manager.
- The inspector took account of the views of parents and carers spoken to on the day of inspection, and through their written comments included in their contributions to the self-evaluation process.
- The inspector spoke with the staff about the daily routines, children's individual learning and the nursery's self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's assessment records and a range of other documentation
- The inspector checked evidence of suitability and qualifications of all practitioners working with children, and the provider's self-evaluation form.

Inspector

Dianne Adams

Full report

Information about the setting

Stretton Day Nursery was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a bungalow situated on a major link road leading into Burton-on-Trent, Staffordshire. The nursery is privately owned and serves the local area. It is accessible to all children and there is an enclosed area available for outdoor play. The nursery employs 16 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, seven hold a level 3, three hold a level 4, one holds a level 5 and 3 hold a level 6. One member of staff also has Early Years Professional Status. The nursery opens Monday to Friday all year round, with the exception of Bank Holidays and one week at Christmas. Sessions are from 7.30am until 7pm. Children attend for a variety of sessions. There are currently 53 children attending who are all in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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:

- provide further opportunities for older children to build on their developing number skills, for example, by encouraging them to estimate how many objects they can see when grouping items together

Inspection judgements

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

Staff provide children with stimulating experiences across the seven areas of learning. As a result, all children are well motivated and thoroughly enjoy their learning. Staff are particularly effective in supporting children with special educational needs and/or disabilities. This ensures gaps in their learning are closing. For example, staff ensure children who are developing their social skills are supported to play alongside other children. All staff complete observations of children at play, which are recorded in their development folders. The key person takes responsibility to reflect upon and monitor the good progress children are making and to identify their next steps in learning. To ensure assessment is robust, staff also seek information about some children's learning from other early years settings they also attend. A shared-care information sheet encourages two-way communications about children's learning and helps to build a full picture of their all-round development. Sometimes staff do not fully support older children in developing their understanding of numbers, for example, by estimating how many objects they can see when grouping small bricks together. Nevertheless, all children are supported by staff to attain a consistently good level of learning and development.

Staff are particularly skilful in developing excellent partnerships with parents, which helps support children to make good progress, and be well prepared for their next stage in learning and for school. Staff have developed highly successful strategies to engage all parents in children's learning both at the nursery and at home. For example, parents share information about their children's achievements from the beginning of the placement, and regularly record observations detailing what their children are learning at home as a 'magic moment'. These are proudly displayed in each playroom and then placed in children's development folders and effectively used as part of assessment. In addition, parents are asked to put forward ideas for future activities which are used as part of the nursery's planning for children's learning. As a result, children enjoy interacting with grandparents at planned events and participate in dressing-up days and sports days.

Staff provide all children with a richly resourced environment and place particular emphasis on stimulating all children's drive to explore and experiment. For example, young children are encouraged by staff to help themselves to toys which are displayed within their easy reach. As a result, young children demonstrate their fascination for toys and books with flaps and buttons. They are supported by staff to develop their physical skills as they press buttons to listen to music or to watch lights flash. This also develops their skills for technology. Older children are encouraged by staff to explore paint using their hands and items, such as, twigs and sponges. They become engrossed in the activity as they investigate the paint using all of their senses and watch with interest as they make marks on paper. This develops their skills for expressive arts and design. All children benefit from seeing their work and photographs of themselves and their families displayed throughout the nursery. This develops their awareness of the similarities and differences between themselves and others. Children's learning about the world around them is further enhanced as they explore the stimulating outdoor play areas. They show interest in the sensory and wildlife garden and enjoy hunting for bugs, growing fruit, such as, strawberries, and collecting eggs from the hens. These activities and experiences help children to show respect and learn how to care for all living things.

All children are developing skills in communication and language. Older children confidently use language to share their ideas and confidently describe the watering can as being big and heavy. This also supports their learning for shape, space and measure. Staff support young children to use single words in their play and reinforce language by repeating back what they have said. As a result, young children experiment with using sounds and words to communicate their thoughts and interests. For example, young children confidently say 'cat' while exploring pictures of animals and say 'ta' when giving staff a toy to play with.

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

Staff work very closely with parents to ensure all children experience a smooth move from home into the inclusive nursery environment. All children and their families benefit from visiting the nursery before the placement begins. They are supported by a family liaison officer who gets to know them and introduces them to their key person. Staff spend time exchanging important information with parents about children's lifestyles and individual routines, in order to tailor experiences and the nursery routine. Children who are new to

the nursery enjoy close interactions from familiar staff and are given lots of re-assurance. As a result, children settle quickly, showing that they feel emotionally safe and secure. Staff also ensure children are emotionally well prepared to embrace new experiences, such as, the move into a new playroom or onto school. The child's key person completes a transition sheet which provides the child's new key person with useful information about their unique characteristics and learning needs.

Staff provide an inclusive service and send out strong messages that everyone is valued and welcome. An enrichment programme ensures all children learn about diversity and develop respectful attitudes towards others. As a result, children are considerate and behave kindly towards each other and take turns and share. In response, staff praise and celebrate children's achievements which effectively supports their self-esteem and emotional well-being. Effective care practices ensure children's physical health is supported well. For example, staff have completed training in the care of children with diabetes in order to meet their individual health needs.

All children are learning the importance of a healthy lifestyle. They all have very good opportunities to enjoy fresh air and exercise in the outdoor play area and by visiting areas within the local community, such as, the park and local library. Staff support children to understand risk and how to keep themselves safe. For example, children learn about stranger danger and practice good road safety. Children enjoy healthy and nutritious home-made meals which helps them to understand the importance of healthy eating. In addition, activities such as, growing and harvesting tomatoes and strawberries, enhances children's learning further. All children are developing their self-care skills and independence throughout the day. For example, older children successfully help themselves to foods at mealtimes and all children are learning to feed themselves.

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

All staff show a good understanding of their responsibilities to ensure the nursery meets the safeguarding, welfare and learning and development requirements. Staff are recruited and vetted well. This ensures they are suitable to work with children. All staff demonstrate a strong knowledge and understanding of child protection issues and the action to take if concerned about a child's welfare. This ensures children are safeguarded. The nursery maintains clear and concise records, policies and procedures, which are regularly updated and shared with parents and staff. Ratios are maintained very well and staff are deployed effectively to ensure children are very well supervised at all times. Clear and concise risk assessments are completed by staff and all hazards are identified and minimised. This results in children benefiting from a safe and secure environment both indoors and outdoors.

Managers and leaders work closely with staff to monitor their practice and the educational programmes well. The progress children are making is reviewed by the manager every term and used to identify any areas that need to improve. Staff provide each other with mutual support and work together as a team to promote continuous improvement. For example, staff are given additional responsibilities, such as, developing the team's

knowledge and understanding of diversity and seeking new resources. Regular supervision and appraisals give staff the opportunity to discuss their training needs and where they might need support. This contributes towards their professional development. This means that children's learning experiences are enhanced through the improvement of staff's knowledge and skills.

Staff use a self-evaluation document to identify the strengths of the nursery and to identify future improvement. For example, managers plan to improve the sharing of information between staff with regards to children's next steps in learning. Parents demonstrate complete satisfaction demonstrated verbally on the day of inspection and through their written comments included in the nursery's self-evaluation process. Parents feel staff actively encourage their involvement which is one of the nursery's particular strengths. They comment on the caring and nurturing nature of staff which they feel helps children and their families settle well into the nursery. Parents particularly like the wide range of activities and feel their children benefit from regular visits planned within the community. The views of parents are actively sought. As a result, the quality of the nursery is improved. For example, when parents ask for more information about what their children are eating an information poster is placed in the hallway and the daily diaries are revised. Partnerships with other agencies are also very well established. This ensures appropriate interventions are secured when needed. Staff work closely with other professionals, such as paediatricians, to ensure children's needs are fully understood and met.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY226050
Local authority	Staffordshire
Inspection number	869893
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	53
Name of provider	Helen Louise Eaton
Date of previous inspection	19/09/2011
Telephone number	01283 544845

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

