

Cavendish Lodge Private Day Nursery

Inspection report for early years provision

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Inspection date

29/06/2010

Inspector

Melissa Louise Patel

Setting address

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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

Cavendish Lodge Private Day Nursery is run by 1st Safari Day Nurseries Limited. It opened in January 2006. The setting operates from five rooms in a converted building and is located in the town of Keighley, West Yorkshire. The setting is open everyday from 8am to 6pm all year round. All children share access to an enclosed play area.

The setting is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of 45 children under eight years, all of whom may be in the early years age group. There are currently 68 children on roll in the early years age range on a full and part-time basis. There are no children currently being cared for on the Childcare Register. The setting provides funded nursery education to 33 children who are eligible to receive this. The setting supports children who use English as an additional language and has systems in place to support children with special educational needs and/or disabilities.

The setting employs 16 members of childcare staff including the manager, three of whom are full time. There are 15 staff who hold appropriate early years qualifications to level 3 and of these, two staff have recently updated their qualifications to early years foundation degree level. The nursery also employs a cook. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Early Years Foundation Stage is promoted well. This ensures children are supervised appropriately and enjoy activities that support their progress effectively overall towards the early learning goals. The planning and observations are successful in supporting children's individual learning priorities. Partnerships with parents work well in supporting children's overall development. There are some strong examples of good partnerships with other professionals, to support children's individual needs. However, the systems in place are not fully maximised with regard to the links made with other settings where children also attend, to complement their learning priorities.

What steps need to be taken to improve provision further?

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

- improve children's safety by reviewing the security to the premises (Safeguarding and promoting children's welfare). 07/07/2010

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

- further extend opportunities for children to view varied language text and symbols, to support their understanding regarding diversity, and to further support all children who have knowledge of languages other than English
- further extend partnerships with settings where children also attend to complement the children's learning priorities.

The effectiveness of leadership and management of the early years provision

The provision is organised appropriately overall to keep children safeguarded. For example, all staff have a suitable Criminal Record Bureau check and demonstrate suitable knowledge with regard to their role in child protection. Induction procedures work effectively, ensuring new staff to the provision know their responsibilities. Children are supervised carefully to keep them safe, and doors and gates to individual play rooms are closed to keep children secure. However, the main door to the premises is not always clicked shut to maximise security to the provision, which is a requirement. Systems in place to support children's learning are good overall. The organisation of space and use of resources inside and outside are effective in supporting children's learning and development. The staff and management support equality and diversity well and resources are available to help children learn about the differences in people. However, the use of signs, symbols and varied language text to support children who speak English as an additional language, although available in some languages, is not maximised to extend support to all children and further support children's understanding regarding different cultures and lifestyles.

The systems in place for monitoring the provision are good overall. There is written evaluation available to enable the staff to reflect on the provision's current achievements. Staff liaise with the local authority through using various schemes to monitor the provision, and therefore drive improvement. Staff's ideas are taken account of, to help the provision develop positively. This impacts effectively on the provision's ability to maintain continuous improvement and means that there are many positive changes for children. The recommendations raised at the last inspection have been implemented effectively to support children's learning and welfare. The babies' bathroom has new shelves, improving storage and space in this area. New partitions separating the toilets, and new equipment in the large bathroom improves the quality of the environment for children. Some staff have attended further training on interaction with babies, and as a result staff input in supporting babies' communication skills is developing well. There are more examples of children being able to write for a purpose, and counting skills are very evident throughout activities and routines. There are positive examples of information given to parents to support children's learning at home and safeguarding procedures have been updated. In addition, the re-organisation of some of the rooms has improved children's choice, access to resources and created more space. Staff have updated their knowledge regarding childcare by undertaking training, which is used to help support children's learning and welfare. In addition, outdoor play is more purposefully planned to support children's learning and development and create effective challenges outdoors.

The provision supports the children by promoting good relationships with parents. For example, regular information regarding children's routines and development is shared verbally and in writing. There are a clear range of policies and procedures available to support the operation of the provision and useful information is available on notice boards. Children's individual learning records are available for parents to view and parent's evenings are available several times a year to discuss children's learning progress. There are some good systems in place to help children with varying needs, which involves working closely with other early years professionals to support children. The links made with other settings, where children also attend, are in progress to promote children's development. However, the way information is shared is not yet fully developed to support and complement children's individual learning priorities.

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

Children progress well with their learning overall because the staff have a good knowledge of how children learn. The staff plan a varied range of activities to support children in their development. The layout of the rooms are conducive to children's learning through the arrangement of low-level resources, pictures and labelling. Babies enjoy group activities, singing rhymes and looking at books. They build towers with bricks, effectively supported by staff who help children repeat words and develop counting skills. Their self-esteem is supported well through praise and clapping when they sing, repeat words and feed themselves. Children under the age of three enjoy exploring the water, filling different size containers and learning about size and shape as they do so. They enjoy making shapes in the play dough. Children use words, such as soft, and learn to differentiate colour. Photographs displayed show children in this age range working out how to fix tubes together, planting seeds and mark-making outdoors.

Children over the age of three take responsibility for tasks, such as setting the table and helping collect water for outdoor play. They construct with bricks, join in with stories and sing with support from staff. More able children instigate their own play by demonstrating how they can balance on the tyres outdoors while counting them. Some children can write their own name and recognise other children's names. Outdoors, children are happily engaged digging in the soil. They are developing their physical skills as they use their imaginations, describing how the soil feels. Children learn about the different types of sea animals as they explore the sand, supported well by staff who aid their learning by asking open ended questions to help children think.

Observations of children are used well by key workers overall, to inform planning and help children progress across the areas of learning, and children's progress is tracked. For example, staff help babies to extend their language skills through singing and rhyme and new words are introduced to them. Babies' physical skills are extended through using actions during play, individually and in groups. Children who experiment with making sounds by banging a tin are introduced to musical instruments to make sounds and be creative. Children are helped to

extend their understanding about linking words to pictures and are taught to recognise letter sounds.

Children are learning about diversity, the wider world and varied communities. For example, there are many positive images regarding the differences in people displayed within the environment and resources, such as books are available. There is a welcome poster in varied text displayed in the entrance lobby, supporting the diversity of families who attend the setting. Children celebrate some festivals and try out different foods to support their understanding about cultural differences. Some varied language text, such as French and Czech is displayed in the play rooms to support children's individuality. There are staff available who speak varied languages who can support some of the children who use English as a second language. However, varied language text is not fully balanced throughout the provision to extend children's learning regarding diversity and to maximise support to all children who use languages other than English at home.

Children are cared for in a clean environment, where they can explore the environment while being supervised closely by staff. They handle resources appropriately and respond to the staff's requests, for example to wash their hands, and they go to the staff for reassurance. Children are effectively helped to stay healthy. For example, they enjoy themselves while developing a good understanding about the benefits of receiving exercise and fresh air outdoors. They are effectively challenged while developing physical skills, climbing and practising balancing. They are protected from the sun by wearing appropriate protection creams and they discuss why it is important to wear sun hats. Children wash their hands at appropriate times and demonstrate knowledge of why it is important to do so. They freely access drinking water and eat a range of healthy well-balanced food, including, meat, fish and vegetables. Children who don't eat meat or who eat Halal meat are offered different food options. In addition, children can have second helpings of food and they eat lots of fruit throughout the day.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met