

ABC Day Nursery

Inspection report for early years provision

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Inspector Beverley Blackburn

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

ABC Day Nursery has been registered since 2005. The nursery is situated in a purpose built building on an industrial estate in Bowerhill, Melksham. The nursery is arranged into three areas which include 'Ladybirds room' for children aged from three months to 18 months, 'Butterflies room' for ages 18 months to three years and 'Bees room' for three to five-year-old children. All rooms are on the ground floor with toilet, kitchen and sleeping facilities available. All children share access to secure enclosed outdoor play areas. The nursery is open each weekday from 8.00am until 6.00pm for 50 weeks of the year. Children attending the nursery are mainly from the local area and surrounding villages.

The nursery is registered on the Early Years Register. A maximum of 43 children may attend at any one time. There are currently 48 children on roll. The nursery is registered to receive government funding for nursery education.

The nursery is privately owned by joint partners who employ 13 members of staff, to care for the children and a cook. Of the staff working directly with the children, seven hold appropriate early years qualifications to Level 3, two to Level 2 in childcare and one has completed the Early Years professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are experiencing enjoyable times in the nursery. They are happy and relaxed in an environment where their individual needs are appropriately met. Secure relationships are developed with parents and other settings, which children attend. The nursery has made marked improvements since the last inspection, especially in the areas of Early Years Foundation Stage. The staff have reflected on their own practice and have identified areas for development in order to support and evaluate learning outcomes for the children and meeting their individual needs. There are positive plans in place for the further development of the service.

What steps need to be taken to improve provision further?

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

- ensure all staff are aware of the policies and procedures and have an understanding of how they are implemented
- ensure all staff are confident in identifying each child's stage of development in order to effectively plan for their next steps in their learning and development
- ensure all staff are involved and contribute to the planning in order to understand the purpose of the activities and how they are linked to the areas of learning and development requirements so that children can be appropriately helped to make good progress. Also to ensure more outside

- play is included in the planning.
- improve the outdoor environment for the younger children and babies so that they have the opportunity to receive good outdoor experiences that help them in their development and learning

The effectiveness of leadership and management of the early years provision

The nursery has a sound commitment to ensuring all information, including the policies and procedures, which underpin its effective management, is shared with parents and carers. For example, the complaints procedure is made available to parents. Safeguarding procedures are secure and all the required checks are carried out. Most staff are suitably trained and are aware of the child protection procedure and what to do in the event of a safeguarding issue. Staff, at all times are suitably deployed to meet the needs of the children, and systems are in place to ensure required ratios can be maintained in the event of staff absence. Resources are organised accessibly throughout the setting so children can make some choices about their play. The nursery environment overall is safe and secure for children due to a clear risk assessment process. All staff are aware of their responsibility to promote a safe environment and children's understanding of keeping themselves safe.

The staff have a secure understanding of inclusive practice and how to effectively meet the individual needs of all the children. They are aware of the importance of supporting children with learning difficulties and disabilities and promoting positive imagines of other cultures and helping children value diversity and differences. Plans are in place to develop this area further. The setting respects children with English as additional language.

The manager has begun to take steps to bring about improvements. The recommendations from the last inspection have been addressed, resulting in an improvement in promoting health and areas of children's learning. He intends to have regular staff meetings with the staff; which will include reviews on progress of the setting and improvement in the staff practice. The manager is aware that staff appraisals need to be developed in order for staff to identify areas for their professional development. Most staff have a secure understanding and are developing their confidence in delivering the nursery programme to reflect the Early Years Foundation Stage framework. Staff are receiving support from the Early Years Wiltshire County Council and the deputy manager of the setting. This has clearly impacted on how well the children are making progress in their leaning and development.

The nursery environment overall is safe and secure for children due to a clear risk assessment process. All staff are aware of their responsibility to promote a safe environment and children's understanding of keeping themselves safe. For example, children are made aware of the evacuation procedure and how to leave the premises safely. The setting takes appropriate steps to ensure safety of the children and staff.

The nursery communicates effectively with parents and carers. They encourage a two-way flow of information to encourage parents to be involved in their child's learning and development. Staff have started to share observations and assessments records with the parents and keep records of the children's progress; these enable the staff to take account of the children's learning and development and to use this information in planning for their individual learning. However, this system is not fully established in all rooms as yet. The nursery is proactive in establishing good links with other professionals and agencies, for example, the local school, local police office and speech therapist. The outcomes for children are satisfactory and improving.

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

Children are cared for in a safe and secure environment with suitable systems in place for monitoring arrival and departure. Their learning is appropriately supported through the provision of a suitable range of resources and equipment and good interaction with the staff. Children enjoy a variety of activities indoors. However, the outdoor area for the younger children/babies is lacking in resources and creativity. The planning of the outdoor area does not appear to be included in the daily activity plan. There is a suitable range of play resources available to help children value diversity and learn about cultural differences, such as books, dolls and resources representing people with disabilities. There is a good balance of toys and resources for both boys and girls, including a suitable range for babies and very young children. Systems are in place and followed appropriately in order to support children with learning difficulties and/or disabilities, which include linking with other agencies. Registration time is used to help build children's confidence by encouraging them to participate in 'show and tell', it is also used to encourage counting skills, as staff help children to count how many children are present. Staff encourage children's communication skills by talking to them about what they are doing. Children are helped to develop their independence as they are supported to pour their own drinks at snack time. Children are able to independently develop their imaginative and creative skills, for example, using a piece of tubing and plastic box to make a see-saw. Children are provided with a suitable balance of adult-led and child initiated activities.

Staff have started to increase their knowledge and confidence in delivering the Early Years Foundation Stage learning and development requirements to promote children's individual learning. They have started to plan activities to include experiences which are appropriate to each child's individual stage of development and learning needs. However, a designated staff member is responsible for the planning for all the rooms. It would be more beneficial for the children if all staff are able contribute to the planning as they know the children in their rooms better. Children are making satisfactory progress in all areas of the Early Years Foundation Stage. Staff carry out observations and assessments which are recorded in their learning journeys. The staff are beginning to make assessments based on their observation as to where children are in their learning and development and plan activities to promote their progress. Some staff are beginning to evaluate the activities they provide for the children, that is, looking at what has worked well and

what needs improving. However, not all staff are confident in demonstrating how they plan the next steps in each child's learning and development.

Children's healthy lifestyle is promoted effectively. They enjoy regular physical exercise and learn about healthy eating. All snacks and meals are freshly prepared and cooked on site. Children are provided with a range of healthy options. All children's dietary needs are adequately catered for. Children have good opportunities for regular exercise and fresh air each day. Staff work with the parents to ensure they meet each child's individual needs, such as sleep routines or special diets. Staff promote the children's personal hygiene effectively, and children demonstrate their understanding of the routine well. They know to wash their hands before eating and understand that washing their hands prevents the spread of germs. Behaviour management strategies provide children with consistent boundaries. Children play co-operatively together, build good relationships and are able to confidently negotiate with each other and solve their own problems, for example, two girls had a dispute over sharing a toy, they were able to come to a successful agreement and afterwards cuddle each other.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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