

Elmscot Day Nursery Ltd

Inspection report for early years provision

Unique reference number EY255885
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Inspector Barbara Christine Wearing

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Elmscot Day Nursery opened in 2001 and is one of two nurseries owned by the private providers. It operates from a converted Victorian house in the Timperley area of Trafford. Care is provided within six rooms over three floors. There is an enclosed outdoor play area available to the children made up of a grassed surface, a hard standing surface and an impact surface. The nursery opens from 08:00 until 18:00 Monday to Friday all year round except for Christmas week and public holidays.

A maximum of 56 children may attend the nursery at any one time. There are currently 90 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with learning difficulties and/or disabilities and who speak English as an additional language.

There are 20 staff working with the children, of these, 19 have an early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children progress well within all learning areas as they are cared for by enthusiastic and skilled staff who offer a wide range of stimulating activities. Children's individuality is embraced and their families are highly valued resulting in confident children with high self-esteem. Inclusion within most aspects of nursery life given a high priority. The setting embraces changes, implementing developments within the early years, such as the implementation of the Early Years Foundation Stage (EYFS) and extending the use of the outside learning environment. This has a positive impact on the staff team who show a strong commitment and sense of pride in their work with young children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- enhance consistency for children and opportunities to interact with children of different ages by reviewing the organisation of groups to limit moves within the nursery and by further developing the key person system
- review the organisation of sessions run by outside agencies in order to further promote inclusion
- further improve opportunities for babies to handle books by ensuring that a selection are always available to them.

The leadership and management of the early years provision

Strong leadership and the well trained and rigorously vetted staff team have a positive impact on children. Thoughtfully developed policies and procedures are in place and implemented, thereby ensuring that children's welfare is promoted and that they are safeguarded. Records are thorough and have a positive impact on the children and continuous development of the provision.

Children engage in a wide range of stimulating activities indoors and out. However, arrangements for activities delivered by an outside agency means that not all children are included in these sessions. A key person system is effective in settling children into the provision, with the transition to the next group room, communication with parents and for monitoring children's progress. Some personal care, such as bottle feeding babies is carried out by the children's key person, but other routines are not. Children are based in rooms according to their age and currently children may move through six group rooms. This requires them to adjust to new staff and children and limits their opportunities to interact with children of different ages. Staff within the older children's rooms have recognised the advantages of the children playing and working together, giving them more flexibility and choice of play areas. This demonstrates that staff are reflective and pro-active in making changes to improve outcomes for children.

A comprehensive self evaluation, taking account of feedback from the full staff team, parents, children and outside agencies clearly identifies areas for development. It reflects the high expectations the setting has of itself and commitment to providing high quality provision for children and their families. Regular staff appraisals identify their roles in implementing the settings development plan, resulting in a highly motivated staff team.

Partnership with parents and others is superb. Many innovative systems are in place to fully include parents in their children's education and developments within the nursery. Feedback from parents is positive. They particularly appreciate the caring staff, high quality meals and range of activities on offer. Links are made with the local schools to aid children's transition from nursery and share information regarding children's learning. Staff work closely with other professional in order to develop their skills and to meet children's individual needs.

The quality and standards of the early years provision

The setting has established comprehensive systems for observations, assessments and planning which take account of parents and staff observations, children's views and interests at home and nursery. These enable staff to plan and provide meaningful and stimulating activities to all children, covering all areas of learning. Key staff have an in-depth knowledge of how children learn and of the EYFS and work closely with other staff in developing their skills. This is reflected in staff's positive interaction with children, much of which provides them with excellent challenges and keeps them fully engaged in activities.

Children are happy and involved in their play. They confidently make choices from the good range of easily accessible resources and spend time playing independently, with peers and with staff. Staff and children treat each other with respect. Children are aware of their boundaries and play happily within these. Staff skilfully ask children questions that extend their learning through planned activities and spontaneous opportunities. Young babies use all their senses as they explore their environment. Staff share in their delight as they touch, smell, look at and taste a selection of fruits. They extend this activity as children drop fruit into a tin, naming the fruits, listening to how loud the bang is when it reaches the bottom and counting how many pieces they put in. Young children have fun and become highly involved in water play. Staff give sensitive support, ensuring all children are able to reach and choose resources to add to the water. Other children and staff join in as a child sings 'row, row, row your boat' while playing with boats in the water. This reflects the relaxed and friendly atmosphere throughout the nursery.

Older children explore a wide range of accessible resources with enthusiasm, enabling them to practice and consolidate their learning. They develop their maths skills throughout the day. Children make birthday cakes in the play dough, putting on and naming plastic numerals and take photographs of different shapes they find outdoors. The daily helper/monitor counts how many children are present for lunch and calculates how many knives and forks will be required. Children develop good fine motor skills and some are able to write their names. Children enjoy looking at books independently and with staff, although books are not consistently accessible for the babies. The environment is rich in print and many labels and posters are in different languages. Children who speak English as an additional language or who are bi-lingual, are valued and develop confidence. Children develop an understanding of diversity as they access resources and see many positive images within the nursery environment. They learn about different countries and cultures through activities and as foods from different countries are reflected in the menus. Children explore a wide variety of natural resources indoors and out, encouraging an interest in the natural world. They observe birds in the garden at various times of the year and are involved in growing vegetables in the garden. Information, technology and communication equipment such as cameras and a computer are used effectively to enhance children's learning. A selection of role play and small world resources which appeal to boys and girls encourages all children to develop good imaginative skills. Boys become builders, wearing hard hats and carrying toolkits. They chat to each other about their plans and prepare a picnic in the home area before going out to work.

The nursery places a high importance on promoting children's health and in line with this, make excellent use of the outdoor play area which is considered a vital learning environment. All children go outside on a daily basis where they access a wide range of resources that enhances their learning in all areas. They develop large physical skills as they balance, climb, run, cycle and paint with water on chalk boards. They develop their imaginations as they make the play house into a stable at Christmas, their writing skills as they access pencils and paper and their understanding of number as they count how many steps they take as they walk along a balancing beam. Children's health is further promoted by the excellent range of highly nutritious, freshly made meals and snacks. This is prepared by the cook who is well qualified in nutrition for the under fives. The setting's breast

feeding policies enables mothers to continue breast feeding while their baby is at nursery. Children and babies enjoy sociable mealtimes and develop good self help skills. They develop routines such as cleaning their teeth after lunch and as they freely access water when they are thirsty and tissues when they needed. Children learn how to keep themselves safe as staff point out possible hazards and support them in developing skills such as climbing up and down stairs safely.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.