

# Great Expectations Day Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	135996
<b>Inspection date</b>	12/03/2009
<b>Inspector</b>	Valerie Anne Curotto
<b>Setting address</b>	26 Baugh Gardens, Downend, Bristol, Avon, BS16 6PP
<b>Telephone number</b>	0117 956 1632
<b>Email</b>	
<b>Type of setting</b>	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

Great Expectations Day Nursery opened in 1999 and is privately owned. It operates from a converted house in the Downend area of South Gloucestershire. The owners also have a nursery for younger children in neighbouring premises, from which many of the children transfer. The setting is registered to care for up to 45 children aged one to the end of the early years age range. There are currently 57 children on roll which includes 26 two year olds and 31 three and four year olds. Children are cared for on three floors of the house as they move round activities in age related groups. There is no lift on the premises. There are two play rooms and toilets on the ground floor, three play rooms and toilets on the first floor and a further playroom on the second floor. In addition there are kitchen facilities where meals are cooked daily and a ground floor office. Children have access to an enclosed play area to the rear of the premises. The setting is in receipt of funding for nursery education. It is open Monday to Friday from 08.00 to 18.00 hours, all year round except for one week at Christmas and public holidays. Children may attend within these hours from four hour sessions to ten hour days. A team of six permanent staff work with the children and all have early years qualifications. Two additional staff provide additional cover across the provider's two nurseries and the day to day manager oversees both settings. The nursery is registered on the Early Years Register.

## Overall effectiveness of the early years provision

The quality of the provision is good overall. Children benefit from a wide range of experiences planned into their day as they rotate around different areas of the nursery. Children make progress as skilled, experienced staff are familiar with children's needs and how to support their learning. Assessment systems continue to develop to reflect children's wider learning experiences and promote parent involvement. Policies and procedures are monitored effectively to promote children's welfare. Staff and parents are encouraged to contribute to the setting's evaluation of its practice which forms the basis of annual action planning.

## What steps need to be taken to improve provision further?

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

- continue to develop assessment arrangements to link observations more effectively to planning and develop the involvement of parents and others, to build a fuller picture of children's learning

## The leadership and management of the early years provision

Small group size within the setting promotes staff awareness of individual children's needs and fosters children's self esteem as they are consistently acknowledged by staff. Children are engaged enthusiastically in activities as they

access a wide range of good quality equipment across all areas of the nursery. While different areas of the nursery provide a focus for specific activities, children are free to choose and initiate their own alongside adult led activities.

The senior management team meet regularly and have identified an appropriate action plan for the year ahead. The new manager continues to review existing systems which has had a positive impact on organisation within the setting. This includes recommendations made at the last inspection. As a result, the setting is proactive in keeping children safe and day to day procedures are observed well in practice. For example, fire drills are practised for a range of scenarios to increase children's and staff's awareness of procedures. With staff, the manager continues to consider adjustments to children's assessment records and planning to more effectively demonstrate children's progress.

There is a strong commitment to staff training, with a rolling programme of first aid and child protection courses which safeguard children. Staff are encouraged to develop information from training attended to positively impact on children's learning and students on placement develop their skills in a supportive environment. Induction procedures and annual appraisals ensure that the ongoing suitability of staff is monitored effectively. There are good arrangements in place for staff cover which ensures children continue to have their needs met by regular staff who are familiar with the setting's procedures.

Positive relationships with parents are nurtured through a combination of informal daily discussion and more focussed parents' evenings. Informative displays for parents provide a welcoming environment and questionnaires proactively seek their views on the provision. Many comment positively on the care their children receive.

## **The quality and standards of the early years provision**

Children benefit from welcoming and comfortable surroundings in which familiar staff take an interest in their activities and interests. They develop a sense of belonging as their photographs and art work are displayed, they contribute ideas to the redesign of the garden and help decorate the craft room with multi-coloured effects. They learn to take responsibility for their own safety as staff remind them about boundaries for safe play. Planning is based on daily rotation of activities across all areas of the nursery. This ensures children have good opportunities to progress across all six areas of learning, particularly for creative and physical play each day.

Current assessment systems are under review as there are some inconsistencies in the frequency of children's observations which limit their impact on planning for individual children. Children's starting points are also not routinely included to more effectively track their progress in the nursery. However, the setting has begun to put in place arrangements to more actively seek information from parents and others involved in children's care to plan more effectively for individual children.

Movement around the nursery is flexible, dependent on children's level of involvement, and staff adapt timings to take this into account. The preschool base room is laid out to emphasise different areas of learning and provides children with a more structured environment. While this ensures children line up sensibly before leaving the room, they still have fun choosing the style they want to do it in as they march or tiptoe out. Children develop good social and independence skills and confidently choose their own resources across all areas of the nursery. They behave well and are friendly and considerate to others. They are involved in choices throughout the day as they choose to play independently or join in a supported activity with staff. For example, two children play cooperatively during role play, comparing their shopping, before one joins a larger imaginary picnic with staff and others.

Staff are skilled at spontaneously extending children's learning as they take opportunities to reinforce number, shape and colour during everyday play. Activity planning incorporates fun and regular messy play as older children enjoy discovering and identifying numbers hidden in the sand and digging in the garden. They become aware of life cycles as they show an interest in tadpoles in an outdoor tank. Children develop an understanding of cultural diversity in topic work and themed menus introducing them to Spanish words and Chinese food.

Children's communication, language and literacy is fostered well as children are encouraged to label their art work and enjoy predicting rhymes and events in stories. Younger children enjoy mark making with a range of implements as resources are varied and accessible. For example, children have fun in the creative room rolling cars through plates of paints and making tracks on paper. Non-verbal communication is acknowledged as cards reflecting activity choices are available to children and promote inclusion. Staff encourage language development as they ask children about their activities and respond to requests for favourite songs.

Children develop good coordination and physical skills as they enthusiastically move to music and place bean bags confidently on their heads and between their knees. They help build an obstacle course and praise each other for a 'good plan' as they construct with balancing boards, tunnels and blocks. Children's health is promoted as seasonal menus are balanced and nutritious and care is taken to ensure each child's requirements are met. Children recognise when they are thirsty and routinely pour their own drinks from jugs readily available in all areas of the nursery.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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.