

# Gingerbread Day Nursery

The Oval Park, Arundel Drive West, Saltdean, East Sussex, BN2 8SJ

<b>Inspection date</b>	26/09/2013
Previous inspection date	23/01/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Staff build sound relationships with the children through the key person system, helping to promote their self-esteem and confidence.
- Children are given daily opportunities to play outdoors with the additional benefit of extra play space at the neighbouring park.
- Parents are welcomed into the setting, working in partnership with the staff to promote children's well-being.
- Children are encouraged to develop their personal self-care skills putting on their shoes and pouring their own drinks for snacks.

### It is not yet good because

- Risk assessments are in place but do not provide sufficient information about keeping children safe from strangers when playing in the park.
- The observation, assessment and planning process are being implemented, although some activities do not provide sufficient challenge for the more able children.
- Accessibility of resources are restricted due to the limited play space, resulting in reduced opportunities for children to develop their imagination and creativity.

## 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 majority of the inspection was spent observing the staff interacting with the children.
- Six parents views were taken into account on the day of the inspection.
- The inspector discussed leadership issues with the manager.
- The inspector sampled a range of documentation relating to children's progress and development and policies and procedures, including safeguarding.

## Inspector

Jane Wakelen

## Full Report

### Information about the setting

Gingerbread Day Nursery is a privately run day 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 the compulsory and voluntary parts of the Childcare register. There are currently 40 children on roll in the early years age range. The nursery currently supports children with special educational needs and those who speak English as an additional language. The nursery provides funded early education for two, three and four year olds. There are six members of staff, three of whom hold appropriate early years qualifications to at least National Vocational Qualification level 3. The other three staff are apprentices studying for the NVQ level 3. The manager is currently studying for her qualification to level 5 and the deputy is doing her level 6 qualification.

### What the setting needs to do to improve further

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all risks to children's safety are assessed when in the park and measures put in place to minimise these
  
- improve the planning of activities to ensure children's needs, interests and stage of development are taken into account to provide challenging and enjoyable experiences.

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

- review the environment to provide additional resources to cover the seven areas of learning
  
- improve opportunities to promote children's imagination and creativity both indoors and outside.

## Inspection judgements

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

Children arrive confidently and are greeted by the staff who build sound relationships with the children and the family. Each key person sits with the parent when the child starts to obtain useful information, to provide informative details to help the key person meet the needs of the child. This information forms the child's starting points and a basis for future planning. Staff have a satisfactory knowledge of the learning and development requirements of the Early Years Foundation Stage. They make regular observations of children's learning and use these to develop children's learning journeys. Photographs of children's play, together with samples of children's work are used to provide a pictorial aid for parents to reflect children's development. However, the systems for observation, assessment and planning are not fully embedded. As a result, there are weaknesses in some areas of learning and activities providing insufficient challenge for some children.

Staff provide suitable activities to help children settle into the environment, and to support the children's confidence and self-esteem. Children are encouraged to be independent changing shoes for outdoor play or for taking off their coats and hanging them on their peg. Staff show a caring approach to the children, offering cuddles when they need reassurance or support. Staff talk to the children all the time, asking children what they are doing or repeating phrases when children's speech is not clear. However, many questions are closed restricting children's vocabulary and communication skills. Opportunities for children to develop their physical skills are encouraged on a daily basis. Children play in the garden in the sand pit or with the balls rolling them down the piece of guttering, learning about gradients. They can dig in the garden area, digging up potatoes or picking the beans learning about the natural world. The adjoining park is used to provide children with large play equipment enabling children to use a wider range of resources.

Children show an interest in the books when staff read to them, pointing out the pictures and asking some questions. Books are made accessible outside and inside, although the book area is not used consistently by children independently. Children have some opportunities to find their name on the self-registering board and have opportunities to make marks using paint and pens. Staff have provided children with laminated survey sheets for outside to help children link marks with numbers. Children see numbers on foam mats to play hopscotch and staff help children count in some activities.

Staff provide some role play resources indoors in addition to the play house outside. Children are beginning to develop their imagination as they pretend to run away from the bear or push the baby doll around in the buggies. However, resources to extend their play are limited with basic provision for arts and crafts restricting children's creativity.

Staff are aware of children's individual needs and promote an inclusive environment where all children are valued. Those with additional needs or disabilities are supported by their key person and outside agencies to provide for their specific needs in partnership with the parents. Key people work well with the parents, keeping them verbally informed on a daily basis about their child's day. The journals and assessment information are shared with parents regularly with opportunities for parents to contribute to this process to meet children's needs.

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

The key person system is implemented well enabling children to build sound relationships that promote their confidence and self-esteem. Children approach their key person for cuddles or when needing support, reflecting their feeling of security. Each key person develops a secure knowledge of their key children and promotes their personal independence according to their age and stage of development. Staff offer praise and encouragement to the children to enable them to learn good behaviour. They support children in turn taking and sharing the toys, enabling them to learn about caring for others.

Children have suitable opportunities to learn about healthy lifestyles as they have a selection of healthy snacks to choose from. Children pour their own drink at snack time and have access to bottles of drinking water throughout the session. Sound procedures are in place to encourage good hygiene, such as washing hands before eating and after using the toilet. This is extended by staff who provide good role models for the children including following effective hygiene procedures for nappy changing. Daily outdoor play provides for fresh air and exercise further supporting children's healthy lifestyle. There is an appropriate medication policy in place which provides secure instructions about the administration of medication and where medication should be stored. Staff are aware of this and keep medication stored out of reach of the children.

Staff provide guidance to the children about keeping themselves safe. For example, they remind children about holding hands and keeping together on the short walk to the play area in the park. Children learn their capabilities as they use the variety of large play equipment, developing their physical skills. Staff implement effective risk assessments for indoors, but risk assessments for the use of the park do not provide sufficient detail to ensure children are kept safe from strangers. Consequently, children are not aware of any dangers.

Children play with an acceptable range of resources, although access to a variety is restricted due to the storage problems. Staff provide different resources according to the planning, but these do not always provide a good variety or meet all seven areas consistently. Resources are suitable for the age of the children attending and in good condition.

Staff demonstrate an appropriate understanding of the skills children need to have developed before they leave for school. For example, children learn to hold their pencil correctly and to develop their self-care skills. Teachers from local schools are invited into the setting to meet the children before they move to school, providing support for the big step. In addition, staff talk to the children about what to expect and read stories introducing school to help address any concerns or worries by the children.

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

This inspection was brought forward due to concerns received by Ofsted regarding safeguarding procedures and policy. The inspection found that the manager has acted appropriately and taken measures to address the concerns including contacting the professional outside agencies. Safeguarding procedures and the policy are in place and implemented effectively amongst the staff in the setting. Effective daily and annual risk assessments are in place. However, risk assessments to support children's safety whilst in the park are not secure and as a result, children are not securely protected from strangers. There are suitable procedures for recruiting staff, including monitoring their ongoing suitability through regular supervision and annual appraisals.

The manager of the setting has a satisfactory understanding of her role and has identified areas to further develop. She works closely with her deputy and through discussion with the staff; they have identified areas to develop further to improve the provision. There has been several changes to staff members which has impacted on the provision. Therefore a system of monitoring is being developed to support the self-evaluation process to identify the strengths and weaknesses of the setting. In addition, a system to monitor the progress children are making is also in its infancy. Consequently, some staff are not consistently meeting children's needs.

The staff are aware of the importance of sharing information with outside agencies and obtain written permission from parents to support this partnership. Parents are fully involved with the decision making process to enable all parties to plan for the specific needs of the child. In addition any other providers sharing the care of the children are kept informed of any developments or achievements through the use of a daily contact book. This enables the parent to be kept well informed about any information being shared. Consequently children's needs are supported and addressed.

### **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

<b>Unique reference number</b>	EY428305
<b>Local authority</b>	Brighton & Hove
<b>Inspection number</b>	936959
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Sarah Jane Francis
<b>Date of previous inspection</b>	23/01/2012
<b>Telephone number</b>	01273307330

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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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