

Leo's Childrens Nursery, West Bridgford

Inspection report for early years provision

Unique reference number	EY424174
Inspection date	16/11/2011
Inspector	Judith Rayner

Setting address	16 Albert Road, West Bridgford, NOTTINGHAM, NG2 5GS
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Type of setting	Childcare - Non-Domestic

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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

Leo's Childrens Nursery, West Bridgford registered in 2011. It is a privately owned provision and operates from a detached house in a residential area of West Bridgford. Children are cared for in four rooms depending on their age and level of ability. A holiday scheme is available, by arrangement, to school-aged children up to the age of eight years who have previously attended the setting. The nursery serves families from the local and surrounding area. There are appropriate links with local schools.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for 42 children under the age of eight years, all of whom may be in the early years age range. It is in receipt of funding for the provision of free early education to children aged three and four years. It is open from 8am until 6pm each weekday for 50 weeks of the year, except for public holidays, the first full week in August and a week over the Christmas period. Children attend a variety of sessions each week. There are currently 73 children on roll, all of whom are in the early years age range.

The setting employs 16 staff to work with the children, 13 of whom hold an appropriate early years qualification, and two members of staff are currently working towards Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy, settled and making good progress in their learning and development. The nursery staff create a welcoming environment where children are safe and access a good range of toys, resources and activities. Partnership with parents works well. Information is exchanged regularly, enabling all those involved in the care of the child to meet their overall needs. Policies and procedures are comprehensive and organised well. Most records are accurately recorded and informative. An effective system of reflective practice and inclusion to improve the outcomes for children is in place.

What steps need to be taken to improve provision further?

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

- continue to review the system used to regularly track and record children's progress in their learning and development
- review the system used to record more detail regarding medical records and parental responsibility.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively because the staff are confident and knowledgeable of their role and responsibility to protect them from possible harm. A clearly written safeguarding policy is in place, which is also shared sensitively with parents from the onset. Staff attend regular safeguarding training to keep them up to date with current policies and procedures. Furthermore, effective supervision of all children, the monitoring of sleeping babies and the effective use of safety gates enhance children's safety. Robust practice regarding written risk assessments ensures all areas of the nursery, outdoor area and outings are safe for children. These are informative and highlight any possible hazards, and action is taken to minimise these to children. As a result, children are able to explore safely and independently while having fun. Robust recruitment procedures ensure that all adults working with children are suitable to do so.

Good organisation of the deployment of staff, toys and resources, both inside and outdoors, fully support all children's individual needs. There is a good key person system in place to ensure all children receive equal care and attention, promoting inclusion well. Staff promote a welcoming and child-orientated environment. Colourful displays of children's artwork and childcare information are displayed around the setting. A good range of clearly labelled toys and resources are placed in low-level shelving and boxes or are free standing. This enables children's independence, decision making skills and awareness to diversity to develop effectively. There are good systems in place to support children with special educational needs and/or disabilities or who speak English as an additional language. Activities are adapted and successfully tailored to individual children's needs. Most records are informative and detailed. However, the system used to record information for the seeking of medical advice and treatment, parental responsibility and the time the last dosage of medication given when the child arrives at the nursery is not as thoroughly recorded. A comprehensive range of written policies and procedures underpin the successful running of the nursery.

A good partnership is in place with parents and a wide range of written information is available to them. This includes children's development files, play plans, childcare information and photographs. Additionally, discussions with parents support the ongoing needs of children and keep them up to date with their child's progress. Staff make every effort to be welcoming, informative and proactive in addressing the children's needs, while fully respecting the parents' views and wishes. Parents speak highly of the nursery, feeling valued, listened to and respected. The nursery makes effective use of self-evaluation to monitor the provision to a high standard. Parents, children and staff are encouraged to contribute their ideas to make positive changes. The whole staff team work very well together. They are lead by a manager and new owner who are highly motivated and committed to improving the outcomes for children. Significant changes have already been undertaken, such as redecorating the building and improving the outdoor area. Also, a new system has been implemented regarding planning play for children's development.

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

Staff are knowledgeable of child development and are skilful in implementing the Early Years Foundation Stage into their practice. A new system has been introduced regarding planning of play, building on children's interests and tracking their individual progress. Staff plan play well to ensure children are challenged and are provided with activities, toys and experiences to enhance their all-round development. Staff know the children well. Children are making good progress in their learning and development. Observations undertaken and intended learning plans are in place. However, some aspects of tracking and recording children's progress are not yet fully embedded into the practice. There is a good balance of child-orientated and adult-lead play, both inside and outdoors.

Children are happy, settled and enjoy their time at the nursery. They are active learners from a young age. Babies explore their environment with extra support from staff. They are curious, investigating treasure baskets, pulling at shiny, crackly paper and pressing buttons to make music and lights flash. Older children build with construction toys and happily help tidy away before they get ready to go outside. Once outside, all children explore the lovely range of resources and equipment, digging in compost, chalking and mark making on boards, kicking footballs and pouring water out of watering cans onto the plants. All children show great enjoyment. Babies, supported by staff, explore natural materials, pushing leaves in holes in the willow bird boxes, enticing their curiosity. Older children run around playing cooperatively and imaginatively. Inside, children look at books, from hardback, textured ones for babies to colourful pictures with writing for older children. Children engage very well during circle time, talking about and describing what is happening on picture cards. They show good knowledge and awareness of the possible dangers displayed in the pictures. They share their ideas and suggestions, explaining how to keep safe with confidence.

The behaviour of children is good and their self-esteem is high. This is because staff praise them on the smallest of achievements, listen to what they say and value their input during circle times. Babies feel secure as they happily receive cuddles from staff who are calm, gentle and sensitive while meeting their overall needs. All meal times are a social affair where children sit together enjoying healthy food prepared freshly at the nursery. Positive and consistent practice promoted throughout the nursery helps children learn about the importance of personal hygiene. Computer equipment and programmable toys enable children to explore technology. Numbers are used every day within daily tasks and activities, such as counting how many children are sitting at the table for lunch. Spanish lessons held once a week raise children's awareness of diversity. They practice words, such as naming colours, to consolidate their learning. Children also participate in food tasting and creative activities during Diwali and Chinese New Year. The whole nursery positively promotes inclusion, celebrating and accepting differences.

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	2
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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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