

Leo's Childrens Nurseries

Inspection report for early years provision

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Inspection date

25/10/2011

Inspector

Sue Riley

Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Leo's Childrens Nurseries first opened in 1990. It was taken over by the present owners in 2007. It operates from two converted Victorian houses and an extension. There is a large secure garden with decking, soft surface and lawned areas that are shaded by trees in summer. The nursery is within walking distance of schools, shops and Arnold town centre. Children are cared for in four separate areas according to their age and stage of development. The nursery serves the local and wider communities.

A maximum of 56 children aged from birth to eight years may attend the setting at any one time. There are currently 98 children attending, of whom all are within the early years age range. The provision offers out of school provision to children aged up to eight years old. This provision is registered by Ofsted on the compulsory and voluntary childcare register. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. They currently support children who speak English as an additional language. The nursery is open each weekday from 7.45am until 6pm for 51 weeks of the year, closing only for one week at Christmas and all main bank holidays. The nursery employs 30 members of staff, all of whom work directly with the children. Of these, 27 hold appropriate early years qualifications and one is working towards a qualification. One staff member holds Early Years Professional Status. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well in the nursery and receive good levels of care because the qualified staff work very closely with individual children and their families. Staff have a good knowledge of the Early Years Foundation Stage and how children develop and learn through play, they demonstrate that they fully understand the welfare requirements. Clear attention is given to promoting health and safety so that children's welfare is safeguarded. Good partnerships between parents and staff ensure that individual children's needs are met and their protection assured. Effective partnerships with other professional agencies are in place and the nursery is beginning to develop these with other childcare providers. Successful steps are taken to self-evaluate its provision for children and the nursery demonstrates a suitable capacity to make continuous improvement and sustain its high standards.

What steps need to be taken to improve provision further?

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

- analyse observations and assessments more effectively to ensure next steps in children's learning is more targeted to what children need to learn in order for them to progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Children are well protected because staff have a good understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff are aware of the possible signs of abuse and know what to do if they have concerns about a child. Children are protected as the qualified staff team keep the premises secure and supervise the children at all times. The nursery has very robust recruitment procedures in place. Detailed risk assessments are carried out to provide a safe environment both inside and out for children. The whole staff team are starting to be involved in the self-evaluation process. Parent's views are sought through different methods, for example, daily discussion and regular questionnaires. The nursery has satisfactorily addressed the recommendations raised at the last inspection. They have sound monitoring systems in place for the many record keeping systems. For example, they closely monitor all accidents to ensure there are no safety issues within the nursery. They routinely update policies and procedures appropriately. The manager makes good use of a range of monitoring systems relating to the provision and outcomes for children. Children's well-being is enhanced due to the good organisation of this nursery.

The good liaison with parents and carers contributes to improvements in children's achievement, well-being and development. The nursery places great value in ensuring that parents develop a sense of belonging to the nursery and have a say in the care and well-being of their children. Parents and carers are encouraged to share what they know about their child when they first start the nursery and settling in sessions are held to ensure children and parents feel happy and secure. These sessions help staff to have a good knowledge of each child's abilities and needs. The nursery has an open door policy for parents where they can spend time with their child's key person to talk about their child. Parents comment positively about staff always having time for them to talk about their child. The nursery has open evenings in which all parents are invited to spend time with the staff in discussing their child's development and progress and learn about what their children are learning at the nursery. The nursery has established good partnerships with the local schools and recognises that this helps children with the transition onto their next stage in learning. They are trying to develop further, the partnerships with other childcare settings that their children attend. The nursery has effective systems in place to quickly identify the need for additional early support; they share information with parents and with their consent, other professionals as needed.

All staff are focused on helping all children to make good progress in their learning and development, and in promoting their welfare. The nursery effectively and actively promotes equality and diversity. Staff are effective in ensuring that all children are well integrated and make progress in their development. Furniture, equipment and resources are of high quality and suitable for the ages of children to support their learning and development. The nursery has recently upgraded the

garden area for children and this has been very beneficial as all children can now take part in daily activities outside in the fresh air.

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

Children settle well in the nursery and enjoy the use of the wide range of toys and equipment. They make good progress towards the early learning goals. The staff plan and provide activities that take into account children's individual learning needs. They observe and assess children's progress and have assessment records for each child as a record of their development and learning journey whilst attending the nursery. However, the observations of children are not always reflective and the staff do not constantly update their development records to clearly identify and target their next steps in learning effectively. Children are very eager to play and join in with the activities; they get excited at what they are doing. For example, when using the light box and looking at skeletons they eagerly talk about cleaning their teeth. Their levels of concentration are good as they are allowed to spend time at their own chosen activity and go back later to consolidate their own learning. Staff use story aids to keep the younger children's attention when reading stories. All children behave well as staff use appropriate strategies to encourage children's good behaviour. For example, they use positive praise and talk about 'good' sharing and being kind to their friends. Children are encouraged to use their manners and learn to be respectful of their peers and adults. They have lovely warm relationships with the staff and do have lots of fun with them. Children are developing their awareness of diversity through activities and resources, this helps them positively explore and value differences and similarities in the wider world.

Children's social skills and ability to communicate with others are enhanced, so that they are developing the underpinning skills needed for their future success. Children are aware of the tidy up routine and the younger children eagerly help put the play items away. They willingly approach the staff as and when needed, demonstrating that they feel safe. Babies settle well when left by their parents and demonstrate they feel safe and secure with the staff. Children play well together and the older children have definite friendship groups in place. Babies as they are playing initiate a game of peek-a-boo with their peers. Children learn about keeping themselves safe through the discussions and activities provided. For example, they know they have to hold on to the rail as they go up and down the stairs. Children follow good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the day. They benefit from a good range of healthy meals and snacks. Children are becoming aware of the food cycle as they grow and tend for their own vegetables and then later eat their own produce. This first hand experience helps them learn and understand about healthy eating. They use and develop their small muscles and hand-eye control in all that they do.

Children enjoy books and having stories read to them, they sit and listen well. There is lots of labelling around the rooms which helps children to understand that print carries meaning. Older children are encouraged to write their name on the

white board as a way of self-registering. Children make a den and use their imagination well as they pretend they are monsters to frighten the staff, this activity generates lots of lovely excitement. All children enjoy singing and enthusiastically join in the action rhymes. Older children are becoming aware of the letters and sounds in their name. They are able to find the individual letters and then place them in the correct order. This summer, children have grown their own sunflowers in the garden area and then have developed their mathematical skills as they have measured them to see how high they have grown. Older children clearly demonstrate that they understand early subtraction as they know how many of them are left in the play room when one child goes home. Children are being to understand information technology as they play and use the many interactive toys and computer. The babies get excited as they press a button or move a lever and the toy responds by making a noise. All children can easily access the raised flower or vegetable beds as steps are provided for the younger children. They confidently step up to look at the new onion shoots that have appeared.

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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