

Edwinstowe Day Nursery

Inspection report for early years provision

Unique reference number EY396228
Inspection date 26/01/2010
Inspector Veronica Sharpe

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Edwinstowe Day Nursery was taken over by a national nursery chain, Child Base Limited, in August 2009 and offers child care exclusively to the staff of Cambridge University. The nursery is located in Cambridge city and operates from purpose built premises. Children are grouped according to age in various ground floor rooms and there are several enclosed outdoor areas.

The nursery is on the Early Years Register and the compulsory part of the Childcare Register and is able to accept up to 60 children under eight at any one time. There are currently 87 children on roll all of whom are within the early years age group, of these, 12 receive early years funding. A significant number of children attending have English as an additional language. Opening times are 08.00 am to 06.00 pm Monday to Friday all year round including some bank holidays. The setting employs 24 members of staff most of whom have appropriate early years qualifications to at least level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A commitment to two-way partnership working enables staff and parents to work effectively together to build their relationships and therefore offer children a secure and inclusive environment that reflects their cultural, linguistic and ethnic diversity. The free-flow play environment enables all children to make independent decisions about their play and learning both indoors and outside in the nursery garden. Children benefit from a stimulating range of age-appropriate activities that effectively cover all the areas of learning. Generally staff support them well and mostly collect good information so they can plan effectively for each child's progress.

Rigorous recruitment procedures help keep children safe and a thorough induction and mentoring programme means staff have a good understanding of their roles and responsibilities. Although the written self-evaluation process is at an early stage, the new manager and senior staff show they have a clear understanding of the priorities for improvement, ensuring the setting has a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the use of observations so they more clearly identify specific learning outcomes
- extend children's learning and development by taking advantage of spontaneous learning opportunities.

The effectiveness of leadership and management of the early years provision

Rigorous recruitment procedures help keep children safe, with all necessary checks completed before staff have unsupervised access to the children. Staff attend regular training in safeguarding issues and a thorough induction and mentoring programme means any new staff have a good understanding of their roles and responsibilities. Robust risk assessments and daily check lists ensure hazards are minimised. Clear explanations and good role modelling from staff help children develop their understanding of safety issues.

After a period of change staff are settling to their roles and this is evident by the positive good humour that pervades the nursery. The manager and the senior staff demonstrate an enthusiasm for their work and they have a clear vision for the future. There is a commitment to professional development that means staff can improve their knowledge and increase their qualifications, which helps to ensure the provision is able to maintain continuous improvement. The manager and her team have worked hard since taking over the nursery and have just begun to develop a written self-evaluation. Through action plans and discussions with staff and parents clear priorities for improvement have been decided and acted upon, such as developing the outdoor areas and beginning the vegetable garden. This demonstrates the setting has a strong capacity to target necessary improvements and therefore enhance the outcomes for children.

The partnership with parents is good and staff work hard to involve parents in the daily routines of the setting. A voluntary parents' group meets regularly to ensure all parents can take a real and active role in key decisions. Strategies to help parents and children who have English as an additional language are well established, for example, those parents adept at particular languages are identified so they can help other parents develop relationships both within the nursery and with other parents. The setting attempts to recruit staff who speak other languages and this contributes to the ability to liaise with parents and ensure children are settled and secure. Hearing their own language within the setting on an everyday basis also means children feel valued and at home. Parents are made welcome in the setting and show they are comfortable to chat with staff and exchange information about their child's well-being. Events arranged by the parents' group are well attended and enable staff and parents to socialise and extend their relationships.

Documentation is well kept and easily accessible. Policies and procedures are shared with parents to ensure they are well informed about the provision. Displays in all areas of the nurseries show the children at play, which promotes their self-esteem and sense of belonging. Staff are conscientious about their daily duties and deploy themselves well, ensuring each child has appropriate support. Although the setting has no children on roll with special educational needs and/or disabilities there are sound systems in place that would enable the staff to meet those children's individual needs.

The quality and standards of the early years provision and outcomes for children

Children are happy and motivated to learn in this well-equipped and welcoming environment. They receive a warm welcome from staff when they arrive and settle easily to their play. The key person system ensures each child's individual needs are known and met; staff speak knowledgeably about the children in their care and clearly know them well. Each key person has a buddy who can take over the key role in their absence, therefore ensuring children are always with a known and trusted adult. Babies receive cuddles and lots of reassurance so they make meaningful relationships with the adults that care for them. They follow their own individual routines for rest times and feeding so they are settled and content. Staff interact with the babies well; they sit on the mats with them, offering lots of eye contact and promoting their early language skills with constant conversations. Older children confidently seek out staff to join in their activities, showing their affection and regard. Staff, in return respond positively, supporting children in their play and encouraging them to express their ideas.

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. Activities are well planned, ensuring children make good progress in all the areas of learning. Observations are collected efficiently on each child, however these are sometimes inconsistent in quality and content and do not always include enough information to contribute fully to the assessments, which limits adults' ability to ensure each child can reach their full learning potential. The free-flow play environment positively encourages children to make choices about their learning experiences and as a result they move freely around the nursery and demonstrate high levels of independence and self-esteem. Staff are supportive and contribute actively to children's experiences by allowing them to make plans and seek resources independently, but they do not always make the best of spontaneous opportunities to extend children's learning, for example, finding a mirror for children who wish to draw their own faces.

Babies have good opportunities to express their independence as many resources are in crawling distance; low level shelving and treasure baskets enable them to explore new experiences. Staff ensure babies have time outside each day and make use of the sensory areas of the gardens. All children have regular opportunities to make music with percussion instruments; in addition they sing songs together and listen to music from other lands. Books are easily accessible in all areas of the nursery and children use them freely, retiring to a quiet corner to look at books independently, or helping to choose a book for a small group story session. Mark making is promoted in many ways, for example, children use chalks both indoors and out. Freely accessible pens, pencils and felt-tips mean children develop good habits and become accustomed to marking their work and practising pre-writing skills.

Children have ample opportunities to play outside throughout their time at nursery. Each of the outdoor play spaces is well-equipped with resources that bring the indoor learning environment into the fresh air. Even in cold weather children can be found scooping sand or water, dressing up or playing 'walk the line'. Large play

equipment enables children to climb, scramble and crawl to develop their physical skills. Staff remain vigilant to children's needs, for example, ensuring children are well wrapped up before they go out.

Children benefit from varied and interesting meals that are freshly prepared on site. Sound systems identify those children that have food allergies so they eat safe and suitable food. Hygiene is promoted well, for example, older children help themselves to tissues to wipe their noses. All areas of the nursery are kept clean and hygienic and staff follow appropriate nappy changing procedures to minimise the risk of infection. Children learn to keep themselves safe, for instance, they practise the fire drill on a regular basis. In addition they learn to minimise risk in the nursery as they tidy away toys and help mop up spillages, such as water and paint.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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