

# Educare Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	254609
<b>Inspection date</b>	16 January 2008
<b>Inspector</b>	Ann Keen
<b>Setting Address</b>	8 Sherwood Rise, Nottingham, Nottinghamshire, NG7 6JF
<b>Telephone number</b>	0115 9626226
<b>E-mail</b>	
<b>Registered person</b>	EduCare Day Nurseries and Nursery Schools Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Educare Day Nursery is a privately run nursery, which opened in 1996. It operates from a converted Victorian house in the Sherwood area of Nottingham. Children are cared for in three units, Baby Bees, Toddler Tigers and Pre-school Pandas. The children are flexibly grouped depending on their age and ability. There is access to a large enclosed outdoor play area. The nursery serves the local and wider communities.

There are currently 67 children on roll. This includes 27 funded children. Children attend a variety of sessions each week. The setting currently supports children with disabilities and/or learning difficulties. They support children with English as an additional language.

The nursery opens Monday to Friday, 52 weeks of the year apart from Bank holidays. Sessions are 07:30 until 18:30. This facility offers after school care for children under eight years, and they can collect from the two local primary schools.

Eighteen staff work with the children. Fourteen staff have early years qualifications to level two or three. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's good health is assured through effective practices. Children are protected from cross-infection as the nursery maintains the building to a high standard. Visitors are asked to remove their shoes when entering the baby room to avoid spreading infection. Staff wear disposable gloves for nappy changing sustaining high levels of cleanliness. Children are constantly reminded to wash their hands at appropriate times. This means children are learning good hygiene practices. Children are encouraged to drink regularly, ensuring they do not dehydrate and they have water available so they can help themselves as they wish. Children enjoy nutritious meals and snacks such as pasta bake and yogurt. Breakfast is also available and children enjoy cereals, fruit and milk. The nursery has appropriate first aid equipment and staff hold current first aid certificates ensuring appropriate measures are taken should children have an accident. There are clear procedures in place to safeguard children's health such as recording accidents and injuries. This helps to ensure children receive consistent care as their needs are accurately recorded.

Children have a suitable range of resources and opportunities to support their physical development. Staff try to use the outside in all weathers so children have exercise and fresh air every day. Children squeal with delight at the opportunity of playing outside with umbrellas in the rain. Inside, the younger children use a soft play area to develop their large muscles well. Older children have permanent access to stairs and a slide to use inside to support their control and co-ordination. Babies have ample space inside to move around developing their walking skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The premises are well maintained and secure. Visitors can only gain access through staff authorisation. Visitors are requested to record their entry and exit times ensuring staff are aware of everyone's whereabouts and who is present in the nursery at any time. A high level of supervision also promotes children's safety well as staff monitor their activities. The owners intend to improve security even more by installing security cameras.

The nursery provides a very welcoming environment for children with a good amount of colourful and informative displays. The accommodation is used effectively to give children a variety of play areas and provides ample space for the numbers of children attending. The stairs are gated ensuring children are safe when moving around the building. Furniture, toys and equipment are in good repair ensuring children are safe from injury. There is a good range of resources to provide for children's interests and abilities and to ensure they can rest and exercise according to their wishes. High chairs are stored safely and restraints used to keep children safe when eating. Babies are able to sleep according to their needs in well-maintained cots or chairs. They are helped to sleep with staff support, music or water tubes to help calm them. Children's welfare is safeguarded as staff have a suitable awareness of child protection procedures. Staff receive training ensuring they are able to recognise the signs of abuse and they understand what to do if they have concerns. This knowledge allows them to take appropriate action should the need arise.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled in a supportive and caring environment. They enjoy their time at the nursery and children are making good progress in their leisure and personal development. Staff normally use 'Birth to three matters', a framework to support children in their earliest years, successfully. However, occasionally toddlers are organised in large groups for a long time while nappies are changed. This results in children losing interest in the activity. Children are provided with good adult intervention and enjoy singing songs such as, 'If you are happy and you know it clap your hands'. They enthusiastically play a variety of musical instruments to accompany their singing and experience a good selection of sensory activities to support their learning and development. Children are inquisitive, keen and sociable. They confidently choose activities and resources for themselves, developing their independence very well. Children's care and play is well supported through a variety of play opportunities like painting, playing with construction toys and looking at books. The under threes are learning to be skilful communicators through staff's helpful guidance; they engage them in conversation and listen to their replies. Staff talk to babies and their language skills are developed well through staff questioning and encouraging them. Babies learn to respond well, helping them to form positive relationships. Children are welcomed to the after school club and have access to all the resources available, giving the suitable opportunities to choose their own play after a day at school.

### **Nursery Education**

The quality of teaching and learning is good. Children are achieving well. They have eager and enthusiastic dispositions to learning and they are making good progress along the stepping stones. Staff use the Curriculum guidance for the foundation stage to support children's learning effectively. Staff plan well to develop children's skills providing them with a broad and balanced programme of activities. They have a good knowledge of the Foundation Stage so they are able to support children's learning well. Staff generally use suitable methods to help children learn; they play games such as, 'What's the time Mr Wolf?', investigate with sand and complete puzzles. However, occasionally children spend time in adult-led activities which are a little difficult for them. Consequently, at these times children's learning needs are not met. Staff record their observations of children and assess the children's progress well. The information gained is used to plan the next step in children's learning so they make suitable progress in their development. Staff are aware of children's different stages of development and aim to provide activities which challenge individuals and move them forward in their learning. Staff are clear in their expectations for good behaviour and provide consistent support to help children understand boundaries and expectations. Accommodation is well planned to provide for children's needs; staff organise the rooms so that children are able to access computers, help themselves to boxes of materials and resources and participate in table top activities.

Children in the nursery are competent speakers, they freely talk about what they are doing and can use appropriate language to describe their ideas. They confidently talk to visitors. Children are helped with their vocabulary and particular attention is paid to developing children's skills at recognising rhymes. Children undertake a large amount of mark-making activities, providing a good basis for future writing activities. Children enjoy counting and some children are able to recognise numbers effectively. One child enjoyed searching for the number four on a ruler and around the room. Activities are planned to develop children's skills and understanding in a broad range of mathematical aspects. Children benefit from daily opportunities to use their imagination in role play scenarios and are able to dress up. Children are offered a wealth of experiences whilst at the nursery. The nursery organises a range of clubs providing children

with an assortment of experiences, such as learning Spanish, tasting foods from around the world and pottery. They organise visitors such as a road safety officer who talks to the children about keeping safe when crossing the road. Children enjoy dressing up as a 'lollipop person' and learn a rhyme to 'stop, look, listen and think' to help them cross the road safely. Multicultural activities are planned effectively to promote children's sense of belonging and activities like African drumming are used successfully to support children's learning. Children move with control when running in the garden and some are skilful at controlling a bat and ball. They are supported well by staff to develop their skills. Children's manipulative skills are supported successfully by controlling small 'tools' such as the computer mouse and creating pictures using scissors and glue sticks. Staff operate a system of developing motivational learning so that children are able to learn based on their own interests and development. The social aspect of children's learning is strong. This results in an atmosphere which impacts positively on children's learning.

### **Helping children make a positive contribution**

The provision is good.

Children's individual needs are well known by staff because admission information is thorough and communication with parents is good. The nursery prides itself on recognising children's specific needs. They have a good awareness of providing support for children with learning difficulties and/or disabilities and they are able to request help from the local authority when needed. Staff ensure they put the equal opportunities policy into practice, valuing children as individuals. The nursery provides very good support for those children for whom English is not their first language. Various staff are able to communicate with children in their own language. Therefore staff are able to talk to Polish children, for example, successfully eliminating misunderstandings with communication. The children's spiritual, moral, social and cultural development is fostered. Parents are appropriately consulted and informed about their children's development. Children are beginning to appreciate cultures that are different from their own as the nursery participates in a wealth of cultural celebrations such as Chinese New Year, Bastille Day, Carnival and Easter. Children behave well and their behaviour is developing appropriately through positive encouragement and praise. Relationships are very good between both adults and children, creating a supportive atmosphere. By talking to parents, the nursery effectively ensures they provide for children's needs. Babies are treated with respect so they learn to feel valued and secure. Cuddles and comfort are used effectively to develop a good sense of belonging for the babies whilst in the care of the staff at the nursery.

The partnership with parents and carers of children in receipt of funding for early education is good. The nursery holds sessions when parents can discuss their children's progress ensuring everyone works together for the children's benefit. The nursery has been piloting the opportunity for parents to work with staff to plan the next step in children's learning, therefore acknowledging the fact that parents are children's first educators. This is a development which they are now adopting. There is a good, casual exchange of information given to parents as they arrive and leave.

### **Organisation**

The organisation is good.

Children's health, safety, well-being, enjoyment and achievement is promoted by very well organised systems. The nursery offers a very friendly and welcoming environment. Facilities and resources are well planned so children are able to play freely and access resources very well

for themselves, therefore encouraging children to be independent. An extensive range of policies and procedures are in place, reflecting the practice appropriately. The staff are aware of their responsibilities and ensure that the necessary requirements are in place so that children are suitably cared for. Children's welfare and health is promoted as the staff ensure that they have contact details and signed permission slips from parents in case of emergency. Effective recruitment and vetting procedures ensure staff's suitability. Extensive induction processes are in place helping staff to settle into the working practices of the nursery, ensuring children are safe and well cared for. The nursery's vision for the future is outstanding and they are aware of the need to support parents and families for the benefit of the children. Overall children's needs are met.

The leadership and management of nursery education is good. The management team are highly committed individuals and are constantly striving to improve their practice and facilities. They have good systems for monitoring and evaluating their practice, supported by the local authority. They are developing their skills of self-evaluation so they are able to assess their own strengths and weakness accurately.

### **Improvements since the last inspection**

At the last care inspection the nursery was required to conduct a risk assessment of the movement of the low chairs for meal times from the toddler area to the baby area. They have now moved the chairs so the situation does not arise again and children are safe from hazards.

The nursery was also asked to provide more opportunities for children to recognise and explore how sounds can be changed. They have provided a good range of instruments which are available to children to use freely and also good opportunities for musical experiences. Consequently children have many opportunities to explore sounds and develop their knowledge and creativity.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure group times are always organised in line with the approach outlined in 'Birth to three matters'.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure methods of teaching are always suited to children's learning needs in adult-led activities.

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