

Key Day Nursery

Inspection report for early years provision

Unique reference number EY404365
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Inspector Susan Esther Harvey

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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

Key Day Nursery opened in January 2000 and has recently changed ownership. The nursery operates from a converted house in the centre of the town and children have access to a fully enclosed outside play area. The nursery is open 7.30am until 6pm for 50 weeks of the year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for a maximum of 57 children at any one time. There are currently 106 children aged between six months and five years old on roll, which includes 46 children in receipt funded early years education for three and four-year-olds. The nursery can support children with special educational needs and for whom English is an additional language.

Sixteen full and part-time members of staff work with the children, of these, 13 have relevant early years qualifications. The nursery receives support from the local Early Years Team and is a member of the Pre-School Learning Alliance and the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children develop well in Key Day Nursery. They are encouraged to be independent and have access to a wide range of play experiences both inside and out in the garden. The nursery has a strong caring ethos where staff are well established and work well together as a team. The nursery staff and management show good levels of the capacity to improve and staff are committed to furthering their professional development by regularly attending courses and training events. Staff are familiar with the Early Years Foundation Stage framework and plan around children's interests which has a positive outcome for their learning. One of the strengths of the nursery is the inclusive approach taken by management and staff in the welcome provided to parents, families and children.

What steps need to be taken to improve provision further?

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

- ensure that staff members obtain further knowledge of children's development in order to consistently identify their next steps.

The effectiveness of leadership and management of the early years provision

Staff and management are fully aware of their responsibility to safeguard children. Training is on-going in order to keep themselves up-to-date with the current

legislation. There is a robust system in place with regard to the employment of staff and use of students so that children are cared for by people who are suitable to do so. A clear risk assessment is in place for staff to ensure that all areas where children play are safe and secure. A separate risk assessment is provided for staff to follow when taking babies out for a walk.

Detailed planning by staff is centred around children's interests and gathered from a range of evidence. This includes observations, photographs and examples of children's work. Information is then recorded in the children's learning journeys. But even though there is information about what children's next steps in their learning might be and has been recorded at regular intervals; mostly it is not compatible with the Early Years Foundation Stage guidance. This makes it unclear as to what the aim of the next stage of children's learning staff need to focus on. However, staff have a clear understanding of the Early Years Foundation Stage framework and implement this diligently in planning from observations and conversations gathered from the children. Overall, children make steady progress in the early learning goals through the interesting activities and stimulating environment. Staff are very inclusive in their practice as equality and diversity is promoted in many ways. For example, information for parents, like the prospectus, is printed in their first language, such as Spanish. Children with individual needs are fully supported and students are welcomed to train in the nursery, so adding to the children's learning experiences. Toys and equipment are accessible to all children throughout the nursery and of good quality. All areas of the nursery have colourful posters and children's drawings and paintings are displayed around the walls, in recognition of their efforts.

The nursery has a comprehensive system in place for reviewing and evaluating their practice. The Bristol Standard Assessment programme is an ongoing process in which all staff, children and parents are fully involved. As a result, the nursery are in a position to constantly highlight areas for improvement. The nursery is under new management and there are plans to improve the access children have to the outside play area, so that they can take more advantage of a 'free-flow' play-time, giving them further opportunities to make choices for themselves whether they play indoors or out-of-doors. These plans will have a significant impact, particularly, on young children's learning outcomes. Staff are highly valued by the management. For example, a staff member is voted by other staff as employee of the month, who then receives a recognition award.

There is a thoroughly detailed range of information for parents. This includes a well displayed notice board with quality information for parents to see on entering the nursery. A regular parents' evening gives them the chance to discuss their children's progress with the child's key-worker. Daily information is provided about the child's time in the nursery, not only in written form, but through a consistent two-way dialogue between staff and parents. This ensures that the welfare needs of all children are met. Comments made by parents and those who were interviewed say that they are impressed with the smooth transition children experience when moving to a new room. Parents say that staff are, 'friendly, encouraging and supportive and very flexible'. Partnerships with other settings children attend and professionals involved in the children's care, is managed well.

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

Children's health and safety is highly promoted. They learn about healthy living through regular routines. Children spontaneously choose a hat from a large box and apply sun cream before going out to play, they are able to make their own decision when to have a healthy snack, they wash their hands after using the bathroom with very little prompting from staff and clean their teeth with their own tooth brush after lunch. Regardless of the weather, children are encouraged to go outside to play and are provided with weather proofs and Wellington boots in the event of wet weather. Young children know when they wish to have a sleep or a drink of water, so beginning to understand their own bodily needs. Babies and toddlers enjoy the opportunity to be regularly taken out by staff for walks in the fresh air, either to visit the park or duck pond.

There is an extensive range of toys and resources throughout the nursery for children to readily access and choose for themselves. Many times, during the day, children are able to make their own mind up as to where they would like to play and what resources they would like to use. In order for this to take place, staff in each room have several laminated cards which show pictures of toys for children to look at and make their choice. This system is invaluable for young children and babies who are unable to verbally communicate their choice of activity. Children are exceedingly independent. Apart from the freedom to choose where they would like to play, children, from a young age learn to put on their coats, shoes, slippers, follow instructions and communicate their wishes through regular use of sign language which is used throughout the nursery by staff and trainees. Children are very well behaved. They respect each other's feelings, share and take turns. Children understand how they are feeling and are given the respect by staff to vocalise whether they feel 'happy' or 'sad' while gathering together in groups. During this time each child is given the opportunity to explain how they are feeling. Staff are good role models and help children to understand the impact their behaviour has on others using gentle persuasion and explanation.

Children know how to keep themselves safe. They take part in an emergency evacuation drill and are aware of the safety measures needed when playing indoors or outside. Staff are very proactive in taking young children and babies out for daily walks which are exceptionally well organised. This includes staff wearing high visibility jackets and contacting the nursery when they arrive and leave their destination. Young children feel safe and secure in the care of staff, there are lots of cuddles given to babies and toddlers are able to reach for their chosen activity easily and are well supported. Each key person knows their group of children well and acknowledge each as an individual with particular needs. For example, individual group times takes place twice a day for all children so that staff members are able to monitor how the children are developing and to secure a relationship with them. Children learn about the world around them through well planned activities and interests. They plant seeds and monitor their growth, they learn how to recycle and the value in doing it. For example, children separate their leftover lunch food, snack and paper into different bins such as a compost bin to

use on the growing plants. Overall, children learn through play and their experiences and are settled and happy in the care of staff.

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	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	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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