

Academy Day Nursery

Inspection report for early years provision

Unique reference number EY288797
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Inspector Diana Pidgeon

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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 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

Academy Day Nursery opened in 2004. It is a privately owned nursery that operates from a purpose built unit situated in Rise Park, Nottingham. Children are accommodated in four rooms according to their age and stage of development. They share access to a securely enclosed outdoor play area. The nursery is open each week day from 07.30 to 18.00 for 51 weeks of the year.

The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is in receipt of funding for the provision of free early education for children aged two, three and four years of age. A maximum of 50 children may attend at any one time. There are currently 44 children in the early years age range on roll. A further nine children of primary school age attend the after school club. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. Children mostly come from the local and surrounding area.

The nursery currently employs eight staff who work directly with the children. Of these, five hold appropriate early years qualifications and three are undertaking training. Additionally there is a chef and a housekeeper. The nursery is a member of the National Day Nurseries Association. It receives advice and support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff provide a welcoming and inclusive environment where children are happy and settled. Children's welfare needs are identified, supported and safeguarded overall, although some staff are less skilled in managing children's behaviour effectively. Children make satisfactory progress in their learning and development throughout the nursery but some limitations on the accessibility of resources, activities and identified next steps for the children means their progress is not maximised. Positive partnerships are established with parents and others involved in the care of the children so that their needs are known and transitions between settings, such as when children move on to school, are handled smoothly. Self-evaluation identifies clear objectives for future development and the setting shows a commitment to ongoing improvement.

What steps need to be taken to improve provision further?

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

- use the observations and assessments of children's progress to identify their individual next steps and to plan how these will be promoted
- improve children's independent access to resources and activities so that they can follow their own ideas and interests, with particular reference to the toddler room

- increase the opportunities for children to learn through first-hand experiences that encourage exploration, experimentation, problem solving, decision making and discussion
- support all staff to develop their ability to promote children's behaviour consistently and according to their age and understanding.

The leadership and management of the early years provision

The manager has only recently been appointed but already has made significant progress in identifying areas for improvement and writing action plans to show how these will be achieved. She is in the early stages of completing a full evaluation of the nursery and is beginning to monitor all aspects of the provision. She has made some changes to the paperwork and it is used by staff, although most improvements are not yet sufficiently established to have a real impact on the outcomes for children. The nursery has undergone a period of change and several staff are new to the setting. They have been selected through appropriate recruitment systems and undertake a formal induction and probationary period. Suitable arrangements are in place to ensure the necessary checks are undertaken on all new staff and that they are supervised until clearances are received. Staff have a suitable understanding of the setting's policy on safeguarding children and know who to refer to with any concerns. This helps to further protect children. The setting is very secure and staff undertake daily checks in each area to ensure risks identified routinely in the risk assessments are minimised. Registration systems have been improved so that the attendance of children and staff are carefully recorded. Children's welfare is promoted as there is always a qualified first aider working in the nursery, who is trained to act appropriately in the event of a medical emergency. Suitable records of any accidents that occur are maintained and these are shared with parents so that children continue to receive any care needed.

Parents receive appropriate information about the nursery before their children start to attend. During a gradual settling-in process they share important information so that children's care needs and starting points are known. They continue to be informed about their children's day through the use of diaries and conversations with key staff who work with them. Open days, newsletters and written progress reports help parents to feel involved in the nursery and their children's learning. Children with learning difficulties and/or disabilities receive appropriate support to enable them to take part in activities and make developmental progress. The nursery has devised some good systems to support children as they move on to local schools and nurseries so that their transition is smooth and happy.

The quality and standards of the early years provision

Children take part in a suitable range of play activities that help them to make steady progress towards the early learning goals. In the pre-school room staff have a clear understanding of what they hope children will gain from each activity and provide appropriate support to aid their learning. For example, after reading a

story about a child trying lots of different foods the children discuss with staff what they like to eat and then paint pictures of their own favourite fruits. They make good attempts to represent apples, bananas and grapes having selected appropriate colours to use and thought about the shapes they need to make. Younger children's learning is restricted because all of the space available to them is not used and they have limited access to free-choice activities. For example, painting is only available for a short period of time and then packed away. Therefore, whilst children choose what to do from the toys and activities that are set out, they are unable to freely select and follow their own ideas and interests. Staff complete regular observations on the children and maintain their assessment files so there is evidence of their progression. However, staff do not clearly identify individual children's next steps to effectively inform the planning and as a result children's learning is not maximised.

Staff spend time with the children, sitting at their level and generally interacting appropriately. For example, they sing favourite songs with the younger children and encourage them to sit on their lap when they are upset or tired. This helps children to feel secure within the environment. Activities such as story time and small group discussions help to promote children's use of language and expand their vocabulary so that they become confident communicators. Many children recognise numbers around the room and count within their play, although there are less opportunities for them to solve problems for themselves. All children enjoy the outdoor environment and make good use of the opportunities to develop their physical skills by riding wheeled toys, climbing on the play apparatus and running in the space available. They start to understand how to play cooperatively as they work together to keep a ball balanced on a parachute during group games. Older children enjoy some opportunities to examine objects and creatures using magnifying glasses, but overall there are limited opportunities for children to explore and experiment with a wide range of materials in order to help them make connections in their learning. Although no babies were present on the day of the inspection, observation of the room, planning and assessments and discussions with staff indicate that suitable arrangements are in place to promote their welfare and development. Key staff show a good knowledge of the babies who attend and describe how their individual routines for rest and feeding are met, so that they receive consistency in their care.

Children receive healthy and nutritious meals and snacks that are freshly prepared in the nursery. They sit together with their friends and eat in a sociable manner. Children's specific dietary requirements are well documented around the nursery to ensure that they are respected. Good arrangements are in place to ensure children have plenty to drink, especially in hot weather, as drinks are always available and children are actively encouraged to have these regularly. Children generally follow appropriate routines to lessen the risk of cross-infection, such as hand washing before eating. Staff generally follow appropriate hygiene practices and ensure children's nappies are changed regularly to keep them comfortable. Suitable security and appropriate levels of supervision by staff ensures children are kept safe. For example, staff carefully monitor how long children stay outdoors in the sun and ensure they wear their hats to protect them. Children's behaviour is not always promoted effectively by all of the staff. Whilst they generally praise children's positive actions and reward good behaviour with stickers, some of the

behaviour management techniques used do not help children to understand why their behaviour is not good. For example, children are told to put their hats back on but are not helped to understand why this is so important. As a result, children are not developing the knowledge and skills to manage their own behaviour.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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