

Young Tots Day Nursery

Inspection report for early years provision

Unique reference number 253704
Inspection date 22/01/2009
Inspector Melanie Arnold

Setting address Limekiln Way, Off Greetwell Road, Lincoln, Lincs, LN2 4US

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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

Young Tots Nursery was registered in 1986. It is privately owned and managed. It operates from purpose built, ground floor premises on the outskirts of Lincoln. The nursery has two main rooms, which provide care for differing ages of children. There is a baby room for the younger children and the larger room is used to provide care for children from two to five years. Further facilities include sleep rooms, a laundry/changing room, a kitchen and an office. There is a secure outside area which the setting uses for outdoor play. The premises are accessible and parking facilities are available at the front of the setting. The setting opens weekdays from 08:00 to 17:30 all year round, with the exception of Bank Holidays.

The setting is registered to care for a maximum of 42 aged under eight years at any one time. There are currently 58 children on roll, all of which are within the Early Years Foundation Stage (EYFS). Twenty eight of these children receive funding for early education. The setting can also provide care for older children and is registered by Ofsted on the compulsory part of the Childcare Register. The setting employs 15 staff, 12 of whom hold appropriate Early Years qualifications. Two members of staff are working towards a Foundation Stage Degree in Childcare.

Overall effectiveness of the early years provision

Children are cared for in a welcoming setting, where staff implement a range of positive practices and mainly effective procedures to ensure children's welfare and individuality is promoted. The needs of all children are routinely met through staff recognising the uniqueness of each child. Effective partnership working ensures all children are fully supported, which enables them to make good progress in their learning and development. The staff and management team work well together, striving to make continuous improvements for the benefit of children's care and learning.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to develop and use their home language in their play and learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- develop a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation).

19/02/2009

The leadership and management of the early years provision

Children are cared for in a well-maintained setting, where their health and safety is well protected through the settings clear practices and procedures. For example, staff are deployed well, ensuring children are fully supervised, a clear recruitment policy helps to ensure children are cared for by suitable, qualified staff and the induction and appraisal system helps to promote continuity of care for all children. The majority of required documents, policies and procedures are in place and completed with clear information, ensuring children's welfare is promoted. However, although children's safety is ensured through the staff taking action to minimise potential hazards, a written record of these risk assessments is not completed to fully meet EYFS requirements.

The setting works well with parents, carers and other services to promote the integration of care, learning and extended services to ensure children's individual needs are fully met. An inclusive, welcoming setting is created, where all children are treated with equal care and concern and have their welfare needs met. Children with English as an additional language are well supported. Staff liaise closely with each child's parents, gathering information regarding key words in the child's home language to ensure communication channels can be established to help the child settle in the setting. However, staff have yet to continually use and extend this information to further enhance opportunities for children to fully develop and use their home language in their play and learning. The setting strives to make continuous improvements for the benefit of children's care and learning. For example, they have made improvements since the last inspection by working on all recommendations raised, and they are beginning to develop a system of self-evaluation to fully evaluate the service they provide.

The quality and standards of the early years provision

Children are making progress towards the early learning goals as they participate in a good range of adult-led and child-initiated activities, both in and outside. Planning, observation and assessment systems are in place to support and challenge children's learning in all areas. Observation and assessment records are shared with parents to ensure they are aware of their children's progress and development. Activities are planned with regard to children's interests and their individual next steps for learning are identified to help them make continuous progress. They are continually challenged to think because staff ask questions during activities, which creates purposeful learning experiences. The learning environment is organised well, with zoned areas arranged to allow children to freely access a good range of well-maintained resources covering the six areas of learning. For example, children freely express their imagination in the creative and role play areas, their understanding of numbers are promoted in the problem solving, reasoning and numeracy area and they develop their understanding of how to complete various programmes on the computer in the technology area. Children's enjoyment of stories is promoted through books being accessible throughout the setting.

Children are happy, settled and confident in the setting. Photographs of each child and their family are displayed in the comfy room for children to freely access at any time. This helps children to value their individuality and provides them with reassurance and comfort. Babies are well cared for by the caring staff team. They are provided with a good range of hands on learning experiences, which helps to promote their development. For example, babies enjoy playing in the sand, exploring and feeling the texture of it. A member of staff then joins the children and as she makes sandcastles with them, she skilfully introduces children to numbers as she begins to count. Staff also allow children the freedom to explore and develop their own direction of play, which helps them to continually learn from their experiences. For example, one child begins carefully scooping the sand out of the tray and filling her pocket with it. Staff allow her to do this and when she has finished they ensure the sand is emptied back into the tray. In the main, children behave well because positive strategies are used consistently by the staff to promote their good behaviour. Children learn to take turns, listen, respect differences and diversity, through their play experiences, activities, daily events and discussions. This helps children to develop the skills required to ensure their continued future learning.

Children's good health is promoted as they are cared for in a clean setting, where effective procedures are in place to help minimise the risk of the spread of infection. Children are beginning to learn the importance of developing good hygiene practices through the daily routine. They enjoy and benefit from nutritious meals, which fully meet their dietary requirements. Children are protected and their welfare safeguarded, through staffs' good understanding of possible indicators of abuse and their secure knowledge of child protection procedures. Children are developing a clear understanding about how to keep themselves safe through the interesting, hands on learning experiences provided. For example, a police officer visited the setting to discuss stranger danger and road safety with the children and fire fighters brought a fire engine to the setting to promote children's understanding of fire safety.

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?	2
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?	2
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 B: the Childcare Register

The provider confirms that the requirements of the compulsory 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.