

Nanny Jo's Day Nursery

Inspection report for early years provision

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Inspector Hazel Meadows

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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

Nanny Jo's Day Nursery opened in 2006 and is privately owned. It operates from a purpose designed building in Thorpe-le-Soken, Essex. The building has level access and there are accessible toilets within the playrooms. There are secure outside areas for outdoor play.

A maximum of 78 children may attend the nursery at any one time. The nursery opens five days a week, from 8.00am to 6.00pm, all year round. The group is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 165 children on roll, all aged within the early years age range. The setting supports children with special educational needs and/or disabilities and children who have English as an additional language.

Nanny Jo's employs 25 staff, all of whom are qualified to, or working towards, National Vocational Qualification Level three. Two members of staff have a Bachelor of Arts honours degree in Early Years, one of whom has almost completed their Early Years Professional Status training. One is currently studying towards a Level 5 qualification and one is starting Level 5 training in September 2010. The group is a member of the National Day Nurseries Association. It is registered to accept government funding for three and four-year-olds and receives support from Essex County Council Early Years Support Team.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and settled and enjoy a superb variety of play and learning experiences, at this welcoming and stimulating nursery. Inclusive practice is actively promoted and each child's individuality is embraced and valued. Highly competent, caring and motivated staff work cooperatively to care for the children, to support their individual learning and development needs. Very positive partnerships are established with parents and carers and comprehensive and robust documentation and procedures are in place to promote children's welfare. An attractive and very effective method has been established to monitor children's individual progress through the Early Years Foundation Stage. Rigorous, ongoing self evaluation ensures high quality in all areas and promotes continuous development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing staffing levels during particularly busy periods, such as, lunchtime, to ensure children's individual needs continue to be met.

The effectiveness of leadership and management of the early years provision

Staff are exceptionally caring and attentive to the children and are vigilant regarding their safety. Security is excellent and closed circuit cameras support this further. Thorough daily risk assessments are undertaken of the premises and for each type of outing, to minimise risks to children. The emergency evacuation routine is regularly practised and all staff are familiar with the procedure, which operates swiftly and effectively. Rigorous recruitment and induction procedures are in place to ensure staff's suitability to work with children. Many staff have attended safeguarding children training and all have a secure understanding of safeguarding issues. Staff are clear of their responsibilities to protect children and ensure procedures are correctly followed when required. The group has a robust written safeguarding policy, a designated member of staff for safeguarding plus local safeguarding contact details to refer to, should they have concerns about a child.

The highly dedicated and competent management and staff work as an effective team and this is a key strength at the nursery. Motivated and enthusiastic staff work cooperatively to support the children well and to ensure the smooth running of the nursery. Staff are well deployed, although, occasionally, during busy periods, such as, lunchtime, it is more difficult for staff to meet children's needs. Appraisals are completed every six months and staff are valued by the leadership. All staff have an early years qualification and there is a strong commitment to ongoing training and development, which is encouraged and well supported by the management. Monthly staff meetings enable all staff to be actively involved in the group's development. Both the main leadership and the staff are constantly reflecting on practice and considering ways of improving the quality of play and learning experiences for children. Individual room leaders take responsibility for evaluating their practice and planning. The leadership utilises robust methods of self evaluation to appraise the nursery overall, which highlights strengths and effectively identifies areas for further development. The management strives to offer consistently high quality and to make ongoing improvements.

The group has a very positive attitude and approach towards diversity and strongly promotes inclusive practice, which is also reflected in the resources and activities available. The nursery is using an inclusion development plan to enhance staff understanding of some of the additional needs children may have. Staff work closely with parents to ensure each child receives appropriate support at an early stage. Close liaison is developed with other childcare or health professionals, if required, to promote a consistent and well informed approach. Exemplary documentation is in place to support children's welfare and signed, written consents are in place to ensure they are cared for according to their parent's wishes. Clear, written policies are comprehensive and work well in practice. All records are securely kept and accurately maintained.

Staff and management develop extremely trusting partnerships with parents. Parents are encouraged to share valuable information about their child and each child is allocated a key person. This helps staff settle them quickly and establishes

a foundation for their future learning and development. Parents are kept very well informed, through regular discussions with the staff, daily diary sheets, informative notices and displays and frequent, attractive newsletters. Comments received from parents during the inspection are extremely positive. They have confidence in the staff, who they find friendly and approachable and they are extremely pleased with their children's overall care and excellent progress. Regular parent evenings enable parents to discuss their child with their key worker in more depth. Parents views are valued and encouraged via questionnaires and a comments box. Comments and queries are openly displayed in the foyer, together with any responses from the management. Children's views are also sought and valued, which enhances their sense of belonging and worth. The nursery is proactive to establish links with local primary schools and pre-schools to promote continuity for the children and to aid smooth transitions into school.

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

Children are extremely happy and relaxed at the nursery. They form positive and trusting relationships with staff and one another and interaction is predominantly fun and spontaneous. Children are developing positive self-esteem and are very confident communicators, freely approaching and talking to staff and visitors. Staff get to know the children very well and are sensitive and attentive to their needs, for example, babies are frequently offered individual attention and cuddles. The stable staff team work consistently with the same age group, helping children to settle well and feel secure. Transitions from one room up to the next are handled sensitively to ensure it is a positive and smooth experience for each child.

Children's awareness and appreciation of diversity is very well promoted through the positive attitudes of the staff plus specific activities, such as, recognising different festivals and encouraging parents to visit to tell a story in their first language or to wear their national dress. Staff are positive role models, treating children with kindness and respect, which helps them feel valued and secure. Children's behaviour is generally very good as they are content and well occupied and are clear of the reasonable boundaries. They are offered clear explanations and effective strategies are used to help them learn to manage their own behaviour, for example, using a sand timer to encourage turn taking. A multi sensory area in the nursery foyer offers a quieter retreat for very small groups or one to one activities and has a positive, calming influence on some of the children.

Staff recognise the importance of children learning through play and first hand experiences. Children benefit from a superb range of clean, high quality toys and resources which are easily accessible. These are supplemented and enhanced by a wealth of imaginative crafts and activities provided by the creative staff. Activities are varied to provide ongoing interest and challenge for the children. Children learn about the world around them and delight in watching chicks hatch, feeding the rabbits, collecting eggs and growing flowers and vegetables. Older children have access to real items to use in their role play, such as, tools in the workshop area and they enjoy making dens to inspire their imaginary play. Babies and toddlers are offered many alternatives to plastic in their daily routine and delight in

exploring treasure baskets containing a broad variety of items. Toddlers enthusiastically explore a wealth of textures, such as, paint, collage and play dough, and natural items, such as, wood, sand and water. An activity board with a selection of real knobs and door handles intrigues the children. Staff play with the children at their level, supporting their play and learning but are confident to step back when adult intervention is not required. There is an excellent balance of adult led and child initiated activities and staff skilfully utilise children's interests to extend their learning.

Staff have an excellent grasp of the Early Years Foundation Stage and use their knowledge and skills to support individual children and help them make very good progress. Children's individual Learning Journals are attractively presented in a scrap book style and regularly shared with parents by the child's key person. Relevant observations are supported by photographs and examples of the children's work. Children are able to readily access their own journal and independently add items to it. Observations are used effectively to identify children's next steps which are transferred onto a weekly planning sheet, to ensure resources and activities are provided to support the progress of individual children.

Rigorous hygiene procedures minimise the risk of cross infection. Staff are vigilant regarding hygiene, practising strict food handling and nappy changing procedures. Individual bedding is supplied for babies and toddlers and washed frequently. Children are learning good hygiene practice through regular routines and explanations, such as, hand washing after using the toilet and prior to eating. Older children's independence is well promoted as they put on their own outdoor wear or help cut up the snack and babies and toddlers learn how to feed themselves. The nursery provides a good variety of healthy and nutritious meals and snacks, promoting children's understanding of healthy eating and encouraging them to try different foods. Water is readily available, ensuring the children are well hydrated.

Children have daily opportunities for fresh air and exercise, promoting a healthy lifestyle. Older children have free access to the outdoor area, in most weathers, enabling them to choose their preferred play and learning environment. Children delight in developing their physical skills, balance and coordination and learn their capabilities and limitations and how to assess risks. They learn to keep themselves safe through discussions and reminders from the staff. Babies and toddlers have access to an enclosed, covered area adjacent to their rooms but also have opportunities to experience more natural light and surroundings in a grassed, sensory garden area, known as the Secret Garden. Outings in the vicinity of the nursery are used as opportunities to help children understand about road safety and to stay with known adults.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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