

Adagio

Inspection report for early years provision

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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*.

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Description of the setting

Adagio Day Nursery registered in 2005. It is a private nursery that provides day care facilities for Zig Zags Children's Centre, located in central Torquay. The nursery is situated on the third floor of the Children's Centre building and can be accessed by stairs or a lift. The nursery has sole use of this floor and access to a secure outdoor play area.

The nursery is open throughout the year, from 8.00am to 6.00pm, Monday to Friday. It is registered on the Early Years Register and may care for 25 children from birth to the end of the early years age range. There are currently 46 children on roll. The pre-school receives funding for the provision of free early education for children aged two to four years old. It supports children with special educational needs and/or disabilities and who learn English as an additional language.

There are seven members of staff, all hold relevant childcare qualifications. The nursery is also supported by the Children's Centre teacher who has Early Years Professional status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a safe, secure environment where children flourish. Overall, children make good progress in their learning and development because staff provide a range of interesting activities and generally support children well. There is some lack of consistency in supporting co-operative play, although overall, children's behaviour is good. Staff demonstrate a strong commitment to improvement. They are reflective practitioners and enthusiastically access training to support them in improving outcomes for children. Good partnerships with parents and other professionals are developed and overall, are effective in enabling staff to meet the individual needs of the children. Children are beginning to develop their awareness of cultural diversity within their own and the wider community.

What steps need to be taken to improve provision further?

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

- build on existing use of observation and assessment to further improve the planning of activities that support each child in making progress in all areas of learning; extend ways of engaging parents in this process
- develop a more consistent approach to helping children learn to share, take turns and play co-operatively
- develop further the opportunities for all children to develop a positive image of both themselves and others.

The effectiveness of leadership and management of the early years provision

Children are safe and secure within the nursery. Staff closely monitor exit and entry to the premises and keep clear records of all children, staff and visitors. Regular risk assessment of all areas ensures that potential hazards are promptly identified and risks to children are minimised. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so. Staff have a good awareness of their role in keeping children safe and follow clear procedures to protect children from harm in the event of any concerns.

The enthusiastic staff team work well together and welcome the input of other professionals when reflecting on the effectiveness of their practice. They have worked hard with the Children's Centre teacher to develop an attractive learning environment for children and provide a wide range of interesting activities. They regularly review their action plans to drive improvement and have identified a need to develop a more consistent approach to managing children's behaviour. Staff attend training to keep their professional knowledge and skills up to date and have introduced a range of initiatives to support children's progress and development. For example, they have participated in the 'Every Child a Talker' programme, they are introducing 'Forest School' activities and have recently embarked on the 'Big P' initiative to focus on the development and well-being of the youngest children attending.

The current cycle of observing children and assessing their progress enables staff to plan activities that provide children with a range of learning opportunities to support their learning and development. Overall, children are making good progress in their learning in relation to their individual starting points. Children are independent, confident and developing good communication and numeracy skills. Further development of the cycle is needed to ensure staff carefully plan all aspects of children's next steps for learning, such as, developing the necessary skills to support them in learning the social skills required to promote co-operative play and developing their sense of self.

The nursery is well-resourced and equipment is attractively displayed to encourage children to make independent choices in their play. Staff are deployed effectively and are skilled at engaging sensitively with children to sustain their interest in activities and extend their learning. For example, they introduce simple mark-making activities in the role play area and show them how to use calculators to add up the cost of their groceries in their 'shop'.

There is a good focus on meeting the individual needs of all children. Staff know the children and their families well and promote good communication at pick up and drop off times. They have recently introduced a 'Wow' box to encourage parents to share information about their children's achievements at home, although this is not widely used yet. Staff are beginning to raise children's awareness of diversity by; for example, celebrating a range of cultural traditions and festivals such as making lanterns to celebrate Chinese New Year.

Staff develop effective partnerships with parents and other professionals to help them meet the individual needs of all children, including those with additional needs. This also supports them in ensuring children have a smooth transition to school.

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

Children are developing a good awareness of healthy lifestyles. They enjoy playing outdoors in the fresh air and choose to do this independently as well as during planned sessions. They eat regular healthy meals and the introduction of a café style snack time enables them to make independent choices of when they would like to eat and drink, helping them recognise and respond to their bodies' needs. Children's emotional well-being is supported well as they develop close relationships with the familiar adults caring for them. Babies' individual daily routines are followed well, with plenty of opportunities for rest or sleep during the day.

Children are learning to keep themselves safe as they negotiate their way around the indoor and outdoor play environments and handle different resources with increasing control. They participate in 'forest school' activities which help to raise their awareness of identifying and managing risks for themselves. Children demonstrate their awareness of safety during imaginative play as they recreate real-life situations and talk about the need to use oven gloves when removing hot items from the oven.

Overall, children's behaviour is good. They are well-mannered, remembering to say 'please' and 'thank you' without being prompted by adults. They politely say 'excuse me' as they wheel their shopping trolley past other people. Children are sociable and enjoy engaging peers and adults in conversation and play. However, some children are struggling to develop skills to support co-operative play, such as sharing and taking turns. Minor conflicts are sometimes handled effectively by staff but this is not always consistent.

Children participate enthusiastically in the wide range of activities available. They have good opportunities to initiate their own play and are also eager to join adult-led activities. They particularly enjoy group time in the book corner, joining in with familiar themes from a favourite book and singing songs together. They also enjoy playing ring games outdoors. Children make good progress in their development because staff sensitively join in with their games and extend their learning. They encourage them to count the number of objects they have sorted, or provide additional resources to support imaginative play, such as fetching a spoon when children want to use the items they have bought from the 'shop' to serve up a meal. Children enjoy exploring different resources to create colourful and interesting artwork. Young babies are encouraged to explore their environment, as they experiment with paint, feel different textures or work out what happens when they press the buttons on the electronic toys.

Children use language well to organise their play and engage with others. They develop an interest in books and enjoy learning simple signs and actions to support their singing. Children learning languages other than English are supported well; staff learn simple words to communicate with them in their home language and share books from home with them. Children have some opportunities to celebrate familiar traditions and events at nursery but this is not yet fully embedded in routine planning, to support all children in developing positive images of themselves and others. Children are developing a good awareness of number and often count objects in a book, items in their shopping basket or figures they are sorting by colour. Their enthusiasm for learning new skills, initiating their own play and participating in planned indoor and outdoor activities is providing firm foundations for their future progress and development.

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
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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	3
The extent to which children develop skills for the future	2

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