

Humberstone Day Nursery

Inspection report for early years provision

Unique reference number EY293485
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Inspector Judith Chinnery

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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

Humberstone Day Nursery opened in August 2004 with new owners. It is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. It operates from two attached converted houses in the residential area of Humberstone. Children under two years are cared for downstairs and children over two are cared for upstairs. The nursery serves families from the surrounding area. There is a single step into the ground floor area and the upstairs is accessed via a flight of stairs.

There are currently 62 children from birth to five years on roll. This includes nine funded children. The nursery supports children who have special educational needs and 14 who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 07:30 until 17:30.

There are eleven members of staff working with the children, of which, three are part-time. All staff, except one are qualified in early years. The setting receives support from a mentor teacher from the local authority.

Overall effectiveness of the early years provision

Children's care, learning and play needs are enhanced and promoted well overall in this setting. Staff and managers are committed to working closely together to ensure that all children make progress. Children's individual and diverse needs are met effectively in this setting because staff ensure all children are included. Partnerships with parents and others are developing effectively. Despite a few minor weaknesses in some aspects the setting is committed to continually improving and is starting to evaluate their practice more effectively.

What steps need to be taken to improve provision further?

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

- embed planning and assessment systems so that what is observed and analysed supports the planning of the next steps in children's learning
- extend staff's confidence in using open-ended questions and activities so that children are supported in developing their ability to think critically and creatively
- develop further aspects of children's good health with particular attention to the provision of food, activity and rest.

The leadership and management of the early years provision

Managers in this setting give clear guidance and support the staff well in delivering good outcomes for children. Structures for line management are strong. Robust recruitment procedures work well in practice to ensure that staff are suitable and qualified in caring for young children. Policies and procedures are comprehensive and clearly understood by the staff. This means that the staff have a clear framework to guide and underpin their practice.

The setting has started the process of evaluating their practice making use of various tools and involving the rest of the staff. Consequently managers and staff have a clear vision for the future development of the nursery. Managers and staff participate in an annual appraisal of their work and are able to identify their own personal strengths and weaknesses effectively.

Children are protected and safeguarded in this setting because managers and their staff have a clear understanding of safeguarding procedures. Written procedures support staff well and enable concerns to be clearly recorded and reported to relevant services. Managers are also clear about their responsibility to report their concerns to Children's Services and Ofsted.

The setting is continuing to develop its partnerships with parents, carers and others. Opportunities for parents and carers to contribute to what their child needs to do next is enabling them to become more involved in their child's learning. The setting is also developing its partnerships with others such as the local schools and area special needs co-ordinator to enable them to offer care which is complimentary and meets children's individual needs.

The quality and standards of the early years provision

Effective key worker systems in this setting enable children to develop good relationships and attachments with their peers and those who care for them. Consequently children are well settled and secure and make generally good progress in their learning and development.

The good health of most children is promoted well. Children are able to get outside each day and enjoy being able to climb, run and jump because they can access a variety of resources both inside and outside. Menus are varied and include fresh fruit and vegetables as well as alternative choices. This means that children's dietary means are being met appropriately. However, staff feel less confident in this area and miss opportunities to enable children to learn about being healthy. Children are learning about keeping themselves safe because they are able to move around the setting safely. Staff are also active in reminding them how to avoid hazards such as using the stairs appropriately.

Most children are enjoying and achieving well. Staff are beginning to develop systems for gathering observations of what children can do and using the information to plan for their next steps. However, staff, as yet, lack some

confidence in using these systems to enable and support all children to develop to their fullest potential. Babies are sensitively cared for in a calm and supportive atmosphere where their emerging skills are nurtured well. For example they love to explore the texture of the ribbons and fir cones and to reach out for attractive resources as they attempt to crawl or take their first steps. Toddlers experience a wide range of activities such as feeling the shredded paper, painting and simple puzzles which they can explore and investigate for themselves. Children of all ages enjoy listening to stories, singing and dancing to music. Babies are fascinated by finding items to fill and empty containers while older children are beginning to count and solve some simple problems such as working out how many trains they have. Most children access simple technological toys, babies and toddlers enjoy the cause and effect resources while older children are becoming more familiar with the computer. This means that children are also developing sound skills for the future. However, whilst children and staff enjoy talking and reading together, staff are less confident in their questioning and consequently sometimes miss opportunities to challenge children and help them to think critically and creatively.

Children are included in the setting and are developing their skills in making a positive contribution. Children behave really well, staff support younger children in taking turns and sharing through distracting and redirecting them. Older children are developing an awareness of acceptable behaviour because the staff offer clear explanations. Staff get to know the children really well because they have developed close relationships with parents. This means that children's individual needs are met effectively. The celebration of different festivals and access to resources reflecting diversity also contributes to enabling the children to develop a respect for and understanding of differences in beliefs and cultures.

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the Early Years Foundation Stage.

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.