

EduCare Day Nurseries and Nursery Schools Limited

8 Sherwood Rise, Nottingham, Nottinghamshire, NG7 6JF

Inspection date	08/07/2013
Previous inspection date	04/07/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The staff form strong bonds and warm relationships with children, which ensures that children feel safe and secure in the nursery and are developing sound attachments.
- Children are keen to explore because the nursery provides a stimulating, well-organised indoor and outdoor environment where resources are attractively presented and easily accessible.
- The management team effectively reflect on practice, considering the views of parents, children and staff, to identify targets and to make improvements which enhance the quality of the nursery for all children attending.
- All of the children are treated with respect, resulting in a caring environment for everyone, where every child is valued, regardless of their culture, gender, ability or needs.

It is not yet outstanding because

- There is scope to use detail from planning for babies to ensure activities offer challenging and interesting experiences to maximise their learning.
- The development of children's language is not always consistently maximised because staff do not always ask children open-ended questions when they talk with them.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector completed a joint observation and discussion with the Early Years Professional.
- The inspector spoke to the owner, acting manager and room leaders at appropriate times throughout the inspection.
- The inspector took account of parents and children spoken to on the day. Recent parent questionnaires were also examined.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, and a range of other documentation.

Inspector

Sharon Alleary

Full Report

Information about the setting

EduCare Day Nursery was registered in 1996. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted Victorian house in the Sherwood area area of Nottingham, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from three main rooms depending on the age and level of ability of each child. There is an enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery employs an Early Years Professional. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 66 children attending, of these, 17 are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend children's language development, for example, by using more open-ended questions that have different possible answers

- enhance planning for children's next steps in the baby room by adding more detail about how resources will be used to support babies' continuing progress.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a very good understanding of how children learn. They provide children with a balance of child-led and adult-guided experiences both inside and outdoors. Consequently, children are motivated and enthusiastic learners. For example, one child's interest in the drainpipe cascade leads to a group of children making a waterfall chute for the cars to fly down. Staff interact with the children, offering suggestions and alternatives to enhance their play. Regular observations of the children as they play identify their next steps in learning. Monthly and weekly planning is adaptable and follows the children's interests; this ensures that children's play is securely linked to their interests. Consequently, children

are eager and motivated to participate in activities. However, planning in the baby room is less focused on offering enhanced opportunities to challenge and interest the babies. As a result, opportunities are sometimes missed to support babies' continuing progress. Children's learning records document their developmental progress and show they make good progress towards the early learning goals and are developing the necessary skills to support readiness for school.

Children have many opportunities to develop listening and speaking skills, which support their communication skills and their social and emotional development. This is particularly evident at circle time when children take it in turns to answer questions relating to the weather and the date. However, there is scope for staff to extend children's thinking and speaking skills further by increasing their use of open-ended questions with the children. Children are learning that there are different types of books. For example, children enjoy listening to stories during story time and seek books to find out information, such as the life cycle of a butterfly. Children enthusiastically join in singing rhymes and action songs as they participate in their daily 'busy feet' session. They learn about the effect of exercise on their bodies, commenting, 'my heartbeat is really fast'. As a result, children's language and physical skills are effectively promoted.

Children develop their understanding of the world around them and appreciate each other's differences. For instance, staff provide opportunities for children to participate in celebrating festivals, such as Diwali and Vaisakhi. To further value children's cultures, the nursery arranges visits to a variety of places, such as the local Sikh temple, where the children learn about prayers and ethnic clothing. Pre-school children's creativity is well promoted. They explore and experiment colour mixing with marbles and paint. Babies and toddlers are widely encouraged to freely express themselves as they have access to a range of art and craft resources, which they access independently following their identified interests. Children's mathematical development is effectively promoted through routine opportunities. For example, staff encourage them to count how many children there are in the circle. This is further extended as they experiment with problem solving. For instance, children use language, such as 'there are three boys, eight children all together and how many girls do we have?'. Children learn about nature as they nurture caterpillars and watch as five butterflies burst out of their chrysalis. This unique and rare opportunity to witness nature first-hand fosters an understanding of life cycles and growth over time. Children become engrossed and animated whilst watching the butterflies as they fly around in the viewing net. The 'secret garden' further promotes children's understanding of growth and decay as they plant, nurture and harvest a selection of vegetables. Pre-school children experiment with technology as they complete an age-appropriate game on the computer. They confidently use the mouse to click and drag items.

Inclusion is effectively addressed as secure arrangements have been established to work alongside other professionals. Consequently, children with special educational needs and/or disabilities and those who speak English as an additional language are included in the life of the setting and make good progress. Staff understand that the use of children's home language in the nursery, supports children's development of the English language. Some staff speak dual languages and they take time to speak key words in children's home language, during the context of the children's play and throughout the settling in sessions. Consequently, children are developing their vocabulary well and all children and

their parents feel valued and included. Parents complete 'help us to get to know your child' documents, which help staff to assess children's starting points on entry. The management are developing diary systems for older early years children to support a two-way flow of information between nursery and home. This shows the pre-school has a positive approach to parent partnership. Staff demonstrate a good awareness of the progress check at age two. They understand how to involve parents and other professionals in the process, so that they can share what they know about children's learning.

The contribution of the early years provision to the well-being of children

Staff gather detailed information from parents at the onset of care, in order to enable staff to support new children with the transition from home to the nursery. Staff are caring and sensitive to children's needs and the key person system is highly effective. They provide gentle reassurance to children struggling with separation, successfully distracting them and engaging them in play for increasing periods. Some children are helped to settle because they are supported by dual language staff who sing lullabies in their home language. Staff skilfully use these methods to help some children build their confidence. Consequently, children develop a strong sense of security and they confidently seek support and comfort when needed.

The staff are good role models and use firm but fair techniques for managing children's behaviour. This impacts well on helping children to develop their cooperation during play by recognising the importance of sharing and taking turns. It supports children's independence and builds their self-esteem and confidence. Consequently, children behave well and are very helpful, kind and caring. Staff organise toys and resources very well. Children move around freely, making choices about what they want to play with and where they want to play. This supports their growing independence.

Older early years children are encouraged to be as independent as possible. For instance, they use the bathroom appropriately. At meal times, children pour their own drinks and sometimes serve their food. This means children are practising their independence skills during this time. Children show a good awareness of safety, including how to keep their toys and environment safe by helping to tidy away. This supports children to feel emotionally secure. Children learn how to keep themselves and others safe with the support of staff. They talk to the children about safe actions and behaviours, such as not throwing water. They learn about road safety when they go on walks around the community and participate in regular fire drills. This helps children to learn how to stay safe in an emergency. Staff help children to understand 'stranger danger' by introducing the inspector and explaining she is a visitor and the children can talk to her.

The outdoor space is well used. All children have regular opportunities for fresh air and exercise. Children develop their physical skills as they take part in an adult-guided traffic light game. They learn to stop, jump and run on command. Babies are supported to enjoy the fresh air as they toddle and crawl on blankets, exploring instruments with the support of their key person. The management team has recently spent time working effectively with parents and researching current literature to ensure that children benefit from

healthy, balanced meals. As a result, children are eating meals that are rich in essential nutrients. Staff sit down with children at lunchtime and enjoy a relaxed, social period of time, talking to each other. During a home-made lunch of cheesy broccoli pasta, children say, 'I love this food'. Staff talk to children about how they can help keep themselves healthy. Children confidently talk about how milk makes their bones strong. They also enjoy eating foods from different countries and cultures, which enables them to learn about the wider society.

Babies and toddlers are fully supported in their transitions within the provision. Their key person accompanies them on visits to the room they move on to, and shares knowledge of their individual development and progress with staff in the next area. They spend time with the babies and toddlers, building up the visits to ensure their transitions are smooth and that attachments between the child and key person are made. Effective processes are also in place to help the older early years children prepare for their transitions to school. Teachers from the new school visit the children in the nursery and summary documents support the move.

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

The staff are led by a very committed owner. She is supported by a strong, wider management team. The recently appointed acting manager is an established member of staff. All senior managers within the company meet regularly, to develop their practice, modify policies and exchange ideas. They sometimes work at each other's sites. This enables the managers to observe how other settings run and allows them to reflect on their own practice. The Early Years Professional has a clear overview of the curriculum through the regular and effective monitoring of the educational programmes in the pre-school room. Planning and assessment are checked to make sure they are consistent and precise. Any gaps are identified and action is taken in order to close them. There are further plans for the nursery's Early Years Professional to monitor and observe planning and staff performance in all age groups more closely.

Children are safeguarded as staff have a secure understanding of what to do if they have a concern regarding a child's welfare. Staff regularly update training in child protection and work closely with other agencies to support any child's or families' needs. Safeguarding is raised at every staff meeting. A broad range of written policies and procedures, including a safeguarding policy, support the safe and effective management of the provision. Clear procedures are in place if an allegation is made about a member of staff and if staff have any concerns about a child in their care. The nursery keeps a record of accidents on the premises and injuries at home. Parents are informed on the same day if any first aid treatment is given. The management conducts monitoring of the accidents and injuries to identify any trends. This ensures the safety of children in the nursery. The management team have implemented a behaviour policy and procedure. All staff have the necessary knowledge and understanding of the policy to manage any behavioural issues that may occur. A named member of staff responsible for behaviour is available for advice if necessary. The management keep a written record of any complaints, and their outcome. The kitchen provides suitable facilities for the hygienic preparation of food for

children. All staff involved in preparing and handing food have a level 2 qualification in food hygiene.

Secure recruitment and induction procedures ensure that all those working with children are safe and suitable, having undergone robust vetting procedures. Staff supervise the children well and ratios are well met. Regular staff meetings ensure that they are kept informed of changes and have opportunities to share any concerns, ideas or good practice. Regular supervisions and yearly appraisals enable the management team to identify learning and training needs for each individual staff member. As a result, there is a skilled staff team in place, in order to support children's wide ranging needs. The management team are regularly monitoring and observing staff practice to assess how they engage with children. Clear and concise risk assessments are used to manage potential risks to children. These are regularly monitored and reviewed. All staff remain vigilant to children's safety and undertake daily checks both indoors and outdoors. Good physical security prevents intruders from entering the premises and the identity of visitors is checked before admitting them to the nursery. An appropriate record is kept and the times of arrival and departure are recorded.

The management, staff and parents are enthusiastic, motivated and committed to providing a high quality service to children and their families. Actions and recommendations from the last inspection have been effectively addressed which has had a positive impact on the care and welfare of the children that attend. Children from different cultural backgrounds are acknowledged and respected throughout the nursery and children are treated with equal regard. Arrangements to evaluate the provision are in place and a detailed action plan has been established to allow the management team to identify and work on areas for development. The nursery is committed to working in partnership with parents and seeks the views of parents in a variety of ways to further enhance practice. They seek the views of parents through the newly formed 'parent partnership forum', daily discussions, newsletters and questionnaires. Throughout the nursery there is wealth of quality information to support parents' understanding of the Early Years Foundation Stage, with a particularly informative reception area. The nursery has secure procedures in place to seek expert advice from other professionals, such as occupational therapists. This ensures that appropriate interventions are secured and children with special educational needs and/or disabilities receive the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	254609
Local authority	Nottingham City
Inspection number	900520
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	66
Name of provider	EduCare Day Nursery & Nursery Schools Ltd
Date of previous inspection	04/07/2011
Telephone number	0115 9626226

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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