

Charters Nursery

Inspection report for early years provision

Unique reference number 130485
Inspection date 06/01/2011
Inspector Jane Mount

Setting address YMCA Woodlands Centre, Off College Road, Abbots
Langley, Hertfordshire, WD5 0GN
Telephone number 01923 662221
Email hollymccleary@watfordymca.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Charters Nursery registered in 1998 and operates from the Woodlands Centre, Abbots Langley, Hertfordshire. It is a purpose built, self-contained building and is part of the Watford and District YMCA.

The nursery is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is registered to care for 94 children under eight years. There are currently 105 children on roll, all of whom are in the early years age group, including children who receive government funding for early years education. Charters Nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting is open Monday to Friday from 7.30am to 6.30pm all year round, excluding bank holidays, a week at Christmas and two days per year for staff training. The provision employs 32 members of staff who work with the children and the majority of the staff team hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An inclusive and welcoming environment is provided to all with a committed staff team who effectively implement the setting's policies and procedures to ensure children are safe and their welfare is protected. Effective partnerships with parents and carers positively contributes to the settings knowledge of individual children and ensures their needs are met. Children's learning is promoted and they are making good progress towards the early learning goals. The provision has a positive attitude to improvement and is aware of their key strengths and some of the areas they wish to develop further. Systems to more effectively monitor the quality of the service offered, such as self-evaluation, are in the early stages of development.

What steps need to be taken to improve provision further?

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

- develop further a quality improvement process, such as self-evaluation, to monitor and extend effective practice to ensure continued improvement.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are secure and children's welfare is protected. Staff regularly update their child protection knowledge through training to ensure they have a secure knowledge and understanding of how to safeguard

children. Also, there is a designated member of staff responsible for ensuring the correct safeguarding procedures are followed if there was a concern. Recruitment and vetting procedures are robust and ensure staff are suitable to work with children and therefore, children's welfare is protected. Risk assessments, including daily checks and assessments for outings, ensures the environment remains safe at all times with any potential hazards identified and minimised immediately. Children's safety is paramount and staff closely supervise children and the security of the premises ensures no unauthorised person can gain access and that children cannot leave unsupervised.

All required documentation to ensure the safe and efficient management of the setting is in place and is informative and well-organised. The setting is committed to fully implementing the Statutory Framework for the Early Years Foundation Stage. Staff are guided by a management team who strive to provide a quality service. They are aware of their key strengths and have some systems in place to monitor and assess the quality of the provision. They seek feedback from parents through the use of questionnaires and regularly review and update records, policies and procedures. Also, staff in each room are encouraged to be pro-active in identifying areas they wish to change or improve through the use of action plan books. A self-evaluation system to systematically identify the settings strengths and areas requiring further improvement is in the early stages of development and the setting aims to actively use this as a way of ensuring continued improvement. Effective communication ensures staff are clear about their roles and responsibilities and consequently, they work well together as a team which has a positive impact on outcomes for children. Continuous professional development is encouraged and staff regularly attend appropriate early years courses and workshops to ensure they are well-informed and their childcare knowledge is kept up-to-date.

Good use of space, resources and effective staff deployment ensures an environment that is safe and fully inclusive. All children and their families are valued and included. Children's individual needs are met because staff work hard to develop positive relationships with parents and carers which ensures information is then effectively exchanged. A key person system and daily verbal and written communication with parents and carers ensures children's individual needs are met and children receive continuity in their care and learning. An effective settling-in policy is successfully implemented and as a result children settle well and are happy and confident in their play and develop a strong sense of belonging as they feel included and welcomed into the nursery. The setting actively promotes equality of opportunity and works with parents and others to support and meet the needs of individual children. The nursery liaises with other agencies and professionals including other early years providers delivering the Early Years Foundation Stage and have established links with some of the local schools to ensure continuity and to promote the full integration of care and learning.

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

Children's learning and development are promoted. Staff monitor children's learning through regularly observing and assessing them to identify progress and achievements over time and children's individual portfolios show how they are progressing. This information is then used when planning future play experiences. Planning systems are overall informative and staff know the children in their care well and plan activities and play experiences which cover the six areas of learning and which take account of individual children's interests and developmental stages. Staff work hard to provide a child-centred environment where the daily routine has a balance of adult-led and child-initiated activities. Children's personal, social and emotional development is fostered with their independence skills promoted. Older children can go to the toilet on their own and confidently put on their coats and shoes when deciding to play outside. They take an active role in meal and snack times. Younger children's independence skills are encouraged by staff, such as when children are praised when they take off their shoes after playing outside or try to put on an apron when painting. Children have regular opportunities to express themselves creatively. They enjoy feeling the consistency of paint between their fingers when hand painting or exploring the texture of playdough when cutting and rolling it into shapes. They use their imaginations, such as when they dress up as policemen or when making models with construction bricks. They experience music and listen and respond with enjoyment when looking at books and listening to stories. Writing and drawing materials are easily accessible and children have regular opportunities to become familiar with the written word. Children participate in a range of activities which involve numbers, shapes, patterns and problem solving. They learn about volume through filling containers when playing with sand and water and enjoy singing songs which incorporate the use of numbers. Through the daily routine their counting skills are promoted, such as when they count the children at mealtimes. Children learn about the wider world and about other cultures and religions and staff promote a positive awareness of diversity through discussion and some activities. Children have opportunities to talk about their families and home life and to learn about the local community and have had visits from the police and fire service when completing topics on 'people who help us'. Children learn about the environment through activities, such as planting and growing vegetables or nature walks and talking about the weather and seasons.

Staff are proactive in implementing some effective strategies to promote and safeguard children's health and well-being. Good hygiene procedures are applied mealtimes, such as cleaning tables and ensuring hand washing takes priority before children eat. Also, staff wear different colour tabards when serving food at mealtimes or when changing nappies and consequently, children's health is protected as the risk of cross infection is minimised. Through discussion and some activities children are learning how to stay healthy and about personal care routines. Children are aware of the need to wash their hands before they eat and after visiting the toilet and when asked older children are able to confidently say the reasons for doing so. Healthy eating is promoted and children are provided with a nutritious, balanced diet with menus displayed and shared with parents.

Children are encouraged to try new foods and enjoy food tasting activities where they learn about the benefits of healthy eating. Children develop self-confidence in their physical skills as they use a varied range of indoor and outdoor equipment and activities on a daily basis. Children demonstrate a strong sense of security and are confident and self-assured in the setting. Positive relationships between staff, children, parents and carers enable children to feel secure. The environment is safe and children are learning how to keep themselves and others safe. Staff sensitively remind children not to run when indoors in case they fall and hurt themselves or others and children know when on the climbing frame to hold on tight. Children participate in regular fire drills and therefore learn how to stay safe in an emergency. Children behave well with behaviour managed in a positive manner with clear boundaries set by staff. Praise and encouragement ensure children develop high levels of self-esteem. Staff reinforce sharing and taking turns and discuss how children's behaviour can have an impact on others. Children are valued as individuals and in turn are learning to respect each others differences and feelings and to manage their own behaviour.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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