

EduCare Day Nurseries and Nursery Schools Limited

Inspection report for early years provision

Unique reference number 254609
Inspection date 04/07/2011
Inspector Janice Walker

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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

EduCare Day Nursery is one of two settings owned by a private company. It opened in 1996 and operates from a converted Victorian house in the Sherwood area of Nottingham. Children are cared for in three units depending on their age and level of ability. The younger children are cared for in two rooms on the ground floor and pre-school children on the first floor. All children share access to a large enclosed outdoor play area. The nursery serves the local and wider communities and has strong links with the local schools. The nursery has preferred nursery status which means there are strong partnerships with the local children's centre and Sure Start.

The nursery is registered on the Early Years Register and also on the compulsory and the voluntary parts of the Childcare Register. A maximum of 50 children may attend the nursery at any one time, all of whom may be in the early years age range. The nursery provides funded early education for children aged three- and four-years-old and is part of the pilot scheme offering funded sessions for children aged two years old. It also provides before and after school care for children aged up to age eight years old. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 71 children on roll, all of whom are in the early years age range.

The nursery is open from 7.30am to 6.30pm each week day, all year round, closing only for public holidays. Children attend a variety of sessions depending on the individual needs of each family. The nursery employs 14 staff to work with the children, 12 of whom have appropriate early years 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.

Children are safe and well cared for in this friendly environment. The enthusiastic staff team are proactive in ensuring that they have a very good understanding of the individual needs of the children in their care. All staff develop a good understanding of the Early Years Foundation Stage, supported by senior staff's comprehensive knowledge. They use this to create a stimulating environment where all children are involved in purposeful first hand activities. Partnerships with parents and other professionals are highly effective in ensuring children get the support they need. The enthusiastic and highly motivated staff team are committed to continuous improvement and the comprehensive system of self-evaluation is extremely effective in monitoring this.

What steps need to be taken to improve provision further?

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

- increase the range of different learning opportunities for individual children which are tailored to their personal needs and abilities
- extend the opportunities for play and learning that acknowledge children's particular cultural backgrounds in order to enable them to re-enact home experiences and use their home language in their play and learning more frequently.

The effectiveness of leadership and management of the early years provision

The steps taken to safeguard children in this setting are exemplary. Comprehensive risk assessments are highly effective in ensuring that possible risks are identified and minimised and highly effective monitoring systems along with the extreme vigilance of all staff, ensures that children are safe indoors and outside and that equipment and toys are maintained to very high standards. Excellent security procedures ensure that access to the premises is monitored and collection arrangements are robust. Regular discussion and training for all staff ensures that each member of the team understands child protection issues and is fully aware of how to implement procedures. Senior staff attend regular training and have strong links with the local authority designated safeguarding officer for advice and support. Robust recruitment and vetting procedures help to ensure that all staff are suitable to be in contact with young children and that they have relevant qualifications and experience. The comprehensive range of records, policies and procedures are meticulously implemented by staff to promote children's welfare, learning and development exceedingly well.

There is a wealth of information available for parents including a personal induction programme, ongoing records and photographs of recent activities along with detailed information about the provision and explanations about the ethos and rationale. All parents are regularly informed about their children's well-being and achievements with advice and information about how they can support this. The management team proactively seek not only to include parents and carers in nursery life but also their expertise and opinions in order to support ongoing improvement. Highly effective channels of communication, such as parent questionnaires, a secure website, the newly forming parent forum and events, such as 'bring your carer/relative to nursery' weeks, result in parents and carers having very strong levels of engagement with the setting and exceptionally good relationships with staff. The nursery is highly committed to working in partnership with others to benefit children and their families. Excellent relationships are in place with other agencies, such as the sensory team and Sure Start provision which ensures that children's individual needs are exceedingly well met. The management team have been innovative in establishing effective relationships with community businesses, such as, gardening services, home-furnishing and photographers to the benefit of all families accessing the provision.

The management team have high aspirations for quality which are shared by the staff team who work hard and participate in regular meetings and training events to increase their skills and knowledge. The nursery is proactive in engaging in local initiatives which result in additional resources, advice and training and,

consequently, further improved practice. Recommendations from the last inspection have been positively addressed resulting in improved learning opportunities for children. There are comprehensive systems for rigorous and extensive monitoring and analysis of all areas of the provision which include input from the staff team, parents and other agencies. This leads to a clear, well-targeted and regularly updated action plan which all staff share ownership of, resulting in a very positive impact on the provision for the children.

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

Children make good progress in their learning and development because every member of staff has a secure understanding of the Early Years Foundation Stage. They offer high levels of interaction with children, skilfully asking open questions to encourage children to think, explore and explain. Planning is highly effective in ensuring that activities are provided which support children's progress across all areas of learning. There is scope, though, to increase the range of different learning opportunities for individual children which are tailored to their personal needs and abilities in order to provide greater challenge. The environment is highly stimulating with a wide and interesting range of resources and activities. There are some good resources which reflect children's individual backgrounds but best use is not always made of these to create opportunities for children to use their own language in their play and learning and to re-enact home experiences.

Children have a strong sense of independence and even very young children can make their own choices. For example, they know where aprons are for creative activities, help themselves to drinks when they are thirsty and have stories on demand. Each child is valued and staff make good use of their observations of individual children to plan and provide activities which they know they are interested in and will enjoy. Children, therefore, are actively engaged. Staff in the baby room gather extensive information from parents to ensure that babies are cared for in line with home routines. Good organisation of daily routines across the provision ensures there is a good balance of adult-led and child-led activities. Children particularly enjoy group sessions, such as, the daily 'yoga' and 'busy feet' sessions where they enthusiastically join in physical activities to music and learn in a fun way about the importance of exercise in maintaining their good health. All children spend regular times outdoors. Here, resources are well planned and organised to reflect the indoor environment and offer children experiences across all areas of learning. Children particularly enjoy rolling vehicles down pipes, experimenting with and eagerly exploring the concept of height and speed.

Meticulous attention is given to children's welfare needs. The key worker system is highly effective in supporting children to build warm relationships with staff and children, therefore, feel safe and secure in the setting and confidently express themselves. Very high levels of support from staff means that children learn to handle tools and equipment, such as knives and scissors correctly and develop the confidence to take calculated risks when climbing and balancing on outdoor equipment. Staff are exceptionally skilled and sensitive in their management of

children and their behaviour so children learn about possible consequences of unwanted actions or behaviour. Excellent hygiene practices across the provision help to minimise the risk of spreading infection. Children follow personal hygiene routines exceptionally well and fully understand the importance of hygiene habits, such as using tissues to wipe their noses, disposing of them appropriately and washing their hands afterwards. Meals are freshly cooked on-site. They are well-balanced and encourage children to enjoy a wide variety of nutritious foods. Highly effective systems are in place to ensure that children with specific dietary requirements have their individual needs met.

Superbly organised routines and resources along with use of innovative strategies, such as the choosing board game, are highly effective in enabling children to play a full and active role in their learning. The nursery's involvement in projects relating to communicating and mathematics result in most children making exceedingly good progress within these areas. The implementation of highly effective strategies is embedded in practice meaning children enjoy superb opportunities to practice these particular skills both during daily routines and as they engage with their chosen activities.

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	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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