

Q Day Nurseries (Ashford)

Inspection report for early years provision

Unique reference number EY388128
Inspection date 30/07/2009
Inspector Cilla Rachel Mullane

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Q Day Nursery (Ashford) opened in 2009. It operates from purpose-built premises on the Eureka Business Park, Ashford. The building consists of three baby and toddler rooms, a pre-school room, office, kitchens and a meeting area. The setting is fully accessible to people with disabilities. All children have access to a secure outdoor play area.

The setting is open five days a week from 08.00 to 18.00 for 51 weeks a year. A maximum of 86 children in the early years age group may attend the setting at any one time. There are currently 26 children in the early years age group on roll, seven of whom are in receipt of government funding. The setting is also registered on the compulsory part of the Childcare Register. The nursery cares for children with learning difficulties and disabilities, and children who speak English as an additional language.

There is a manager, a team of six staff, most of whom hold early years qualifications, and a cook.

The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children in the Early Years Foundation Stage (EYFS) are settled and happy, playing and learning in a bright, welcoming and clean environment. Activities generally interest them and help them to make progress, although the use of observations to plan for individual children's progress is in the early stages. Parents' views and wishes for their children are respected, and they receive suitable information regarding their children's general care and activities. The setting is newly opened, and the use of the premises is limited by low numbers of staff and children, and a lack of outside equipment, but management and staff have clear plans for development. The premises are fully accessible to children with learning difficulties and disabilities, and staff work effectively with other agencies to enable children with disabilities to be included.

What steps need to be taken to improve provision further?

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

- use systematic observations and assessments of children's achievements, interests and learning styles in all areas of learning to plan challenging, relevant and motivating play experiences for each child indoors and out, across all areas of learning and development
- ensure safeguarding procedures are in line with Local Safeguarding Children Board guidance and procedures, and that all staff are able to implement them appropriately
- maintain a regular two-way flow of information, knowledge and expertise

between parents and practitioners, so that parents receive information about the Early Years Foundation Stage requirements, share their children's records, and are able to help support and extend children's learning and development

- ensure that all staff have a secure knowledge and understanding of the Early Years Foundation Stage learning and development requirements, and how children learn.
- develop the use of the outside area, increase the range of toys and equipment which promote children's physical development and ensure that there are sufficient resources and equipment available as the number of children attending increases

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

- maintain a record of full risk assessments for each type of outing and for the premises, environment and equipment, stating when they were carried out, the dates of reviews and any action taken following a review or incident (Documentation)

27/08/2009

The leadership and management of the early years provision

The setting is organised to a satisfactory standard. Most of the required documentation is well maintained, with the exception of the records of risk assessments. The numbers of children attending the nursery are still increasing, and it is not yet fully staffed. Therefore children aged between two and four years spend a lot of the time together, with the four-year-old children taken to the pre-school room for some activities. As a result, staff work hard to adapt activities for the age range, but sometimes older and more able children lack sufficient challenge. Also, pre-school children do not have consistent access to a full range of toys and equipment appropriate for this age group.

The manager of this newly opened setting has a clear vision for the future, and is committed to improvement and development. She has begun to use self-evaluation to target areas for improvement: for example, she has started the Ofsted self-evaluation form, and asked staff for their views on various aspects of the setting. She intends to improve the children's environment by, for example, fencing off areas of the garden for different ages, putting up boards for painting and chalking, and providing digging and growing areas. The setting has only been open a short time, and therefore these well targeted areas for development are in the very early stages of implementation.

Parents are welcomed into the setting. They stay for several sessions to help their children settle, and staff note children's individual routines, such as when they sleep and how they settle. This means that children are settled and confident, parents are relaxed, and babies' routines are known and respected. Parents are able to chat to staff daily, and receive a brief summary of their child's activities and

achievements. However, they are given little information regarding the learning and development requirements of the EYFS and their children's progress, limiting the extent to which they can continue to support and extend children's learning at home. Children with learning difficulties and disabilities are fully included because staff work in partnership with other agencies to provide appropriate care, and to meet their physical and emotional needs.

The policy for safeguarding children does not reflect local guidance, and therefore staff do not have the correct procedure for protecting children. However, they are fully informed regarding the procedure for dealing with allegations against staff, and staff are aware that they must act promptly if they have concerns about the behaviour of other staff.

The quality and standards of the early years provision

Children in the EYFS are making satisfactory progress towards the early learning goals. The environment is bright and welcoming to children. The grassed outside play area is accessible from all the rooms, but as yet there is no 'free flow', and instead outside play is programmed into the timetable. All the rooms are fairly well resourced for the low number of children currently attending, with good quality toys and equipment, but the outside area is yet to be equipped with challenging apparatus and toys which promote all areas of learning. In the pre-school room children use their imaginations, using the dressing up clothes and the extensive range of pretend home equipment. Babies are relaxed and happy exploring their bright and stimulating room, experimenting with sounds and textures in the 'entertainer' or sitting in the ball pool.

Staff are kind and caring in their interaction with children. Babies feel safe when they are cuddled as they wake from their sleep. Older children enjoy choosing favourite stories and chatting to adults. Children generally behave well, and staff praise and encourage children appropriately, building self-esteem and confidence. Most staff have a satisfactory knowledge and understanding of how children learn, and they interact well with children, challenging their thinking, questioning them, supporting and extending their play. However, some staff's knowledge of children's learning and development in the EYFS is less secure, resulting in activities which are over directed.

The use of observations to inform planning is in its early stages. Observations are not yet used effectively to provide activities tailored to children's individual needs, enabling children to make maximum progress. However, staff know the small number of children attending well, and are able to provide toys, equipment and activities which they know children will enjoy. Therefore children are generally making satisfactory progress towards the early learning goals, and are learning from activities which interest them.

Children are cared for in a generally safe and hygienic environment. Children are safe within the setting and when taken on outings. For example, children are carefully strapped in on the 'bus', and staff take phones and a first aid kit, and ensure children are appropriately dressed for the weather. However, there are no

written and dated records of risk assessments, which is a breach of the EYFS requirements.

Good hygiene is a priority. Nappy changing procedures help to prevent the spread of infection between children, due to careful and consistent use of disposable gloves and aprons. Staff caring for the babies regularly wash the toys which children put in their mouths, again protecting them from germs. Children benefit from being served nutritious food, such as cereals for breakfast and home made vegetable casserole. Staff are well briefed about children's special dietary needs, and individual diets are respected, for example, dairy free ice cream is available. Food is carefully prepared in a hygienic kitchen, where the cook tests the temperature of the food and uses different chopping boards for various foods, effectively protecting children from cross contamination. Children play in the fresh air when this is timetabled during the day. However, they are not yet able to access outside play freely.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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