

Grace's Day Nursery

Inspection report for early years provision

Unique reference number	EY419730
Inspection date	21/06/2011
Inspector	Lara Hickson

Setting address	Ruxley Manor Garden Centre, Maidstone Road, Sidcup, Kent, DA14 5BQ
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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*.

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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

Grace's Day Nursery was registered in 2010. It operates from a 17th Century listed manor house based on the grounds of Ruxley Garden Centre in Sidcup, Kent. There are four playrooms available, Seedlings, which is for children up to one year, Little Buds for children from one to two years, Little Blooms for children from two to three years and Saplings which is for pre-school aged children from three to five years. There is also a purpose designed soft play room for indoor physical play and a large outdoor area with fixed climbing apparatus and areas for planting. There is parking available both outside the day nursery and in the garden centre.

The setting is registered on the Early Years Register to care for a maximum of 63 children in the early years age group, 15 of whom may be under the age of two years. The setting supports children with special educational needs and English as an additional language. The day nursery operates for 52 weeks of the year and is open from 7am to 7pm each day.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are progressing extremely well in all areas of their learning and development as a result of the nursery's comprehensive knowledge of the Early Years Foundation Stage. An excellent standard of childcare practice is provided in a safe, vibrant and enriching environment where children play, learn and develop. Staff encourage children to develop lively and enquiring minds by providing them with a wealth of opportunities to be inquisitive, discover new skills and solve problems. An extensive range of stimulating, innovative and purposeful activities and resources are available to children and the experienced staff team support and extend their play through discussions and open ended questioning. Partnerships with parents, the local Early Years team and other outside agencies are significant in enabling staff to meet the individual needs of all children, including those with any additional support needs. Staff, parents and children contribute to the highly effective self- evaluation of the nursery and identify how the setting will continue to develop and promote positive outcomes for children.

What steps need to be taken to improve provision further?

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

- continuing to encourage the high standard of outcomes for children, supporting and maintaining the enthusiasm and knowledge of the staff team through reflective practice and the highly effective appraisal system

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively within the nursery as the staff team demonstrate an excellent understanding of child protection procedures and how to keep children safe. All staff have completed safeguarding training and demonstrate a clear understanding of their responsibilities towards recording and reporting any concerns of abuse or neglect. The nursery has secure and highly effective measures in place to promote children's ongoing safety in both the indoor and outdoor environments as well as on outings. Risks assessments are thorough and clearly identify hazards and any action taken to minimise these. In addition the health and safety officer reviews the occurrence of accidents in each group room on a monthly basis to identify whether there are any particular patterns emerging and action is then taken to reduce any risks. Clear procedures are in operation regarding arrival and collection, visitors to the setting and fire evacuation which further promote children's ongoing safety.

The staff team work extremely well together and are fully supportive of each other. Deployment of staff is excellent and ensures that both the learning needs and safety of children are effectively met. Recent questionnaires praise the staff team with positive comments such as "if I had to give you a number one strength it would definitely be the staff". The key person system ensures that staff know each child individually and can effectively plan for their needs through observation and assessment. Staff training needs are identified and met through the formal appraisal scheme and regular supervision. Room meetings enable staff to discuss issues relating to their group room whilst the full staff meetings are used as in-house training sessions where new initiatives are introduced or specific areas are discussed. For example, at a recent staff meeting, a safeguarding quiz was introduced by the Manager to demonstrate to staff how comprehensively they know the safeguarding procedures. Staff work closely together as a team to identify areas for future development as well as introducing new initiatives which improve outcomes for children. The setting uses different methods to self-evaluate, for example, parent questionnaires are sent out regularly and children self-evaluate their time at the nursery. The written self-evaluation form is extensive and an ongoing document, which involves all of the staff team and is reflective of practices observed within the nursery. The setting and in particular the Manager has a clear vision for the nursery and endeavours to improve practice through new initiatives gained from training and from visits to the setting by local specialists such as the Early Years team and an Area Special Educational Needs Co-ordinator. The setting has established links with a setting in Norway and are hoping to introduce additional aspects to their outdoor area following an impending visit by childcare practitioners from Norway. The staff team demonstrate a very positive approach towards ongoing training and development and are committed to ensuring that the nursery is an outstanding provision.

Partnership with the parents is excellent and significantly contributes towards children's well-being. Parents are welcomed into the setting and staff respect and value their suggestions and input as their child's first educator. During the settling-in period, the key person takes the opportunity to get to know the child and

informs the parents about all aspects of the provision. Parents are encouraged to become actively involved in their child's learning. For example, a daily diary is shared between home and the setting and encourage parents to share what activities and experiences their child has enjoyed with them at home. The nursery organises a whole wealth of different activities that parents are invited to attend and this takes into consideration parents working commitments. For example, recent and future events include a parents breakfast, a Royal Wedding party, Sports Day, a story time session and a grandparents morning. A Parents forum has been established and the nursery is hoping that this will give parents a positive insight and input into the nursery. Regular newsletters involves parents in forthcoming events and new initiatives being introduced. Parents have the opportunity to look at their child's developmental profile at any time and meetings are arranged regularly for parents and the key person to meet and discuss each child's progress and development. The setting has formed strong partnerships with the local Early Years team, outside agencies and other childcare professionals. This enhances outcomes for children and enable early intervention as required to meet the needs of children and families in the setting.

The nursery demonstrates a positive approach towards diversity and inclusion. Child record forms and initial settling- in sessions are used to establish any religious, cultural or linguistic needs. Staff highlight any particular festivals that are celebrated by families and incorporate these into the nursery planning. A wide range of resources are enjoyed by the children depicting positive images of diversity and additional resources are purchased to meet specific cultural or linguistic needs.

Documentation is maintained to a very high standard and all records required for the safe and efficient management of the setting are available. A comprehensive range of written policies and procedures are in place and these are regularly updated to reflect changes in legislation and clearly underpin the setting's practices.

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

Children have access to a extensive range of challenging, stimulating opportunities and activities that help them to make excellent progress in all areas of development and learning in the Early Years Foundation Stage. Staff support children in their learning, allowing children to initiate play, stepping in when they require help or encouragement. The setting uses Learning Journals which includes information about how each child is progressing in all areas of learning and includes the next steps in their development and how this will be encouraged. The comprehensive learning journey includes photos of children completing an extensive range of different activities, as well as examples of art and craft work or mark making. The nursery encourages parents to contribute towards their child's Learning Journal through parent observations and their daily diary. Next steps are also agreed together with parents at two parent's evenings a year. This ensures a more holistic approach to meeting the children's needs. Staff use information

gained through parents observations of their children in their home setting to extend children's development further within the nursery setting.

All the children are very happy, contented and settled within the nursery, as they are cared for by an extremely motivated and enthusiastic nursery team. Staff introduce innovative activities in the different group rooms and in the outdoor area to enhance children's enjoyment and explorative skills. This helps children to become fully engaged in the activities they are completing. For example, in the Little Seedlings room, babies thoroughly enjoy exploring the textures and properties of water, bubbles and a rice cereal with staff encouraging their investigations. Babies squeal and babble enthusiastically as they play and staff encourage their language and communication development skilfully. Staff put some clean flannels into the bath water which children enjoy sucking and playing peek-a-boo with. One baby throws a flannel up into the air and is utterly surprised when it lands on her head and drips water down her face. Children are provided with an extensive range of inspiring activities and play experiences such as making their own play dough, growing vegetables and herbs in their vegetable patch and participating in cooking activities with the nursery cook.

Staff provide adult- directed activities that stem from the children's own interests and through feedback from parents. For example, following information gained from parents in the home diaries, staff introduced an activity regarding different opposites and played games in the garden area to highlight the differences between fast and slow. Staff demonstrate a thorough awareness of the differences between how boys and girls learn and develop and provide opportunities to enhance learning opportunities. For example, mark making opportunities are extensive in both the inside and outside areas and the free flow access between the two areas enhances the children's learning experiences. Children participate in a range of adult initiated activities which promote their understanding of other cultures and different lifestyles. For example, children enjoy art and craft activities to celebrate different festivals such as Chinese New Year, St Patrick's Day, The Royal Wedding and Jewish New Year.

Children thrive from being cared for in an environment where a high standard of hygiene practice is maintained. All children learn about hygiene routines through washing their hands at appropriate times throughout the day, for example, after petting the rabbits, after messy play and before snack and meal times. Children develop valuable healthy eating habits as staff encourage them to try different foods during tasting sessions and constantly talk to them during meal times about foods that are good for them. For example, staff encourage some more reluctant eaters, that they need plenty of food in their tummies to enable them to be active and have enough energy to run around in the garden. The nursery cook is dedicated in her role of providing freshly cooked food and of introducing children to healthy, nutritious options. Following a new healthy eating initiative within the local council the nursery has revised their menus to ensure that it includes additional options as outlined by the new scheme. For example, at one of the daily snacks a carbohydrate is provided alongside the selection of fresh fruit and white bread is now served alongside wholemeal bread. The cook has involved some children reluctant to eat fresh fruit and vegetables in the preparation of these as a way of encouraging them to try new options. Cooking activities with the children

also enable her to extend their knowledge of healthy foods. During lunch time the cook sits with children in the Little Blooms room and extends their learning about vegetables and fruits by explaining how each grow. Children learn that potatoes grow underground and are ready once the flower that appears during the growth period dies off.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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