

Ledsham Park Day Nursery

Ledsham Road, Little Sutton, Cheshire, CH66 4QN

Inspection date

29/10/2014

Previous inspection date

25/02/2009

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

- Positive relationships with parents and carers are developed through effective induction arrangements and frequent communication. This means information is continually gathered and exchanged, which benefits each child's ongoing care, learning and development.
- Teaching is good and children are progressing well because they are provided with interesting and challenging activities which cover all areas of learning.
- Children are well prepared for the next stage in their learning because staff provide appropriate support to prepare them to move between rooms in the nursery and when they move into school.
- The leadership and management of the setting is good, children are safeguarded well and a culture of continuous improvement is fostered. Management has a good understanding of the strengths and weaknesses of the setting and involves staff, children and parents in the setting's self-evaluation process.

It is not yet outstanding because

- Staff do not always provide a range of information and communication technology equipment, in order to fully support children's understanding that information can be retrieved from computers.

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 talked to children and staff and held discussions with the manager during the inspection.
- The inspector undertook a joint observation with the manager of the nursery.
- The inspector looked at children's assessment records and learning journals.
The inspector reviewed the planning documentation, evidence of staff suitability, safeguarding policies and procedures and a range of other supporting documentation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Ron Goldsmith

Full report

Information about the setting

Ledsham Park Day Nursery is one of seven private day nurseries owned by Busy Nought to Fives Limited. It was registered in 1997 and transferred to new ownership in 2005. It is registered on the Early Years Register and operates on two floors within a large detached house in Little Sutton, Cheshire. All children share access to enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. There are currently 107 children on roll. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language. The nursery employs 14 members of childcare staff. Of these, 10 hold qualifications at level 3, two hold level 2 and two hold Early Years Professional status.

What the setting needs to do to improve further

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

- promote further the use of technology equipment to ensure children are supported to understand that information can be stored on and retrieved from computers.

Inspection judgements

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

Children increasingly demonstrate high levels of imagination, independence, curiosity and concentration. The educational programmes provided by the nursery reflect varied and imaginative experiences that meet the needs of all children well. Staff have a good understanding of the Early Years Foundation Stage, which helps them to plan effectively around children's individual interests and abilities, including those children who speak English as an additional language. Therefore, teaching is effective in challenging children, in order for them to make good progress towards the early learning goals. Children's understanding of the world is generally well promoted through a wide range of well-planned activities. However, some aspects are not so effective. For example, children do not always have access to a range of information and communication technology equipment in order to support their understanding, for example, that information can be stored on and retrieved from computers. The observations and assessment made by staff successfully helps them to identify if there are any gaps or delay in children's development. Staff work very closely with outside professionals, such as speech and language therapists, to enhance and support children's learning. An effective tracking system monitors children's progress and demonstrates that all children make good progress within the seven areas of learning. Staff understand the characteristics of effective learning and create a stimulating environment for children, providing exciting materials for them to play with.

Staff plan first-hand experiences that enhance children's learning. For example, all children

explore the outdoor area with enthusiasm, using magnifying glasses and picture cards to identify insects and worms. They take a worm to examine and staff encourage the communication and language skills of children in describing it. They talk about it being the longest and give it a name. Children learn about numbers through songs and rhymes and through counting in everyday situations. When children play in the sand and water they weigh, count and compare items. They measure volumes of water into different containers and gain an awareness of shape, size and numbers. Staff demonstrate skill by knowing when to interact with children to extend their learning and when to allow children to explore without direct adult involvement. For example, asking children why the worm wants to go into the earth and how it moves and how it feeds. They compare this to what the children need, for example, nutrients, and staff carefully link this to an understanding that fruit and vegetables give people goodness in their foods too. When a ladybird is examined, children count its spots and identify that it has wings. They use pencils and paper to draw and capture what they see. When children comment on apples lying on the ground in the garden, staff ask children to think about what made the apples fall. Consequently, children develop strong exploratory impulses, which feed their curiosity and desire to find out things. As a result, children are highly engaged in their play and become independent learners. Staff skilfully support activities by making sure children are equipped with resources and encouragement in their play. Children thrive as they lift a parachute in the breeze or as they pour water into vessels and containers, or sometimes on themselves. Staff realise the exploratory nature of children's play and although the water activity sometimes means children get wet, staff value the learning opportunity it provides for them.

Staff recognise and value the role of parents, which results in very positive partnerships with them. They work closely together to exchange information about their children. For example, all parents receive daily verbal feedback, newsletters and an opportunity to attend a parents' evening. Communication between parents and the nursery is effective and supports children's learning. Parents are encouraged to view their children's learning journal with a consistent key person and to inform the nursery of what they feel their children can already do when they first start. This contributes to an initial assessment and supports children's ability to quickly settle into the nursery from home. Parents' evenings are a success, enabling them to contribute to their children's progress. Conversations with parents confirm they are very happy with the level of communication and they feel involved in their children's learning. Overall, children are gaining the key skills needed to support their future learning.

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

This welcoming nursery helps children to feel safe and emotionally secure. Consequently, children relax and settle quickly. The interaction between staff and children is sensitive and caring, and helps children to feel valued and form positive and trusting relationships. This promotes secure emotional attachments. The key-person system ensures that younger children's care needs are well met. There are good opportunities to exchange information about children's care and well-being with parents at the beginning and end of each day. This facilitates a smooth move between home and the nursery. There are good settling-in procedures. New children and their parents are given opportunities to visit the

nursery to help build familiarity and confidence before they attend. Detailed information is obtained from parents to ensure that each child's individual care needs are effectively met. The rooms are well organised to meet children's needs and resources are easily accessible. This means that children's independence is promoted well, as they have good opportunities to make active choices and decisions about what they would like to do. This allows children freedom to develop their natural aptitudes and interests, and so supports them in gaining the skills they will need when they move to school.

Children's behaviour is good. They form effective friendships and play cooperatively together. Staff are positive role models. They interact well with children, joining in with their play and helping them to develop their social skills. Children's personal, social and emotional well-being is well promoted. Staff are vigilant and quickly notice when children are occasionally not involved in activities and need additional support or encouragement to join in. Staff listen carefully to what children say and give them time to express their thoughts. As a result, children are self-assured and confident when sharing their feelings. Children's achievements and efforts are quickly recognised and meaningful praise is given. Therefore, children's self-esteem and confidence are effectively supported. The well-being and safety of children are given high priority in a secure environment. Children have good opportunities to play actively outdoors and have access to a range of larger and more challenging equipment. This contributes to children's all-round good health and helps them to develop a positive approach to keeping themselves fit and healthy. Staff teach children how to manage risks and keep themselves safe through their activities. For example, they support and encourage children to explore the outdoor area and resources freely.

Staff are deployed effectively to ensure that children are well supervised at all times. Daily safety checks inside and outside minimise hazards in order to reduce the risk of accidents to children. Written fire procedures are in place and children learn how to evacuate the premises safely and quickly, to prepare them in the event of an emergency. Children attending the nursery are provided with healthy snacks and regular drinks to keep them hydrated. They also enjoy a freshly prepared lunch of chicken, carrots and potatoes, which they sit down to eat together. Staff use this as a further learning opportunity, to talk to children. Good hygiene procedures are maintained and children follow well-implemented routines with regard to their personal care. They understand the need for regular hand washing before eating and after engaging in messy activities.

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

Staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have attended recent training to update their knowledge. They know how to promptly refer any concerns about a child's well-being. Consequently, children are safe and secure in the nursery. Staff undertake comprehensive risk assessments indoors and outdoors and for all outings. Robust recruitment procedures ensure that all staff are suitable to work with children. There are effective systems for recording accidents and dietary requirements, and staff are clear about these procedures.

Thorough policies and procedures are shared with parents. Staff are effectively deployed to ensure that children are supervised at all times and that children's development is fostered well. Staff use their professional skills and expertise effectively to plan and monitor a varied programme of activities that cover the seven areas of learning in depth. They demonstrate a secure understanding of how children learn. They carefully observe children as they play and use this information effectively, to guide and support children's continuous progress. This ensures that children quickly develop their confidence and means that all children are making good progress towards their next stage of learning. Strong partnerships with parents contribute to a coordinated approach to children's care and learning. Staff exchange relevant information on a daily basis, so that parents know about the care offered. Children have opportunities to make good progress towards the early learning goals because educational programmes are planned to ensure that the individual needs of children are well met. Staff ensure that effective observation and assessment result in the need for any extra support being identified quickly. Children are developing confidence in their interactions with other children and adults, which prepares them for moving on. The nursery effectively shares information with other providers, such as the local school, on a regular basis and this partnership prepares children well for the next stage in their learning. Consequently, this enables all people involved with the child to note their interests, needs and development and effectively promotes continuity of care and learning.

The nursery is committed to continuous professional development and staff attend regular and varied training courses, to enhance and update their knowledge and skills. Structured team meetings and supervision have been established, which ensures training needs are identified. The quality of teaching is monitored and under-performance is tackled effectively. As a result, staff feel supported and their professional development is effectively considered. This clearly has a positive impact on the care, learning and support for children. Managers have identified a number of priorities for the nursery through a reflective approach to self-evaluation. This helps to identify strengths and areas for improvement.

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	EY315680
Local authority	Cheshire West and Chester
Inspection number	862208
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	102
Number of children on roll	107
Name of provider	Busy Nought to Fives Ltd
Date of previous inspection	25/02/2009
Telephone number	0151 339 3076

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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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