

Edwalton Day Nursery (Child Base Ltd)

Inspection report for early years provision

Unique reference number 253393
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Inspector Georgina Walker

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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 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

Edwalton Day Nursery was registered in 2001 and is one of 35 settings owned by Child Base Ltd. The nursery operates from a large converted house in Edwalton, Nottinghamshire. The office and pre-school are on the first floor. There are two steps or a ramp into the premises and two or three steps from different playrooms into the secure outdoor play area. The nursery serves families from the local and surrounding areas. The setting is registered on the Early Years Register to care for 80 children from birth to five years and there are currently 140 children on roll. This includes children who receive funding for early education. The setting does share and seek information in partnership with other Early Years Foundation Stage (EYFS) settings the children attend. The setting currently supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery opens five days a week all year round, except Bank Holidays, and sessions are from 08:00 until 18:00. The setting employs 17 full-time staff and 13 part-time members of staff who work with the children. Most of the staff hold appropriate early years qualifications and five are undertaking training. Two of the staff have nearly completed an Early Years Foundation Degree. Day-to-day responsibility of the nursery is delegated to the manager and staff. The setting receives support from, and attends training provided by, the local authority and in-house training from Child Base Ltd.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children eagerly engage in an exciting range of outstanding activities and make rapid progress in their learning and development. A welcoming environment is created to ensure all children are happy and enjoy themselves as they play and learn. However, the comprehensive risk assessments and some health related procedures are not consistently followed to assist in fully supporting children's well-being. The inclusion of all children is promoted and their unique needs addressed as there are excellent relationships formed between staff, parents, carers and relevant agencies. An ongoing evaluation of the service and action plans contribute to the welfare and learning requirements being constantly monitored and practices improved for the benefit of the children.

What steps need to be taken to improve provision further?

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

- ensure staff are robust in ensuring identified risks are addressed
- promote good health of children in relation to accident recording.

The leadership and management of the early years provision

Self-evaluation is a worthwhile aspect of the setting to identify tasks for continuous improvement. Risk assessments are comprehensive, however not all exposed foam has been removed from every playroom. This is a potential hazard. All recommendations from the last inspection have been met to meet previous and current legislation and assist in promoting the safety and well-being of the children. Staff are effectively and efficiently deployed and supernumerary or part-time staff are available to cover absences to ensure ratios are maintained by persons the children know. Enjoying and achieving aspects have been significantly addressed to an exemplary level.

Staff attendance at training and a commitment to increasing knowledge and qualification status supports the children's learning experiences. All staff are now familiar with the child protection procedures and have updated their knowledge by attending training. A comprehensive staff induction regarding policies and practices contributes to safeguarding children. Reporting of accidents is good, however this varies between staff members in the precision of detail. Excellent hygiene and cleaning procedures are followed by staff to prevent cross-infection. Children are encouraged to develop good hygiene practices, however on occasions the arrangements for eating food away from the table are not effective. The environment is decorated with a wide variety of posters, photographs and children's craft work to ensure the premises are bright and cheerful.

Copies of all policies and procedures are available to parents and through consistent discussions, questionnaires, written information in newsletters, daily diaries and verbal information shared by the staff, very effective partnerships are formed. Parents and carers are welcomed onto the 'steering committee' which meets twice a year. They are encouraged to share extensive information about their child on admittance and when children move to the next room in 'All about me' books. Appropriate words are sought from parents to assist with children's care and individual need in a range of languages children speak. Inclusion of all children is appropriately considered and advice and resources sought from other professionals has successfully assisted with integration. 'Tiny talk' sessions are presented to children under two years and sign language used throughout the nursery to great effect. Festivals and celebrations are regularly celebrated and parents are invited to bring costumes and resources to assist in promoting diversity. Parents are aware their child's extensive development records can be read and discussed at any time or at the planned open evenings. The company have devised a very effective 'Early Years Transfer' form for key persons and parents to record the child's progress to share with other EYFS settings children attend to ensure consistency in promoting the next steps of development. Staff are waiting for responses to the comprehensive information provided.

The quality and standards of the early years provision

A key person for each child ensures children develop their potential rapidly towards the early learning goals through all staff using their considerable expertise and

experience. Planning is recorded after monthly team discussions to ensure progress for each child and next steps are consistently included. Observation and assessment is extensive with opportunities for parents to record information on notes to be included in the books of work and photographs all shared on an ongoing basis. This comprehensive information for each child gives a clear picture of overall progress. The setting has set their own recommendation to improve free flow access to outdoors, which is substantially resourced and extremely welcoming for planned and child-instigated imaginary play opportunities. Outdoor play is accessed in all types of weather to create a healthy lifestyle, develop a substantial range of skills, and learn about nature and growing herbs and vegetables. Babies have their own designated play areas and also enjoy activities under the canopy such as when they watch and laugh at bubbles blown by the staff.

Overall, children develop a positive awareness of themselves and their needs through expert practice from staff who share children's achievements on a display board in each room. The children are well-behaved and respond positively to staff who teach children safety on the stairs and steps into the garden. Children develop a positive awareness of their thirst needs and help themselves to drinks of water in their own labelled bottles or beakers. They are developing a knowledge of healthy eating, for example, informing staff they cannot start their dinner yet as the vegetables have not been put on the plate. The resources presented are exceptionally rich in variety and enable children to be self-motivated in making decisions about their play, choosing from those presented or helping themselves from the shelves, labelled storage boxes or from the craft trolley. Children are enthusiastic about mark-making and use the extensive range of stationery tools in the writing areas. Babies are encouraged to make sounds and talk as staff constantly sit at their level on floor cushions and develop play. Staff only sit on low-level chairs at lunch time to serve the babies dinner. Staff ask open-ended questions and older children are confident to ask questions and share their knowledge, for example, the differences between salt and sugar when making dough. All children choose books from the extensive range in each room and eagerly join in stories, especially those with resources in 'story sacks' such as 'Messy Martin'. Children follow the company language programme with a range of activities over a period of time.

Children are supported to develop problem solving and other numeracy skills during the whole range of activities creatively adapted by staff to encourage individual development. The children use tools and building materials with superb dexterity as they create buildings with plastic bricks or carry bark across the garden on spades to fill in holes as they pretend they are builders. They develop a sense of caring for others and creatures of the natural world as they go on exciting nature walks in the grounds and often see rabbits playing in the garden. Children are eager to share information about their life outside of the setting. They use an interesting range of battery operated toys, pretend to phone parents with old mobile phones or competently use the computer to enhance their learning experiences for the future. Children are encouraged to be active and staff follow the company programme which considerably develops mobility and physical activities both in and outdoors, with music and movement activities which children eagerly engage in. Children use an extensive range of textures, paints and tools to create models or pictures during an exciting range of craft activities. They relish

engaging in role play and organise themselves in the playhouses outdoors showing excellent imaginations and how to develop the stimulating range of resources made available to progress their learning. Children join in singing activities with actions to songs such as 'Down in the Jungle', laughing and making animal sounds with enthusiasm as they flourish in the nursery. Parents and grandparents have opportunities to 'stay and play' and experience the exciting environment which the children consistently enjoy.

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?	1
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?	1
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

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