

Park Avenue Nursery

Inspection report for early years provision

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Inspection date	20/09/2010
Inspector	ISP Inspection
Setting address	Victoria Park, Deal, Kent, CT14 9AH
Telephone number	01304 380345
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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

Park Avenue Day Nursery opened in 1993. The provision was extended in 1997 to include an Out of School Club. The Nursery and Out of School Club operate from a converted clinic in Deal and there is a secure area for outside play. The provision serves the local area and surrounding towns. The nursery opens from 8.30am to 4.30pm and the out of school club from 8.30am to 6pm during school holidays and from 3pm to 6pm during term time.

The Nursery and Out of School Club is registered on the Early Years, compulsory and voluntary Childcare Registers. A maximum of 60 children aged between two and eleven years may attend the group at any one time. There are currently 150 children on roll, 70 aged from two to five years. Children attend a variety of sessions each week. The nursery currently supports a number of children with learning difficulties and/or disabilities.

There are 11 members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Level 2. Two members of staff are undertaking further qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children enjoy their play in a safe and secure environment where staff take time and effort to know the children they are caring for in order to meet their individual needs, working alongside parents and carers. Toys and resources are easily accessible and promote the different areas of learning. Children are supported by caring staff that they turn to for support when required. The group evaluates the care that they are offer, valuing children and parents opinions. The setting is continuously evolving, improving outcomes for children that attend.

What steps need to be taken to improve provision further?

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

- think about how children's understanding of differences can be further promoted through participating in activities relevant to the cultures of children attending, for example
- continue to work in partnership with all practitioners offering care to children, promoting a two-way flow of information to support and extend children's learning.

The effectiveness of leadership and management of the early years provision

Children play in a safe and secure environment as staff take steps to help keep them safe from harm. Staff undertake thorough risk assessments of everything that children come into contact with and all places that they visit. However they also encourage children to take risks such as using tools in a secure environment. Sound knowledge and a good understanding of the procedures to follow should staff have any concerns regarding child protection also help staff to safeguard children from harm. Robust procedures are in place to provide a healthy and hygienic play area for children who also benefit from healthy and nutritious snacks which staff have spent much thought and consideration planning. Toys and resources reflect positive images and children benefit from playing with a range of multi-cultural resources in the role play area, for example. The group celebrate a range of festivals from differing cultures but do not always reflect the cultures of the children attending and therefore miss the opportunity for children to learn and experience more about each other. Children's individual needs are met as the group has strong procedures in place to do this including multi-agency and close work with parents and carers. As a result of this children are making good progress supported by caring adults who help them to take small but strong steps.

Children benefit from high quality interaction with the staff who take time to listen to them and extend and support their development at activities of their choosing. Toys and resources are easily accessible and children benefit from free-flow between the outside and indoor areas. A good range of toys and resources reflect the different areas of learning and children benefit from a broad range of experiences, Staff are also aware of their own strengths and therefore where they are best placed to deliver good support and enthusiasm. The group are keen to evolve and make positive changes to the setting. They value everyone's opinions and respond positively to any suggestions that are made. Children have input into the setting, in particular at the out of school club, and their thoughts have been sought over what play equipment should be at the local park which they visit on occasions. Questionnaires and regular newsletters help parents and carers to add their contributions too. Suggestions from parents for more art and craft activities have been acted on. All staff contribute to self evaluation and the group works closely with advisors from the local authority to help make improvements,. All recommendations made at the last inspection have been acted on, resulting in positive outcomes for children. For example there are clear procedures for nappy changing and an accurate record is kept of children's arrival and departure times. The many training opportunities for staff enhance their knowledge and practice, and therefore outcomes for children.

When children attend other groups the setting works closely with them in order to work together to meet the developmental needs of the children. However this is not the case for all children although key persons do exchange verbal information with carers which is found to be positive for the child concerned. Before children start school the group liaises with the teachers to ease transition. The group have formed strong relationships with a variety of support workers that they work very closely with to help children to develop to their full potential. Consequently children

are making good progress as they receive the full support that they require, with everyone working together to meet their needs. The last inspection recommended that the group develop their partnerships with parents and the group have done so as they understand the importance of working with parents and value their input into nursery life. Parents and carers are welcomed warmly into the setting and may stay and play with their children, helping them to settle in with success. Information is exchanged daily and children show their parents items of interest around the setting at the beginning and end of each session. Parents and carers value the care that their children receive and write letters to that effect. Staff take time to get to know families so they are able to offer support. The entrance hall has a wealth of interesting and helpful information for parents to read as well as photographs of their children involved in activities which they enjoy looking at. Although their children's portfolios are not easily accessible to parents and carers they do look at them regularly and add their own input to their children's learning journeys. For example they write comments about their child's development and add photographs to illustrate what they have been doing during the school holidays.

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

Children arrive happily at nursery and settle into activities with ease showing that they feel comfortable in their surroundings. They feel safe and secure and understand how to keep themselves safe such as not running indoors. They go to staff for support and comfort, confiding in them about how they are feeling. They are listened to and know that their opinions are valued by kind and caring staff. Children make choices about playing in or outdoors and have access to waterproof jackets, enabling them to access fresh air in all weathers. They may help themselves to drinking water whenever they wish and understand when they may be thirsty such as after exercise. They help themselves to tissues and discuss how they feel when they have colds, for example. Children use the bathroom independently and wash their hands after messy play, for example, without prompting. They understand that they wash their hands before eating and enjoy a range of healthy snacks. Lunch and snack time are social occasions as children sit together in small groups, supported by adults. Children's artwork is displayed around the setting, making them feel that what they have created is valued. They also see many positive images of themselves at play when looking at photographs. Children are independent learners, making choices about what they play with, knowing where to access everything that they require. They take pride in the environment, putting toys back in the correct places when finished with but also know that they may spread their play around the room in order to expand on their experiences. The setting has many pets which the children enjoy looking after, learning about how to care for others. During holidays children take the pets home. They are also able to take home cuddly toys and then share their experiences with the rest of the group, making a positive connection between home and nursery. Children receive much praise and show pride in their achievements such as completing jigsaw puzzles. They respond positively to the encouragement and support they receive from the caring staff.

Children participate in a range of adult and child led activities that promote all areas of learning. They benefit from being cared for by enthusiastic staff who take time to know all the children in the group, not just their key children. Staff observe children in writing and take many photographs which they feel are an extremely good illustrations of children's time at the setting. Staff use observations to help them plan further activities that will interest children and therefore help them to make progress through the developmental stepping stones. Consequently children are making good progress as they enjoy what they are doing and are continuously learning, supported by the staff. The nursery is divided into different areas of learning and children make choices about what they wish to access. They enjoy looking at books, sharing them with each other and the staff. The written word is displayed around the setting and there are many opportunities for children to recognise their names. Children help themselves to resources that promote pre-writing and writing skills and do so as part of their play. For example they carry clipboards around the outside area while pretending to be builders. Children count as part of the routine, counting out how many bowls are needed at snack time, for example. Numbers are displayed around the room and children count and recognise shapes as part of role play. After the last inspection it was recommended that children are given more opportunities for role play and now this is a strength of the setting. Children use their imaginations to good effect and have access to a range of real and pretend resources to help them do this. For example a child uses a tea-towel to carry a 'hot' baking tray to the oven and children 'text' on real and pretend phones. Children enjoy exploring the properties of bubbles and discuss together how they can make bigger ones and the shapes that they are creating. Children's creative development is fostered at a diverse range of activities. Children's large and small motor skills are developed as they have access to tools and equipment to support this. Children are developing skills for the future. A computer is available and a range of programmes support children's different stages of development. Children make visits in the community to the local shops and places of interest and benefit from visitors to the setting. Overall children are making good progress in an environment that supports their individual needs at a range of experiences.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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