

Park Day Nursery

Inspection report for early years provision

Unique reference number 116804
Inspection date 05/01/2011
Inspector Lynne Lewington

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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

Park Day Nursery registered in 1989. It is situated in part of a large Victorian house, in the east of Reading, Berkshire. The owner also lives on the premises. The downstairs and the first floor are used and there is a large secure garden. The nursery is open all year round from 8.00am to 6.00pm, Monday to Friday. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register to care for a maximum of 30 children at any one time.

There are currently 42 children on roll. This includes eight children who are in receipt of nursery education funding. The setting has systems in place to support children with learning difficulties and disabilities, and children who speak English as an additional language. The nursery employs 12 full time members of staff and one part time member of staff; of these, five hold relevant childcare qualifications, one of whom has a teaching qualification, and six are working towards NVQ level 3 in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall the provision is outstanding. Children enjoy excellent opportunities to develop and learn in this homely environment where their individuality and uniqueness is recognised by the enthusiastic staff team. Great care is taken to provide an attractive welcoming and safe environment where children have the opportunities to develop an awareness and appreciation for their environment. Through training opportunities and self evaluation the setting strives to continuously develop the high level quality of the service offered to young children and their families.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring up to date policies and documentation are easily available for parents and staff

The effectiveness of leadership and management of the early years provision

Staff demonstrate a clear awareness of the action they would take if they were concerned about a child in their care and policies support their practice. Comprehensive risk assessments are in place and reviewed regularly in addition to

the daily checks to ensure the activities and environment are managed to promote children's safety. Excellent use is made of the available space enabling the children to play freely on the floor or at low level tables. The high staffing levels enable the youngest children to join the older children promoting a family atmosphere where children learn from each other. The management strive to encourage sustainability and also encourage the children to think about and respect their environment. Children are encouraged to recycle paper and also contribute to the compost bin which is later used when they grow items in the garden. The natural materials and colours used to decorate the environment, all help to create a sense of calm.

Positive partnerships are formed with parents through the warm welcome they receive and the face to face to contact they have with the staff. Senior management act as key workers to the children and hold regular meetings where parents can discuss their child's progress if they wish in addition to the more informal daily contact. All the required documentation is available on the premises although its current storage is disorganised. This information is important to inform and reassure parents of the service offered, to support staff in their role and to meet registration requirements

Good links are in place with local schools, teachers are welcome to visit before children move onto school. Staff make good use of the local authority training opportunities and the support of the local authority. Staff are highly effective in ensuring all children are included and their development appropriately encouraged. They learn to understand children's individual needs through their good communication with parents and their own strong relationships with the children. Outings in the local community enable children to learn about their local environment, for example they visit the local park and museums. Children learn to respect each other and their environment through the excellent example of the adults around them. The close relationships adults build with children along with observations enable the staff to ensure children continuously progress to achieve positive outcomes in all aspects of their development.

The senior management team embed ambition and drive for constant improvement through their consistent enthusiasm and passion for the service they offer. The staff are supervised and encouraged to share ideas and develop their knowledge and skills ensuring they continuously develop the service offered to the young children in their care. Rigorous recruitment and induction processes ensure staff are suitable for their roles.

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

Children demonstrate a high level of confidence and sense of security in this warm caring environment where they form positive relationships with the staff. They ask questions and confidently make choices in their play. They demonstrate an increasing awareness of safe behaviours as they take care on the stairs and use the outdoor toys and slides with care. Staff supervise but allow the children to develop their skills appropriately in relation to the child's individual development.

Excellent hygiene routines help to promote the children's good health. The setting is spotlessly clean and toys are cleaned routinely to prevent the spread of germs. Children enjoy outdoor activity everyday providing them with opportunities to use their energy and develop their physical strength and abilities in the spacious garden. Mealtimes are happy social occasions where staff and children sit together to enjoy their food around tables in small groups. The youngest children are also included enabling them to benefit from the example set by the older children. Healthy snacks are provided by the nursery and parents provide children's lunch enabling the children to have food they are familiar with. The nursery encourages parents to send healthy meals and to ensure ice packs are included in order to keep food fresh.

The high staff child ratio enables the children to benefit from close supervision. Staff enable the children to take the lead in their play; they listen and follow the children's interests. For example, in the garden a child showed interest in the many leaves scattered on the grass and started to collect them, this activity quickly escalated into an activity many of the children took part in. With the help of the adult they identified the types of trees the leaves had come from, counted leaves left on branches, found buckets to collect their leaves in and some made plans to make pictures with leaves later in the day. This simple activity instigated by the children covers all areas of learning.

Staff respond quickly, extending and encouraging children's interests. Toddlers explore wooden blocks and shape sorters and demonstrate an awareness of the changing environment around them as they point and identify animal figures displayed on a string across the room and dance in their shadow created by the sunshine through the window. Adults respond warmly, they naturally cuddle the young children making them feel happy and secure.

Staff set an excellent example to the children through their interactions. They listen and respond to the children warmly and respectfully, recognising their individuality. They use good manners and consequently the children follow their example. The regular observations of the children are supported by photographs indicating the children's ongoing development. In addition to this older children have their own books which they use on a one to one basis developing their early writing, drawing and numeracy skills. This activity is supervised ensuring the children are appropriately encouraged at a level suitable to their abilities.

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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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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