

Arnold House Day Nursery

Inspection report for early years provision

Unique reference number	253203
Inspection date	08/01/2009
Inspector	Susan Riley
Setting address	Mansfield Road, Daybrook, Arnold, Nottinghamshire, NG5 6HW
Telephone number	0115 9666123
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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

Arnold House Day Nursery opened in April 1999 and operates from a large detached property in Daybrook, on a main route into Nottingham City centre. The nursery is one of four privately owned day nurseries. A maximum of 85 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 all year round, with the exception of public holidays. All children share access to a secure enclosed outdoor play area and indoor soft play room. The children access rooms on the ground and first floor of the building. The ground floor is accessible to all.

There are currently 71 children on roll aged between seven months and under ten years. This provision is also registered by Ofsted on the compulsory and voluntary childcare register. The nursery also offers after school and holiday care and collects children from local schools. Children attend from the local and wider communities. The nursery employs 15 members of staff, of these, 11 hold appropriate early years qualifications and nine are working towards a further qualification. One staff member holds the Early Years Professional Status. The nursery receives support from the local authority and is a member of The National Day Nurseries Association.

Overall effectiveness of the early years provision

Children are settled, happy and their individual needs are well met. Staff create a welcoming, homely and comfortable atmosphere in which all children are equally well cared for and have many opportunities to succeed. They provide a curriculum which takes into account and responds to, the children's developmental needs and their interests, which allows them to make progress related to their differing abilities. The staff promote inclusion throughout the whole nursery. Staff are starting to use self-evaluation as a tool to continually improve the provision for children.

What steps need to be taken to improve provision further?

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

- develop further the system of sharing of relevant information with other practitioners for children who attend more than one setting, to ensure effective continuity and progression for the children's learning
- ensure the good health of children is promoted, with regard to appropriate hand washing
- ensure providers plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs, with reference to outdoor play.

The leadership and management of the early years provision

There are good systems in place to ensure all the required policies and procedures are in place for the safe and efficient provision of the Early Years Foundation Stage. The nursery is well organised with all documents and has an efficient approach to maintaining all documentation. Children are well cared for by appropriately qualified staff. The whole staff team are committed to the improvement of the service and to the care and learning of the children. They continue to access ongoing training and this helps to ensure all children's individual needs are met. Staff are vetted and the nursery has a thorough recruitment process in place. Risk assessments are used effectively to identify and minimise risks to children. Children are well protected as the staff are fully aware of safeguarding issues.

Effective monitoring systems are in place and this includes all staff and parents. Through discussions and suggestion boxes, the parents and staff are able to comment on the strengths and weaknesses of the nursery. The manager also spends time in each room daily, to monitor the staff and the provision for children to ensure it is of high quality. There is a suitable staff appraisal process in place. Inclusive practice is well promoted, in that all children have their welfare needs met and achieve as well as they can, regardless of background. There are good effective links with parents and other support agencies to promote the care and learning for each child. Information about the children's needs and progress flows well between home and nursery. For example, through the use of the written daily diaries and discussions. However, the nursery are in the early stages of building up links with other providers to ensure the continuity of learning for each child.

The quality and standards of the early years provision

Children enjoy themselves at the nursery and they make good progress in all areas of their learning and development because staff have a clear understanding of their interests and abilities and use this information appropriately. Staff plan the indoor environment to offer a wide range of activities that engage most children and allow them to initiate and extend their own learning. Outdoor play is encouraged daily for all children. However, children's learning outdoors is not effectively planned for. Children develop a range of skills such as being able to work cooperatively with others, to share resources and to persevere with difficult tasks. The older children play cooperatively together and have definite friendship groups in place. For example, two children in the home corner situation, play wonderfully together as they imitate the known adults and take on various roles. The staff offer lots of praise which in turn raises children's self-esteem.

The staff plan for an effective learning environment for the children in their care. Each child is observed and staff plan and implement their next steps to help them to achieve to their full potential and reach all goals within the curriculum. Detailed assessments are in place and these build a picture of the individual child. The nursery has a Special Education Needs Coordinator (SENCO). Her work enhances the inclusion policy of the nursery. It ensures learning difficulties can be identified

early and that individual children get the support they need to make progress. Children's welfare is enhanced because staff ensure that their individual needs are met. Babies sleep when they are ready and according to their parents' wishes. The menus provide children with a range of healthy foods, meals are prepared on the premises using fresh ingredients wherever possible and take account of children's dietary needs. The older children help themselves to water as they become thirsty. This promotes their independence. Most children are learning good hygiene routines. However, the older children do not always wash their hands before and after eating their snack. Children develop awareness of safety and learn to be considerate of others.

The older children confidently use the computer in the pre-school room, they can start an educational game and work their way through the various stages. The use of language is encouraged by staff and all children enjoy communicating. For example, the babies squeal with excitement as well as babbling to others. The older children enjoy having conversations with their peers and the adults. They are learning to use sign language as part of the daily routine. Older children are encouraged to make their own marks or write their names and this is valued by the staff. Children enjoy books and stories and take great delight in joining in the repeated refrains. Mathematical language is developing as the children talk about size and more or less than, during their play. The older children appreciate number as they take control of the 'number line' as part of their daily routine for how many children are attending that day. The younger children enjoy the 'treasure baskets' of natural materials and take great delight as they become aware that they are making the sounds as they bang items together. Children develop their small muscles as they use the scissors and tools to cut out or make the shapes they want. All children's large muscles develop as they spend time in the soft play area each day. Some babies can pull themselves up to a standing position as they demonstrate they are getting ready for walking. Children enjoy singing songs, the older children are confident to stand up and sing in front of their peers.

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

We received a complaint regarding the cleanliness of the building, food not being healthy, balanced and nutritious, the management of children's behaviour and adult to child ratios not being maintained. An Ofsted Inspector made an unannounced visit to the nursery on 7 October 2008 to consider these concerns in relation to the Welfare Requirements of the Early Years Foundation Stage. As a result of the visit the provider was given the following action: ensure a daily record of the names of the children looked after on the premises and their hours of attendance is kept. A satisfactory response to the action was received on 16 October 2008 and the provider remains qualified for registration.

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.