

Childspace Early Years Nursery

Inspection report for early years provision

Unique reference number	EY389850
Inspection date	21/10/2011
Inspector	Tracey Boland
Setting address	Brookside School, Severn Road, Oadby, LEICESTER, LE2 4FU
Telephone number	01162 712215
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Type of setting	Childcare - Non-Domestic

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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

Childspace Early Years Nursery is privately owned and is part of the Childcare and Learning chain. It was re-registered as Childspace in February 2009. It operates from a purpose built building in the grounds of Brookside Primary School. The nursery serves the local area and has links with the school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children may attend the nursery at any one time all of whom may be on the Early Years Register. There are currently 65 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 10 members of child care staff. Of these, all hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy an excellent variety of stimulating and challenging activities as staff have a comprehensive understanding of the Early Years Foundation Stage and how children learn. The setting is fully inclusive and children are valued and recognised as individuals. Their needs are continually met through the excellent interaction with staff who are vigilant with regard to children's safety at all times. There are successful partnerships with parents and other childcare providers. The staff team regularly evaluate their practice and are developing systems for seeking the views of the parents to enable them to continually enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the systems for self reflection and evaluation.

The effectiveness of leadership and management of the early years provision

Children's welfare is continually safeguarded as staff ensure they are always supervised inside and outdoors. Risk assessments are in place and effectively

ensure that all areas the children access are safe and suitable. Clear procedures are in place for when children arrive and leave the premises to ensure they cannot leave the premises without an appropriate adult. Most staff hold valid first aid certificates ensuring that if a child has an accident they would receive appropriate care and attention. All staff demonstrate a good understanding of their role and responsibility to protecting children from abuse and neglect and are fully aware of the procedures to follow if they had a concern about a child. A wide range of policies and procedures are in place, known by staff and shared with the parents that reflect the ethos of care provided. All staff have been effectively vetted and are experienced in caring for children.

Staff work well together and are continually looking at their own development in the childcare field through training which benefits the children and the service they provide. This is a fully inclusive setting; children's individual needs are effectively met through the staff's positive interaction and their knowledge of the children and their families. There are many resources and interesting activities that ensure the children develop an understanding of the wider world and diversity. Children who need extra support are cared for effectively by the experienced staff.

The nursery is very welcoming, relaxed and inviting where children clearly enjoy spending their time. The staff are proactive in promoting a two-way partnership with parents and other carers. Communication is good and parents are actively involved in discussion about the activities and experiences their children have been involved in. Staff take time to talk to the parents each day about their child whose records are easily accessible to the parents. They are kept involved in their child's day through the use of newsletters and daily communication sheets and diaries. Information is displayed that also informs them of forthcoming events and important information. Parents are delighted with the service they and their children receive and of the excellent care provided by the caring staff team. They feel confident and able to talk to staff about all aspects of the service provided. Children benefit from continuity of learning and care because the setting liaises with other providers delivering the Early Year Foundation Stage for them. Links are in place with the adjoining school and the children visit to see assemblies and become involved in any plays that may take place.

Staff regularly evaluate the service they provide enabling them to enhance the service they provide. Children are also actively involved in the self-evaluation process as staff spend time talking to them about their likes and dislikes during their time at nursery. Parent's views are currently sought through discussion although staff are looking at ways of developing this further to enable them to improve outcomes for children.

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

Staff are dedicated to providing a wide variety of interesting, stimulating and challenging activities and play experiences that promote children's all round learning through play. Children are making excellent progress; they are interested

and eager to participate in the activities on offer. Staff are extremely skilled at interacting with the children and are fully aware of each child's developmental stage. They use planning effectively to ensure all children are continually challenged enabling them to progress towards the early learning goals. Staff are very aware of the differing interests due to gender and this is also reflected within the planning. There is a good balance of adult-led and child-initiated activities and staff are pro-active in ensuring that all of the resources effectively support their learning. Children have many activities that stimulate their all round skills and staff support and encourage their language skills and thought processes excellently through their skilful questioning. Whilst cooking children are encouraged to use their language skills as they talk about where foods come from and the differences in the way they look and feel. They are actively involved in weighing and measuring the ingredients, talking about the differences in textures and observing the changes through the cooking process.

Children enjoy planting and growing fruit and vegetables in the garden and help prepare the soil. Staff supervise and encourage their thought processes through questioning, for example, encouraging children to think about the need for water sun and soil to grow big, strong plants. They link it to healthy eating having grown carrots potatoes dwarf runner beans and strawberries. Children observe and monitor the growth and when ready they pick the foods and use them in nursery meals or vegetable painting within the rooms. Children's language and literacy skills are developed through the extremely well planned environment, resources and the interaction of the staff. Children enjoy books and are eager to listen to stories, where they join in with familiar text and rhyme. Behaviour is excellent and staff are good role models promoting listening, respecting each other and being kind and thoughtful towards each other.

Children are learning about caring for themselves and healthy lifestyles. They understand the importance of fresh air and exercise in their lives and enjoy spending as much time outdoor as possible. Their physical development is continually enhanced through the variety of outdoor equipment which encourages their coordination, balance and control when moving over, under, and through, slides with climbing frames attached and using wheeled bikes and equipment. They have a good understanding of taking turns with the equipment and staff praise them for their thoughtfulness. Children learn about the impact of exercise on their bodies and how moving at different speeds such as walking and running can make their heart beat faster or slower.

Nappy changing routines are sensitive to the needs of the individual and staff ensure babies comfort is maintained. Sleep routines are responsive to the needs of the child and babies sleep records are maintained as staff are vigilant with regard to their welfare at this time. Children understand the importance of washing their hands before they eat, after messy play and using the garden and they also actively engage in cleaning their teeth after meals. Children's independence is encouraged at all times and older children serve their own meals and drinks are freely available. Mealtimes are a very social occasion and enable children to chatter about what they have been involved in and what they have learnt. Staff engage with the babies and younger children to encourage their interaction and social

development. Meals are blended as required and staff ensure that babies have one to one care when having their bottles or juice.

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	1
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