

Narnia Day Nursery & Nursery School

Inspection report for early years provision

Unique reference number EY345681
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Inspector Kay Armstrong

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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

Narnia Day Nursery and Nursery School is privately owned. It opened in 1990 and was re-opened in 2000. It operates from a large Victorian house in the Altrincham area of south Manchester. Children have access to play rooms over three floors and there is a secure outdoor area. The provision is open Monday to Friday from 7.30am to 6pm all year round, except Christmas week and a week in August. The provision serves families from the wider and local communities.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 36 children aged under eight-years-old may attend the provision at any one time. There are currently 48 children on roll. All of whom are under eight-years-old and seven children receive funding for free early years education. The provision supports children who speak English as an additional language.

There are 13 staff working with the children. The manager and one of the deputies have Early Years Professional status and a qualified teacher is also employed. The remaining staff all have early years qualifications, two at level 4, six at level 3, and two at level 2, both of whom are working towards a level 3 qualification. The provision is a member of the National Day Nursery Association. They receive support from the local authority and have achieved the local authorities 'Healthy Setting Award' and 'Inclusion Stamp'.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive and enjoy their time in the provision. They make excellent progress as staff know the children very well and ensure that all children have equal access to the wealth of experiences provided. Detailed and well-established systems of planning have a positive impact on children's learning and development. The excellent partnership with parents, carers and other agencies successfully promotes children's welfare and learning. The management team are excellent role models and have ambitious targets for the provision. Ongoing thorough and effective systems to monitor and evaluate the provision ensure that strengths and weaknesses are quickly identified. The provision's capacity for continuous improvement is excellent.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing the outdoor play provision to ensure resources challenge the older and more able children.

The effectiveness of leadership and management of the early years provision

The safety and welfare of children is given high priority throughout the provision. Children are effectively safeguarded because staff have undertaken additional safeguarding training. They are extremely professional and implement the comprehensive procedures rigorously. Recruitment, induction and ongoing suitability procedures are rigorous and effective. Most members of staff are trained in first aid. They are well aware of the specific individual needs of children and ensure their needs are met. For example, they ensure children with allergies are protected as they eat their personalised meals.

The whole staff team is enthusiastic, highly motivated and they work together effectively as they feel valued. This is demonstrated by the large number of staff who choose to undertake additional professional qualifications. The hard-working staff are central to ensuring the excellent care and education for children is consistently provided. Planning and assessment is highly effective and next steps in learning are always identified in all six areas of learning. Next steps are effectively used to inform future plans and individual targets for the children. Equality and diversity are very well developed through the use of innovative resources and through practitioners' excellent knowledge of each individual. Space and resources within the indoor and outdoor areas are organised to ensure children have choice in their play and learning.

Links with outside agencies, childcare professionals, schools and other providers of the Early Years Foundation Stage are excellent and contribute significantly to the children's achievement. Staff use first-hand observation and excellent relationships with parents and carers to get to know and understand children's needs. There are highly effective systems in place to engage parents and carers. The 'Come and Play' sessions are particularly popular and provide opportunities for staff to share their expertise. There is strong emphasis on ensuring that all practice is inclusive for all families through strategies, such as bilingual signage. Parents' suggestions and opinions are readily taken on board. As a result, both parents and children are very happy and supportive of the provision.

Staff have great enthusiasm and show an outstanding commitment towards their involvement in the self-evaluation process in order to bring about continuous improvement. Since the previous inspection effective steps have been taken to make further improvements within the provision for the benefit of children. Rigorous and accurate systems are in place to monitor and evaluate the provision's performance and inform future progress.

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

Children make outstanding progress as excellent opportunities are provided to support their development in all areas of learning. Planning is flexible and relates to children's interests and the activities they really enjoy. Staff have an extensive knowledge and understanding of the Early Years Foundation stage. They recognise parents and carers as the most important source of information about their children and include their suggestions in the planning.

Babies are very well nurtured as the key-person system ensures they are cared for by familiar adults. Comfort and reassurance is plentiful as babies are nurtured and cuddled. Their home routines are followed. As a result, babies feel secure and are very happy and well settled. They investigate their environment with determination and pleasure. They are given lots of choice in their play and learning as staff ensure resources are easily accessible. They are able to access natural materials and toys which are interactive and have pulsating lights which are exciting and stimulate their sensory development.

An exciting, rich and stimulating range of play experiences keeps children enthusiastically and purposefully engaged. Children's creativity is well supported through excellent access to a substantial range of role play equipment, construction toys and an extensive range of media. Toddlers thoroughly enjoy exploring paint, dough and replica 'snow'. Children enjoy many opportunities to design and make objects using recycled materials. The older children are well supported as they learn how to take risks and challenge themselves. For example, they handle real tools using saws and hammers when making three dimensional models. Staff take every opportunity to foster and develop children's technology, problem solving and mathematical skills. They provide a wide range of activities which encourage children to explore shape, size and pattern. Children are encouraged to count in everyday situations and use their fingers to count on when singing number rhymes. As a result they are developing a good understanding of numbers. They also confidently use mathematical and prepositional language in their play. They use cameras, torches and programmable resources and the computer competently and confidently. Children have access to excellent resources which promote skills in communication, language and literacy. This is a very strong area within this provision. There is an extensive selection of books throughout the setting and children take great pleasure in reading them and listening to stories. Children develop their dexterity as they manipulate dough and use one handed tools, such as, paint brushes, glue spreaders and scissors efficiently. The staff provide an inclusive environment in which everyone is embraced and welcomed. The extensive range of experiences and opportunities offered, staff interaction and commitment clearly supports the excellent development of children's skills for the future.

Children are making outstanding progress in their personal, social and emotional development because staff make excellent use of praise and confidence building. They are highly effective at teaching children how to participate and adopt safe and hygienic routines, which promotes their self-esteem. They learn to wash their

hands at an early age and can do this independently as they move through the provision. Children's welfare is promoted by the staff to a consistently high level. For example, children are taught how to be safe as they negotiate the stairs and practise how to evacuate the building in an emergency.

Healthy life styles are very well promoted through an extensive range of activities. For example, children are encouraged to be active. They enjoy being outdoors, where they are able to develop skills in coordination as they ride bikes, climb, run around, balance and slide. They have great fun as they go on a 'Bear Hunt' and they squeal with delight as they find the 'bear'. Children are protected and well comforted when they are tired. The quality of food and refreshments prepared in the provision is excellent. This helps children to stay healthy and fit. Most children behave very well and minor incidents are managed in a consistent and sensitive manner. Staff work well with children to enable them to support each other, cooperate and share. For example, they play together extremely well when completing a floor jigsaw or taking turns in a game. Children show high levels of enjoyment and are extremely happy.

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?	1
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	1
The extent to which children achieve and enjoy their learning	1
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	1
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