

King Edward VII Day Nursery

Inspection report for early years provision

Unique reference number 223225
Inspection date 16/09/2009
Inspector Isobel Randall

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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*.

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.

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Description of the setting

King Edward VII Day Nursery opened in 1995 to offer full day care for up to 79 children aged under eight years, and its present certificate was issued in 2008. It operates as an independent organisation from a purpose built complex on the campus of King Edward VII School in Melton Mowbray, with integral kitchen and staff facilities. There are car parking facilities and an enclosed grassed and paved outdoor play area. The nursery is open from Monday to Friday for 51 weeks of the year. Hours of operation are from 07.00 AM to 18.30 PM. The nursery offers funded nursery education for three and four-year-olds, and receives support from a teacher/mentor from the Early Years Development and Childcare Partnership. The nursery supports children with special educational needs and disabilities, and those who speak English as an additional language. There are currently 63 children on roll. Some of the three- and four-year-olds attending the nursery are in receipt of nursery education grant funding. The nursery also offers out of school care for school-aged children, of whom there are eleven at present. Fourteen staff work with the children. Of these, one has a childcare qualification at level 4, six are at level 3 and four at level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality of provision offered by the nursery is good overall. Individual learning and welfare needs are clearly identified and successfully addressed so that in the safe and secure environment of the nursery, children make good progress in relation to their starting points. Staff liaise well with the local authority advisory service, with local schools and with parents so that the children are well supported. Good self-evaluation enables staff to identify and implement changes to their provision, so that the nursery demonstrates good capacity to sustain improvement.

What steps need to be taken to improve provision further?

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

- assess the impact of the activities and experiences of the children to inform future planning
- encourage parents to play a more active part in supporting the work of the nursery
- complete the training of new staff in safeguarding.

The effectiveness of leadership and management of the early years provision

The nursery is well led and managed. All of the staff, under the effective leadership of the nursery owner and manager, collaborate well to provide the children with a safe and stimulating environment. Issues raised at the last

inspection have been addressed in full. Staff ensure that recruitment practices are completely secure. Risk assessments are under constant review in line with the recently revised policy, and so both the environment and activities planned for the children are safe. Adults take care that the proportion of staff to children in each room always complies with the requirements. New staff are soon to be trained in the existing good procedures for safeguarding that are spelled out clearly in the staff handbook. Practical guidelines have been introduced about the serving of hot meals. Children therefore feel safe and grow in confidence.

The staffs' commitment to constant improvement is evident in their detailed self-evaluation. Their systematic approach to the renewal of policies and practices is securely based on accurate analysis of strengths and weaknesses. Key people use good systems for assessment to plan the next steps for individual children, although planning for whole groups is lacking sufficient detail to allow analysis of the overall impact of children's different experiences. However, staff are assiduous in identifying and addressing the needs of different groups of children. Recognising that girls settle down in school more quickly than boys, they are working with the local group of schools and nurseries to improve the boys' transition experiences. They use local authority support well to help them to identify and support children with special educational needs and/or disabilities. The home languages of those whose first language is not English is celebrated and promoted with co-operation from parents. They recognise that their planning for whole group experiences has too little detail, and so have arranged further training. This is part of a programme that steadily improves staff expertise and qualifications.

Staff take care that the more experienced and qualified staff support newer colleagues. Resources are well deployed. The nursery has invested well in the development of the outside area where children enjoy playing and exercising with good quality toys and equipment on safe surfaces.

Parents have access to all necessary information including complaints procedures. The manager and staff work hard to engage parents through meetings, newsletters and written reports. They also make children's work readily available and accessible, especially at consultation evenings, encouraging parents to help their children to learn through play. They constantly seek ways to improve the response, which is disappointing. Although they ask parents to share their children's preferences and needs, staff do not actively involve parents in consultation about the direction of the nursery.

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

The quality of provision for the children is good in all respects, so that they develop well from their entry as babies until they progress into the local schools. Children's enjoyment of the nursery is evident at every age. The wide variety of experience develops their curiosity and imagination.

The nursery is inclusive, taking care to monitor and plan for the needs of children with special educational needs and/or disabilities. Children whose first language is

not English are encouraged to settle down and improve their understanding of English through adult's comparison of English terms with words that their parents bring in from home. This is a happy environment where children enjoy new experiences. The youngest children are completely absorbed in enjoying the sensation of playing with materials such as lentils, while older children thoroughly enjoy working together, building a circular wall to pen in their teacher. They take great pride in describing their actions, counting bricks that they have each placed and then demolishing the wall. Playing outside, children relish the feeling of sand between their toes while different age groups mingle happily and confidently under the close supervision of the staff.

Children enjoy choosing their own activities. Their basic skills are well developed. Adults encourage them to communicate by describing what they are doing, reading names and labels and beginning to write. Children enjoy good chances to count, for example, while singing action songs. They take pride in showing their own folders to visitors while they talk about what they have done. Older children choose and load their own choice of software on the computers.

Education for health and safety is good. Children learn to climb safely under careful adult supervision, and to keep healthy by washing hands carefully. They enjoy their snacks and also the healthy meals prepared for them at lunchtime. They learn to contribute to the well-being of those around them. Encouraged to help others, they share games and toys then put them away before snack or lunch.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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

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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