

St Bart's Day Nurseries at Smiles

Inspection report for early years provision

Unique reference number EY312239
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Inspector Stephanie Graves

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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).

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

St Bart's Day Nurseries at Smiles is one of four settings run by the St Bart's partnership. It opened under the current ownership in 2005 and is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from five rooms in a detached house set in a residential area of Ramsgate, Kent. The setting is accessible with a baby unit on the first floor. All children share equal access to an enclosed outdoor play area. The nursery is open each weekday from 07.30 until 17.30 for 51 weeks of the year.

A maximum of 30 children may attend the nursery at any one time. There are currently 37 children on roll aged from nine months to under five years. Of these, 16 children receive funding for nursery education. Children come from the local towns and villages. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs six staff who work with the children, all of whom hold appropriate early years qualifications. The setting receives support and guidance from the local authority early years advisors.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make rapid progress in an outstanding play and learning environment and their welfare is well promoted. The individual needs of each child are met and inclusion is embedded within everyday routines and practices. The partnerships with parents and other settings promote the unique needs of individual children. The group's capacity to maintain continual improvement is excellent, taking the provision from strength to strength to promote effective outcomes for the children.

What steps need to be taken to improve provision further?

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

- continue to record in the fire log the details of any problems encountered with the emergency evacuation procedure but also how these were resolved, especially in relation to the evacuation of babies.

The leadership and management of the early years provision

The methods of self-evaluation are excellent and highlight what the setting does well, with methodical and achievable targets in place for ongoing improvement. These currently include making better use of photographs for observations, reinforcing the healthy eating policy with parents and finding new ways to promote children's independence. Parents, practitioners and children are actively and

regularly involved in the self-evaluation process and action plans are used continually to implement any changes. The setting is very well organised and has good deputising procedures in place. Effective input by senior management ensures that all practitioners are suitable to be working with the children and promotes their professional development well. As a result, the staff team work consistently together to meet the needs of the children.

The partnership with parents is good. Parents collecting their children are met by their child's key person who offers feedback on their time at the setting. A clear two-way flow of information helps to support children's learning and development needs effectively. Parental feedback is gained through customer satisfaction surveys to enable parents to contribute to the smooth running of the provision. The group works with other agencies and settings and collectively this greatly supports the care and learning of individual children. Safeguarding procedures are good and include ongoing risk assessment. This promotes children's safety at all times by identifying and reducing possible safety concerns. Practitioners understand the local safeguarding procedures. They can access important guidance easily and know exactly what to do in the event of a concern. This ensures children's welfare is promoted well at all times.

The quality and standards of the early years provision

Children are extremely settled and happy within a warm and caring nursery environment. Babies enjoy very close attachments with their key person and a back up system ensures their emotional needs are promoted consistently. All children can access an excellent range of experiences that cover all areas of learning. For example, babies explore interactive toys that help promote the use of the senses. They enjoy feeling the texture of sand and soil and respond extremely well to adult encouragement as they explore and play. Older children assume responsibility with certain tasks, for instance, as they put their own sun hats away or put their drinking cups onto the meal trolley after lunch. They learn about diversity in society and take part in charity events that enable them to contribute towards helping others. Children have ongoing opportunities to explore letters and sounds and learn to problem solve. For instance, some work out the colour created when yellow and green paint is mixed together 'to make a castle'. Others strive to complete tasks independently, such as, putting a puzzle together or following instructions on an educational computer programme.

Children discuss their favourite activities, which are also comprehensively recorded on evaluation sheets. Clear environmental print helps to reinforce children's early reading skills and awareness of number concepts. Children love stories that help them learn about the natural world. For example they know that caterpillars turn into butterflies and know that the difference between a slug and a snail is that 'snails have shells' but slugs do not. They eagerly put on garden aprons and move on to find insects in a large tray of soil and become excited as they find 'centipedes' and 'earwigs'. This promotes their wider knowledge and understanding of living things. Methods of observational assessment are excellent. Children's achievements, abilities and progress are clearly charted from before they start at the setting, with recently introduced home visits, through to when they move on to

school. Children thrive on the activities available and make rapid progress in their learning and development.

Effective measures help to promote children's health needs. For instance, they enjoy a healthy range of meals and snacks. They consume fresh fruit and vegetables daily and a varied and appealing menu helps to promote good growth and development. They know why chocolate is not good for them but also that eating fruit salad for dessert is healthy. Children have plenty of physical exercise in the well-equipped outdoor area. They learn to wash and dry their hands properly before eating and clean their teeth afterwards. Effective hygiene procedures help to prevent the spread of infection.

Children learn about personal safety issues. For instance they practise the emergency evacuation procedure, learn to use tools and equipment safely and know why they must not put too much food into their mouth at once. This helps them to develop a good awareness of how to stay safe. Children are exceptionally well behaved and learn the difference between right and wrong. They help to tidy up and carefully pour their own drinks when they are thirsty, which helps them develop a sense of responsibility. Practitioners are good role models and encourage good manners. Children are heard to say 'thank you' spontaneously when they are served second helpings at lunch time. The behaviour management strategies clearly promote their confidence and self-esteem.

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?	1
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?	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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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