

Busy Nought to Fives Ltd

Inspection report for early years provision

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Inspection date 09/05/2011
Inspector Shirley Monks-Meagher

Setting address St Nicholas House, Walton Lane, Birchwood Park,
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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

Busy Nought to Fives at St. Nicholas House opened in March 2003. It is part of a private chain of nurseries and operates from 10 rooms in a purpose built, single storey building in the Birchwood Park area of Warrington. The nursery serves children from the wider community.

A maximum of 119 children may attend the setting at any one time. There are currently 109 children attending who are within the Early Years Foundation Stage. Of these, 29 receive funding for early years provision. The setting also offers care to children aged over five, but currently no older children attend. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery currently supports children with special educational needs and/or disabilities, and those who speak English as an additional language.

The nursery opens Monday to Friday, all year round, with the exception of Christmas and bank holidays. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions.

The nursery employs 26 members of child care staff. Of these, 22 hold appropriate early years qualifications to a minimum of Level 3 and three are early years graduates. The setting employs additional support workers and a kitchen assistant to complete the nursery work force. The nursery enjoys support from the local authority advisory teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make a good start in their early learning and development because key workers know them well and tailor their care and learning opportunities to meet their individual needs, in an environment which enables them to be active learners. They provide an interesting, stimulating and inclusive environment within safe, secure and well resourced play areas. The excellent working relationships with parents and the professional working with multi-agencies underpins the consistency and appropriateness of their experiences and promotes their emotional security. Successful self-evaluation builds consistently on achievement to continually improve the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the systems for sharing learning and development information with

- other early years providers to promote consistency for those children where shared care takes place
- ensure children's personal information, for example, their individual dietary requirements, are not on public display.

The effectiveness of leadership and management of the early years provision

The manager and staff give the utmost priority to keeping children safe and secure through the implementation of effective policies and procedures, which underpin their practice. The staff has an excellent understanding of child protection issues and the procedures to follow in the event of such concerns arising. Efficient systems are in place for managing the recruitment and induction of staff and to check their suitability. Continual suitability is monitored through frequent support sessions and annual appraisal. The premises are secure, warm and welcoming. There are displays of children's work and photographs of them undertaking activities. This promotes children's sense of belonging and boosts their self-image. However, personal information, such as individual dietary requirements, are displayed openly and this breaches children's confidentiality. In depth risk assessments, that cover all areas, equipment and outings, enables children to safely enjoy a wide range of activities whilst taking controlled risks and developing their own safety consciousness.

The staff work well together as a team, supporting each other effectively and ensuring consistency of care. They demonstrate their commitment to improving outcomes for children by developing their own knowledge through ongoing training and their contributions to the self-evaluation process. Additional information from parents, children and other professionals contributes to the settings self-evaluation system, informing and supporting the development plans for continual improvement. Recommendations from the last inspection have been robustly addressed and have resulted in a systematic approach to observation and assessment that effectively tailors support for children's individual learning. This helps them to make good progress towards the early learning goals. Effective staff deployment ensures children are well supervised and supported at all times. Resources are plentiful and well-maintained. They are organised effectively, enabling children of all stages and abilities to safely and independently select activities for themselves and maximise their opportunities.

Partnership working generally sustains the consistent approach in meeting children's needs. Strong links have been forged with a number of agencies and professionals. This means children's additional needs are fully supported. The nursery share the care for some children with other early years providers and seek information relating to their learning and development, whilst attending these establishments, via parents. This approach is limited in the information it yields and is not evident in learning journeys. Consequently, continuity and consistency cannot be assured for these children. Parents are consulted frequently and kept informed through a variety of ways. For example, user friendly displays and numerous teddy bears with their cameras, scrapbooks and personal possessions, effectively engage parents and children in shared learning. Parents evenings, open

door policies and the frequent sharing of children's learning journeys ensures parents understand their children's progress.

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

Children are happy, confident, independent individuals who benefit from the good care, appropriate activities and stimulating play opportunities the staff provide. Children are supported by skilful staff with a secure understanding of the Early Years Foundation Stage. They have a good working knowledge of children's individual needs and interests and effectively challenge and support them to achieve good outcomes across the aspects of the learning areas. Sensitive observations are matched to the expectations of the early learning goals by staff who track children's progress, identifying areas for support and planning challenging future learning. Staff are effectively embedding these new systems into their daily practice. This results in all children making good progress towards the early learning goals in relation to their individual starting points and abilities.

Children are well-behaved and enjoy each others company. They show a sense of achievement when staff praise their efforts in front of their peers. Relationships between the staff and the children are warm, nurturing and trusting. The children feel at ease and are secure in their care. This positive sense of well-being gives them a secure foundation to play, explore and develop. Children have lots of opportunities to learn about themselves, others and the wider world. Children at all stages explore their environment purposefully, both indoors and outside, discovering through their senses as their play materials include a wide selection of natural supplies and equipment. They learn about change when they mix paint, add water to sand or draw patterns using their fingers in gloop. Young children express their delight in building and knocking over towers and pushing buttons and levers to make lights flash or characters pop-up and squeak. Older children make flags and are beginning to learn about other countries during activities involving the globe. Children practise their small physical skills in activities, such as, threading beads, peg boards and puzzles. They climb on large equipment of varying difficulty, pushing their limits to get further and higher whilst keeping an eye over their shoulder to ensure adult support is close by. Specific equipment has been acquired which enables all children to participate in this kind of play.

Children are developing good communication skills. Staff converse with children of all ages. They respond to baby babble with words helping to develop early patterns of speech. Staff give children good eye contact, speak clearly to them and give them time to respond to open-ended questions which encourage their thought processes. New vocabulary is consistently introduced and simple sign language is used by staff and children throughout the setting. This practice is particularly supportive for children with English as a second language. The environment is print rich and children enjoy stories, singing songs and looking at books. They particularly enjoy the rhyming stories which are full of alliteration and help them to recognise letter sounds. Children support their own learning as they competently use technology and are developing an awareness of volume and capacity as they

pour and fill in water play. Children cooperate well, for example, they work together to design and build tracks and roads for their vehicles and weave in and out to plait ribbons around a traditional maypole whilst celebrating May Day. Children are developing early skills and abilities that will support them in their future life.

Children are developing good self-help skills. Their independence is fostered because they are given the opportunity and the time to try for themselves. Children are encouraged to feed themselves and older children to serve themselves from tureens. They develop good personal habits, for example, when in the bathroom and use tissues to wipe their noses. If they are thirsty they help themselves to a drink of water from easily accessed drink stations and enjoy healthy, nutritious and appetising food which caters for their individual needs and preferences.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	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	1
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