

Whitecross Day Nursery

Inspection report for early years provision

Unique reference number	EY298869
Inspection date	26/03/2009
Inspector	Josephine Mary Hammick
Setting address	166 Whitecross Road, Hereford, Herefordshire, HR4 0DH
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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).

Description of the setting

Whitecross Day Nursery was re-registered in 2005, having been originally established in 1965. It operates from purpose built premises in Hereford city. A maximum of 86 children may attend the setting at any one time. The setting is open each weekday from 07.30 to 17.30 all year round. Children have access to a secure outside play area.

There are currently 164 children aged from six months to under five years on roll. Of these, 61 children receive funding for early years education. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 36 permanent members of staff supported by nine relief staff. Of these, 23 staff hold appropriate early years qualifications. The setting receives support from the local authority and holds a bronze quality assurance accreditation.

Overall effectiveness of the early years provision

Overall, provision for children at Whitecross Nursery School and Crèche is good. Staff create a happy environment in which children can play, learn and are secure. They generally make good progress. Adults ensure that all children are included in the activities provided and the needs of all age groups are well met. The manager provides very good leadership and has addressed all of the issues from the last inspection. As a result, there is an excellent commitment to further improvement.

What steps need to be taken to improve provision further?

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

- increase opportunities for all groups of children to develop a knowledge and understanding of the world
- develop assessments and evaluations on practitioners' observations of what children are doing in their day-to-day activities in order to plan for individual next stages in learning.

The leadership and management of the early years provision

Staff are appropriately qualified and suitably deployed to provide effective levels of support for children's learning and development. Staff are committed to work in partnership with parents and carers of the children, valuing their contribution as partners in their children's learning. For example, regular parents' evenings are organised, and parent questionnaires are evaluated and comments or suggestions acted upon promptly.

Good working relationships between the staff ensure the smooth running of the provision. There are regular room meetings to discuss children's development and care needs, and how effectively the Early Years Foundation Stage (EYFS) is being implemented. Arrangements to ensure children are safeguarded are good.

Supervisors from all rooms have accessed up-to-date training and have cascaded their knowledge to other staff. All policies and procedures are in place and are regularly reviewed to protect children's welfare and keep them safe from harm. Outdoor and indoor spaces, furniture, equipment and toys are suitable and safe. Toys and resources are well stored to enable children to self-select from storage units labelled in writing and with pictures. The outdoor environment is secure, spacious and used well to promote children's physical development and enable them to let off steam. The garden is undergoing re-organisation to promote healthier lifestyles. Risk assessments are thorough and ensure children are taught to be safety conscious.

The manager has ensured that all the recommendations from the previous inspection have been addressed. The setting has implemented robust systems for monitoring and evaluating the effectiveness of its provision to identify the strengths and future areas for development. All staff are actively involved in reviewing and evaluating their personal and team practice in order to further improve.

The quality and standards of the early years provision

Children's personal and learning development are generally good. Relationships are warm, children are happy and settle quickly within the supportive environment. Staff promote and develop children's confidence and self-esteem so that they have positive attitudes and behave in an acceptable manner. Children are supported to take turns respectfully and play together co-operatively. If there is ever a problem with this, the children are familiar with the use of a sand timer to ration their use of popular toys and equipment. They respectfully adhere to the rules. Younger children are confident, independent and benefit from the encouragement of older children within the setting. Babies are able to look over the gate and chatter to the toddlers in the next room. Key workers take time to explain the rules of games, such as phonics lotto, and make sure that everyone takes an active part.

Staff have a fairly good understanding of the learning and development requirements for children in the Early Years Foundation Stage. However, there are inconsistencies in the delivery of the six areas of learning between the rooms. There are some gaps in the children's knowledge and understanding of the world in some learning records. Observations are not evaluated effectively in order to identify future learning needs for individual children. Consequently, some learning needs may be overlooked. Planning takes into account children's ideas and there is a suitable balance of independently chosen and adult-led activities.

Staff have a good understanding of child protection and what to do if they have any concerns so that the promotion of children's welfare is good. Children are developing a good understanding of how to keep themselves safe. Daily snacks and home cooked meals, breakfast, lunch and tea, provide good nourishment and

children enjoy a range of physical activities in the secure outdoor area which contribute to their good understanding of a healthy lifestyle.

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?	3
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 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 has been one complaint made to Ofsted since the last inspection. This resulted in an action being set to improve registration systems to ensure that information on children's times of arrival and departure are accurately recorded. The provider ensured this action was implemented within the designated timescales and remains suitable for 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.