

Spinney Day Nursery-Bell Meadow

Inspection report for early years provision

Unique reference number EY380712
Inspection date 19/03/2009
Inspector Suzette Butcher

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Type of setting Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Spinney Day Nursery - Bell Meadow was registered in 2008 and is one of two nurseries that are privately owned by the providers. It is situated in Pulford on the outskirts of Chester. A maximum of 94 children may attend the provision at any one time, with a maximum of 51 children in the early years age group. Children have access to a fully enclosed outdoor play area. The setting is open each weekday from 07.30 to 18.30 all year round. Out of school care provides before and after school care and during school holidays. Out of school care is situated on the first floor of the premises. Children are transported from a number of local primary schools.

The nursery is registered on the Early Years Register and there are currently six children within the Early Years Foundation Stage (EYFS) on roll in the nursery. The provision is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery employs four members of staff, who all hold appropriate early years qualifications. Further qualified staff transfer from the provider's other nursery as required.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and confident in the inclusive, family environment where continual improvement is given a high priority. Observation, assessment and planning procedures are successfully evolving, with some omissions in out of school care for children in EYFS. Children's welfare needs are rigorously safeguarded throughout the setting. The foundations for effective partnership with parents and other providers are securely established to support children's care and learning.

What steps need to be taken to improve provision further?

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

- improve systems to clearly record next steps for individual children to inform future planning and share with parents and other providers
- extend key worker and assessment systems for children within EYFS in out of school care.

The leadership and management of the early years provision

The experienced management team are very well organised and strongly committed towards providing high quality standards. A family ethos is strongly promoted throughout the setting and ensures that children and their families feel included, safe and valued. Plans are well targeted to bring about further improvement to the provision and to promote positive outcomes for children and their families. For example, a key target is to develop links with the local

community by providing workshops for young mothers and toddler groups on site. Management successfully lead and encourage a culture of reflective practice, self-evaluation and informed discussion which creates an effective staff team. Staff are currently engaged with local authority early years advisory teachers and specialist consultants to raise standards and continually improve outcomes for children. Robust recruitment, employment and induction systems maintain staff suitability and safeguard children. Regular staff meetings, supervision sessions and appraisal meetings support staff and clarify roles and responsibilities. Staff are all qualified and highly motivated to continue training because they are enthusiastically supported to further raise their skills and qualifications, such as achieving level 4 qualifications or Early Years Professional Status.

Comprehensive policies, procedures and records are maintained to comply with requirements. Exemplary health and safety procedures include very thorough risk assessments to rigorously manage and eliminate risks to fully safeguard children. Every child is included and valued as a unique individual. Diversity is respected and male staff members provide positive role models that enrich children's experiences. Parents comment that they are very happy with the quality of care and education provided. Communication systems, such as notices or daily feedback, develop information sharing and strengthen partnerships with parents and carers. Regular discussions with key workers actively involve parents in their child's learning. Children within EYFS in and out of school care benefit from similar caring support although clear procedures to monitor and share each child's progress within EYFS have not been fully established. Basic systems to create a two-way flow of information sharing with children's other providers within EYFS are in place to promote progression and continuity of children's learning and care.

The quality and standards of the early years provision

Staff effectively provide personalised learning, development and care to offer children the best possible start in life. Their secure knowledge and understanding of the underlying principles of early years practice underpins the effective organisation and provides a secure basis for children's learning and development. Starting points are identified for individual children during discussion with parents. Key workers develop this information through incidental observations as children settle in. Effective observation, assessment and planning procedures support and track children's ongoing development and learning. Children's individual learning journey towards the early learning goals is monitored and recorded in their profile. Next steps for each child are informally identified but not clearly recorded to inform future planning and share with parents and other providers. Inviting areas of continuous provision are well organised to enable children to move about freely and safely within their play environment. Babies and toddlers develop confidence and practise mobility skills in their cosy, secure area as they explore low-level resources. Challenging and stimulating opportunities are available, both inside and outside, to entice children to explore and experiment. For example, babies smile in delight and watch bubbles floating around them. Children develop a strong sense of identity and belonging as they learn to make their own decisions and develop independent, active learning in the supportive environment. They are given time to explore, practise and apply their learning as they investigate pressing buttons on

toys or shake musical instruments to create sound patterns.

A good balance of adult-led and child-led activities are provided and staff know when to stand back and allow children to initiate their own games. Young children learn to use their imagination as they pretend to go shopping with a basket and push a buggy around. Informal and spontaneous learning opportunities are maximised when, for example, staff suggest putting two babies in the buggy and ask open-ended questions to extend their experiences and learning.

Activities are adapted and planning is differentiated to include every child. Early language and communication skills are promoted through songs, gestures, facial expressions, pictures and symbols. Toddlers confidently communicate as they point to desired objects or enthusiastically ask for more. Staff are trained in Makaton sign language to provide additional support for children with communication difficulties. Positive attitudes are promoted towards diversity to help children to value aspects of their own and other people's lives.

Children are happy and confident in the supportive environment where they share warm relationships with staff. Young children learn to share and take turns with their friends and benefit from the staff's calm, consistent and respectful example. Good hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves. Young children's individual sleep and personal care routines are followed providing continuity and consistency with home. Meals consist of well balanced, nutritious items and mealtimes are relaxed, social occasions where children sit together and enjoy each other's company. Independence skills are actively promoted when toddlers help themselves to finger foods. Children's safety is given a high priority with areas checked on a daily basis to identify potential hazards and risks.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.