

Turnbridge Day Nursery

Inspection report for early years provision

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Inspector Diane Turner

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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

Turnbridge Day Nursery was registered in February 2003 and is a privately owned provision. It operates from a site that is located on the main road, mid-way between Rawcliffe and Snaith, in the south-west corner of the county of East Yorkshire. Children are cared for in three separate buildings. The main building comprises of two ground floor playrooms for children aged between three and five years, a dining room, office, kitchen and toilet facilities. Older children attending the out of school provision are cared for on the first floor. Children aged from one to two years are cared for in the second building over two floors. There is no lift access to the first floor of the buildings. Babies up to the age of one year are cared for in the third building in one main play room with integral sleep and nappy changing facilities. All buildings have access to enclosed outdoor areas for physical play opportunities. The nursery is open Monday to Friday from 7.30am to 6pm throughout the year, with the exception of Bank Holidays and one week at Christmas.

The nursery is registered by Ofsted on the Early Years Register and compulsory part of the Childcare Register to care for 140 children under eight years. Of these, not more than 120 may be in the early years age group and, of these, not more than 40 may be under two years of age at any one time. The nursery is also registered on the voluntary part of the Childcare Register. There are currently 186 children on roll, 128 of whom are within the early years age group. There are 31 members of staff. This includes the nursery manager, deputy and cook. The majority of staff hold recognised child care qualifications at level 3, with four working towards this level. A qualified teacher is also employed and five staff are working towards additional childcare qualifications at level 4. The setting is a member of the National Day Nurseries Association and also receives support from the local authority early years and childcare consultants.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm, welcoming and inclusive environment where staff recognise and meet their individual care and learning needs very successfully. Children are offered a good range of learning opportunities, which are tailored to their individual interests and staff make effective use of most of the everyday routines to promote children's independence. Good partnerships are established and maintained with all parents and they have some opportunities to share their observations of the children's learning at home. Systems for self-evaluation are well established and accurately reflect the strengths of the setting, taking into account the views of staff and the service users. Areas for improvement are identified and prioritised according to those that will have the biggest impact on enhancing the outcomes for children.

What steps need to be taken to improve provision further?

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

- provide more opportunities for parents to contribute to their child's learning and development record
- provide opportunities for children to use their independence at lunch time.

The effectiveness of leadership and management of the early years provision

High priority is given to safeguarding children. For example, robust systems are in place for the recruitment and vetting of staff and electronic equipment is in place to monitor all areas of the main building. Staff regularly attend training in child protection and this is an area that is always included on the agenda at staff meetings. Consequently, staff are able to confidently discuss the possible indicators of abuse and know who to refer any concerns to. Highly effective risk assessments are undertaken to identify and minimise any possible hazards to the children's safety and these are backed up by daily checks of all areas. Comprehensive policies and procedures are in place which underpin the safe and efficient management of the setting. These are reviewed on an annual basis. All documentation is maintained to a good standard and stored with confidentiality in mind.

The owner and manager of the nursery are very motivated and have a clear vision of what it is they want to achieve for the setting. Their commitment to providing a high quality service and their drive and ambition to secure improvement in all areas of the setting is clearly supported by the dedicated staff team. For example, they are all committed to developing their knowledge and practice through training and attend regular room and whole staff meetings when the success of the activities and areas for development are discussed. All recommendations raised at the last inspection have been addressed successfully and the setting's self-evaluation form clearly identifies areas for future improvement, such as installing close circuit monitoring equipment in a further two buildings. Resources throughout the setting are of good quality and presented effectively to ensure all children are able to make independent choices in their play.

The setting promotes equality and diversity very successfully. High priority is given to gathering information about children's individual needs prior to the placement beginning and staff have a good understanding of the stage of development of their key children. They promote the next steps in children's learning very well, which helps to narrow any gaps in their achievements. The children's understanding of the wider world and the cultures and beliefs of others is actively promoted by celebrating festivals, such as Diwali. Staff work very well with providers of other settings delivering the Early Years Foundation Stage that the children also attend. For example, they use diaries for the reciprocal sharing of information about the children's learning. Good relationships are established and maintained with the parents. Policies and procedures are readily available, with verbal feedback at the end of the day, daily diaries, newsletters and displays ensuring they are kept well informed of all aspects of their child's care. Parents

have some opportunities to be involved in the children's learning, such as recording the adventures of Eric, the nursery's empathy doll, in his diary when the children take him home. However, parents are not always actively encouraged to contribute their observation of the children's learning at home to their learning journey. Questionnaires are regularly sent out to gauge parents' continuing satisfaction of the service and any suggestions acted upon. At the inspection visit parents praised the setting highly.

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

Staff have a good understanding of the Early Years Foundation Stage. They keep accurate records of the children's progress and promote a very happy atmosphere throughout the nursery, ensuring that positive outcomes for children is at the heart of their practice. Children's art work is displayed in all areas, which shows their efforts are valued and appreciated and all children are encouraged to make a positive contribution to the life of the nursery. For example, they help to take care of the nursery rabbit and the fish. All staff are very enthusiastic in their approach which inspires the children to take part in the activities and to enjoy their learning. For example, the older children show great excitement as they handle the icicles staff bring in from outdoors. The children demonstrate good language skills as they describe what the ice feels like and are fascinated as this melts as a result of the heat from their hands. They keenly put on their coats and wellingtons and eagerly go outside to find more.

Staff develop close and trusting relationships with the children who clearly feel safe in their care and within their environment. This is particularly evident as babies cuddle in to staff as they are fed and as they settle quickly for their nap. The children welcome any visitors to the setting, with the older ones keenly expressing what it is they like about the nursery and proudly sharing their achievements, such as their nativity paintings. Staff encourage the children to become independent and use lots of praise to raise their self-esteem. As a result, the children behave very well and have a caring approach to one another. For example, the babies enjoy sitting together as they explore musical instruments and stacking cups, holding these out to each other, and the older toddlers readily share the pots of paint. The children show good concentration and are very curious. For example, the younger toddlers show fascination as they explore a mix of sand and glitter, letting it trickle through their hands and making patterns with their fingers. The older toddlers thoroughly enjoy exploring paint. They use brushes confidently and with good control and delight in painting their hands and making prints. The older children are able to independently access their morning and afternoon snack. However, they do not have opportunities to use their independence at lunch time, such as pouring their own drinks and serving their own food.

Staff ensure the children are kept healthy. They vigilantly follow good practices in their every day routines, such as wearing disposable gloves and aprons when changing nappies and checking the cleanliness of the toilet areas regularly throughout the day. The children are offered nutritious meals that are cooked on site, they grow their own vegetables and they have access to outdoor play each

day, unless the weather is severe. The children learn the importance of hand washing as part of their daily routines from an early age and the older children clean their teeth after lunch, confidently discussing why this is important. Through various activities the children learn about keeping themselves safe. For example, they practise the evacuation procedures so they know what to do in the event of a fire or emergency. Staff sensitively remind the children not to run indoors and they learn to be careful when it is icy outdoors, so they do not slip.

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

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