

# Gingerbread Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY428305

**Inspection date**

23/01/2012

**Inspector**

Sue Taylor

**Setting address**

The Oval Park, Arundel Drive West, Saltdean, East Sussex,  
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Gingerbread Day Nursery is a privately run nursery. It opened in 2011 and operates from a small building located within The Oval Park at Saltdean. It is open each weekday from 8am to 6pm, for 50 weeks of the year. Children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and a maximum of 20 children aged from birth may attend at any one time, of whom only six maybe under a year. There are currently 17 children on roll, some in part-time places. The nursery is also registered on both parts of the Childcare Register although no children are cared for in these age groups.

The nursery supports children with special educational needs and those who speak English as an additional language.

There are three members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification at level 2. The manager has a Foundation Degree in Early Years Care and Education obtained in 2011. The nursery provides funded early education for three- and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have their individual care needs met well and make good progress, effectively supported by a caring staff team. Staff know the children well and can identify where they are in their learning. However, not all written records consistently reflect children's ongoing progress. The children are confident as they are valued for who they are with their individual characters nurtured. Overall, partnerships with parents and others are in place and positive. The staff team effectively evaluates the nursery, identifying strengths and areas for improvement.

## What steps need to be taken to improve provision further?

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

- strengthen the monitoring systems showing how well children are progressing towards the early learning goals from their starting points, enabling any achievement gaps to be identified and narrowed
- develop ways to encourage greater involvement from parents in contributing to the assessment processes and in supporting their child's next steps.

## **The effectiveness of leadership and management of the early years provision**

The staff team demonstrate a high level of commitment to promoting children's safety. A full risk assessment record and check lists show how the staff effectively identify and minimise potential risks. As a result, this supports children in remaining safe as they explore the nursery, the garden and experience other outdoor spaces such as the beach. A thorough recruitment process helps ensure staff suitability with criminal record bureau checks obtained. Effective practices are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. The comprehensive policies and procedures help the staff protect and support children. Changes made since registration such as developing the garden area help create a welcoming, child-centred environment. The manager and staff are enthusiastic, with a positive and accurate awareness of their strengths. Clear and realistic plans are in place for securing further improvement.

Children make good progress in their learning with their next steps identified and planned for. Overall, the supporting records show children's development from their starting points towards the early learning goals. However, they are not sufficiently established to enable achievements gaps to be fully noted and narrowed. The staff meet children's individual care and welfare needs well following information gathering from parents. The environment and some play materials reflect the wider community, supporting children's learning about diversity. The organisation of the environment with good quality resources allows all children to make choices about their play.

Partnerships are well-established, making a strong contribution to children's achievement and well-being. Communication regularly takes place between key people, with the shared information promoting individual children's achievement and well-being. The nursery works alongside others if a child is identified as needing additional support. A generally positive relationship with parents is in place. The daily dairies provide detail about a child's day, particularly in relation to their care needs. The nursery tries to encourage parents to have involvement in their child's learning through the sharing of learning records. Newsletters include ideas of how parents might support children's development at home. The staff team are regularly looking for ways to include the views and opinions of parents.

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

The staff team, who have a good working knowledge of the Early Years Foundation Stage framework, support children's learning and development well. Planned activities take account of children's individual needs and interests. As children play, key persons observe and note their next steps. These are then easily accessible by all staff to support during the day. However, the records that document children's ongoing progress are less well established. A homely environment is created where all children come together for meal times or

activities. The younger children benefit from watching and copying the older children, who in turn learn to take care and have consideration of the toddlers. All make choices about their play and show good levels of concentration, as they for example complete puzzles or listen to the end of a story.

Children play well independently becoming active, curious and inquisitive learners. Children are encouraged to explore and investigate with their creative development supported well. The staff introduce different textures and materials such as sawdust, cooked pasta or jelly. All children enjoy a large tray of dry porridge oats. A staff member uses this to encourage mark making with the very young or encouraging an older child to write the initial letter of his name. Children's developing language is promoted and children communicate confidently. For example, a young child spontaneously starts singing and later makes up his own rhyme.

The children particularly enjoy outdoor activities. They use the small slide or ride on toys such as scooters or trikes in the garden, helping to develop their confidence and physical skills. The growing area has different vegetables and flowers planted by the staff and children. Herbs are within easy reach of all children to smell or touch. A child has fun as he buries toy dinosaurs in the earth. Children engage in a wide range of physical activities, both indoors and out, enjoying trips to the beach or the play parks. This helps their developing understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Children are gaining a good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines such as hand washing before eating. Very young children appear content and settled because their health, physical and dietary requirements are well met.

Clear explanations from the staff help children gain a good understanding of how to keep themselves safe. Children practise fire drills and learn how to cross roads safely when out and about. The child-centred and welcoming environment reflects most children's backgrounds and the wider community. The staff team identify a wish to develop how they help children gain a better understanding of diversity. All children display a strong sense of belonging and appear settled and happy. Overall, they are confident showing good levels of self-esteem and build strong relationships with both adults and other children. Good quality interactions and organised routines help babies and very young children to become secure. The staff confidently manage children's behaviour well and support children's individual needs. Children make good overall progress in developing the personal qualities that enable them to develop skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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	3

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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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