

Station House Childrens Day Nursery

Inspection report for early years provision

Unique reference number EY306093
Inspection date 31/03/2009
Inspector Diane Lynn Turner

Setting address Station House, Common Road, Dunnington, York, North
Yorkshire, YO19 5RY

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Station House Children's Day Nursery is a privately owned facility, which was registered in April 2005. It operates from a two-storey building located at Dunnington beside the A1079 which is the main road between York and Hull. The baby and toddler unit is situated on the ground floor, comprising of two playrooms, with a separate feeding room and designated sleep area. The older children are cared for in the two play rooms on the first floor. There is a secure outside play area which has safety surface. There is no lift access to the first floor.

The nursery is registered by Ofsted on the Early Years and the compulsory and voluntary part of the childcare register and may care for 80 children at any one time. There are currently 98 children on roll, 92 of whom are within the early years age group. Opening times are Monday to Friday from 07.30 until 18.30 all year round, with the exception of Bank Holidays and the week between Christmas and the New Year.

There are 15 staff employed to work with the children including the manager, 13 of whom hold relevant childcare qualifications, including one with Early Years professional status and one with qualified teacher status. The other two members are working toward a Level 2 qualification. The nursery is a member of the National Day Nurseries Association, is working toward a quality assurance award and receives support from the local authority development workers.

Overall effectiveness of the early years provision

Overall the quality of the provision is good, with some areas of outstanding practice. Children are cared for in a very welcoming, vibrant and inclusive environment where they are kept safe and very well cared for. They are offered a wide range of interesting and stimulating activities which support their learning and development very effectively. Staff recognise and value the uniqueness of each child and develop excellent relationships with the parents and carers. Self-evaluation processes are clearly focused and detail plans for future improvement to further enhance the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop and implement the assessment system to help staff make informed decisions about children's progress and to plan for next steps to meet their learning and development needs.

The leadership and management of the early years provision

The setting is led and managed to a very good standard. Comprehensive policies and procedures are in place, with detailed risk assessments and daily checks undertaken to ensure the environment is safe. Good procedures are in place for the recruitment and vetting of any new staff, for their induction and to support the professional development of all members. Staff work very well together. They carry out their duties diligently and understand fully that children learn best when they feel safe and secure within their environment. All children are valued highly as individuals. They are assigned a key person who takes a special interest in them and works closely with their parents and staff are vigilant in meeting any medical or dietary requirements the children may have. Children with learning difficulties and/or disabilities are fully included in the setting and the good relationships staff have developed with other agencies involved in their care ensures they receive any additional support they may need.

Excellent partnerships are developed and maintained with the parents and carers, with great emphasis being placed on the sharing of information. They are provided with a well presented prospectus, regular newsletters are sent out and a wealth of notices and interesting displays are evident. One of the displays in particular is aimed at raising the importance of healthy eating and clearly reflects the nursery's excellent commitment to promoting children's health and well-being. Very good attention is also paid to involving parents in the children's learning. The older children, for example, are encouraged to take the 'Sunshine bear' home with them and parents are asked to help them record the bear's time with the family. This has resulted in a wonderful diary of the bear's many adventures. Parents spoken to at the inspection all expressed extremely positive comments about the care and the staff

Very effective procedures are in place for self-assessment with staff, parents and children fully involved in the process. The outdoor area has been identified for improvement and as part of the process staff have interviewed parents and consulted the children as to the type of activities they would like to see included. Their suggestions have been incorporated in the plans, which will greatly enhance the existing provision.

The quality and standards of the early years provision

Staff have a good knowledge of the Early Years Foundation Stage and use this very well to help all children to enjoy and achieve. They use the indoor and outdoor space successfully and give high priority to ensuring all children have opportunities to enjoy fresh air and physical activities every day. The children demonstrate a very positive attitude to being outside. They thoroughly enjoy planting seeds to grow vegetables, such as corn, onions and tomatoes and confidently use a range of equipment to practice and refine their physical skills, such as climbing, using wheeled toys, running and chasing.

Children make good progress in their learning because staff pay good attention to

providing a broad range of stimulating activities, with emphasis being placed on learning through play. Young babies are able to raise their sensory awareness as they explore large cardboard boxes and the contents of the treasure baskets, when they become fully immersed in feeling the texture of items, such as fir cones. The older babies excitedly explore shaving foam, laughing delightedly as they spread this over the table to make patterns and the toddlers enthusiastically take part in painting activities when they enjoy the sensation of the brush tickling their hands as they paint these to make prints. The older children thoroughly enjoy taking part in the weekly French language sessions that are run by an outside professional. They show sustained concentration during the activities, with many confidently counting to 10 and introducing themselves in the language. All children are very independent. They use the café system at snack time very confidently, with the older ones helping to prepare the fruit and they serve themselves at lunch time. They show a very positive attitude towards meal times. They describe the vegetables as being delicious and know such food helps them to grow strong.

Children are supported very well in learning about their own personal safety. They practise the emergency evacuation procedures each month; learn to use the stairs safely and to have regard for others when lining up. All children behave extremely well. They are extremely proud of the nursery and this is reflected in their overwhelming keenness to make visitors feel welcome as they discuss the activities they enjoy. They are encouraged to take care of their environment and contribute to this in many positive ways, for example, by being involved in tidying up and recycling various materials. Children's interests are used to inform planning and staff make observations and keep written records to assess their progress but these do not always identify the children's next steps in their learning. A new system has been devised to address this, however it is not yet fully implemented.

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. | 2 |

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? | 2 |
| 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? | 1 |
| 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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.