

All Aboard Day Nursery

Inspection report for early years provision

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Inspector	Sue Riley
Setting address	7 Welbeck Road, Ordsall, RETFORD, Nottinghamshire, DN22 7RP
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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

All Aboard Day Nursery is privately owned and opened in 1997. It operates from a single storey building in Ordsall near Retford. There are three fully enclosed outdoor play areas for children to use. A maximum of 45 children aged from 6 weeks to under eight years may attend the nursery at any one time. There are currently 56 children attending who are within the Early Years Foundation Stage. The provision also offers care to children aged over five years to eight years. This provision is also registered by Ofsted on both the compulsory and voluntary parts of the Childcare Register. Children come from the wider and local communities.

The nursery opens each weekday from 7.30am to 6.30pm for 51 weeks of the year, closing only for Christmas week and all main bank holidays. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. They work to the High Scope Approach. The nursery supports a number of children with special educational needs and/or disabilities. Children attend a variety of sessions each week.

The nursery employs nine members of staff. Of these, eight hold appropriate early years qualifications and two are working towards a further qualification. One staff member is a Qualified Teacher and holds Early Years Professional Status. One staff member holds a degree in early childhood studies. The nursery are members of the National Day Nurseries Association and they receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle very well in the nursery and receive good levels of care because the experienced well-qualified staff work very closely with individual children and their families. Excellent systems are in place to ensure that all children's needs are routinely met, especially those with additional needs. Staff have a good knowledge of how children develop and learn through play, demonstrating that they fully understand the welfare requirements. Exceptional partnerships between parents and other agencies ensure all children's needs are met and their protection assured. Successful steps are taken to self-evaluate the provision for children. Staff demonstrate a good capacity to make continuous improvement and sustain the existing high standards.

What steps need to be taken to improve provision further?

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

- strengthen the use of assessments to plan more effectively for the next steps in a child's developmental progress to ensure each child receives appropriate support

- increase the resources to include a variety of cultures to raise children's awareness and to stimulate new ideas and different ways of thinking.

The effectiveness of leadership and management of the early years provision

Children are very well protected because staff have an excellent understanding of safeguarding procedures and know how and when to take action to safeguard children in their care. Staff are very aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the well-qualified established staff team keep the premises very secure and supervise the children at all times. The nursery has robust recruitment procedures in place. Detailed risk assessments are carried out to provide a very safe environment for children to play and learn. The staff team have very high expectations and standards which are embedded across all areas of practice. The whole staff team are involved in the self-evaluation process and update policies and procedures appropriately. The joint owners and manager routinely make good use of a wide range of monitoring systems relating to the provision and outcomes for children. Children's well-being is enhanced due to the good organisation of this setting. This is due to the two active owners/manager, valuing and respecting all staff. Morale is high and all staff take responsibility for what they do within the nursery.

The excellent liaison with parents and carers contributes to improvements in children's achievement, well-being and development. Staff place great value in ensuring that parents develop a sense of belonging to the setting and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first attend the setting. They complete information sheets and 'All about me' forms about what their child can do and their individual likes and dislikes. This information helps staff to have an excellent knowledge of each child's background and needs. Parents are actively involved in supporting their child's learning and development at home. For example, staff have developed story sacks, in which parents are invited to take home and use with their children. Staff use a home diary to enable parents to share information about the child's home life enabling them to use this to respond more effectively to children's current interests. The nursery has parent meetings for parents to spend time with their child's key worker discussing their child's development and progress. The nursery holds workshops to enable parents to fully understand how they work and how their children learn through play. They recently held an open evening for parents to understand how their children learn mathematics through play. The nursery are further developing the effective working partnerships with other early years settings in which some children attend and schools that children move on to.

The partnerships which have been developed through children with additional needs are excellent and greatly benefit them. All staff are focused on helping each child to make good progress in their learning and development, and in promoting their welfare. The nursery regularly asks parents for their views and ensures that these are used to inform important decisions about the provision. Parents speak very highly about the nursery and the provision for children with special

educational needs and/or disabilities is exemplary. The staff team work exceptionally well with the parents and fully involve them in all that they do. Resources are very good, fit for purpose and support children in their development. Staff make the most of diversity to help children begin to understand the society they live in, although resources to help children understand the cultural needs of others are limited.

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

Children make good progress towards the early learning goals. Staff provide a good range of activities that take into account children's individual learning needs. They provide a well-balanced day that contains suitable periods of time where children mainly follow their own initiated ideas as well as some adult-led activities. The staff are extremely confident in their teaching skills and let the children lead and redirect the activity. For example, when playing with the large wooden blocks, children take over the activity and use their imagination well as they work cooperatively together. Staff are very good at asking questions to encourage children to think for themselves and take the play further. Children have good concentration and enthusiasm. Staff plan what to have out with care and take account of each child's interests and learning needs. The staff through the High Scope approach involve the children in their planning as they have 'plan and review' time. Staff observe children during their play and use this information to plan for future learning. However, they do not use the assessments of children's learning as an overall view to plan effectively for their next steps. From the time they arrive, children are eager to explore whatever is available to them and they meet every new challenge with passion. Through their interaction with children, staff draw out learning and ensure appropriate levels of challenge are available for all. Children are very eager to play and get excited when joining in with the activities. Their levels of concentration are good as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning.

Children learn about keeping themselves safe through the discussions and activities provided. For example, the children are fully aware of the rules of the nursery to keep themselves safe. Pre-school children are very aware of how to use the knife safely when cutting their own fruit for snack. This promotes their independence whilst being fully supervised and safe. Children follow good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. They benefit from varied menus that take account of children's dietary needs and introduce them to a good range of healthy foods. All children, including siblings come together for meal times. Staff sit and eat with the children in small social groups and children learn good table manners and social skills from this. Children clearly benefit from the outdoor play areas. They learn to respect living things, as they care for the nursery rabbit and feed the birds daily. Children also grow and tend their own vegetables and plants. They learn to climb safely and develop their physical skills. Children play well together and have definite friendship groups in place. They help and support each other whilst playing and are very caring towards each other. Older children play cooperatively with each other especially around imaginary play. For example, when

in the cafe area, children take on the different roles and act-out life situations. All children behave well as staff use appropriate strategies to encourage children's good behaviour, for example, distraction or positive praise. Children in the nursery are aware of the tidy up routine, and respond when the 'tidy up' music comes on. Children have close warm relationships with the staff and have lots of fun with them. They willingly approach the staff as and when needed, demonstrating that they feel safe. The emotional well-being of children is excellent. Children know who their key person is yet still approach other staff with confidence. Children are thriving due to their physical and emotional needs being met by the staff.

Children's social skills and ability to communicate with others are rapidly enhanced, so that they are developing the underpinning skills needed for their future. They enjoy reading and having stories told to them. Staff role model writing to the children as they act out being the waitress and take their meal orders in the cafe, so children are learning in a fun way that marks give meaning. When playing skittles, children recognise the numbers on the skittles and can quickly count how many they have knocked down. Children use mathematical language well when playing with the large wooden blocks. The younger children use their sense of smell as they explore the sensory bags.

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	1
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	1

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	1
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