

Ercall Day Nursery & Kids Club

Inspection report for early years provision

Unique reference number EY359321
Inspection date 26/05/2011
Inspector Patricia Webb

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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

Ercall Day Nursery and Kids Club is part of the Honeybuns group and one of three nurseries run by Chace Care Limited. It opened in 2007 and operates from purpose-built premises in the grounds of The Princess Royal Hospital in Telford, Shropshire. There are 11 care base rooms with access to fully enclosed outdoor play areas. The setting is open each weekday from 7.30am to 6pm all year round. The Kids Club facility is open from 3pm to 6pm during school term times and from 7.30am to 6pm during school holidays. Children come from a wide catchment area surrounding Telford.

The setting is registered to care for a maximum of 189 children under eight years of age at any one time all of whom may be in the early years age range. There are currently 260 children on roll of whom 235 are in the early years age group. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting currently supports children with special educational needs and/or disabilities and also currently supports a number of children who speak English as an additional language.

There are 45 members of staff employed all holding appropriate early years qualifications from level 2 to foundation degree level. Three members of staff are working towards Early Years Professional Status (EYPS). Additional housekeeping and administration staff are also employed. The setting is a member of the National Day Nurseries Association (NDNA) and has achieved the 'Aiming Higher' quality assurance award from the 4Kids organisation.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in Ercall Day Nursery and Kids Club are making good progress in all aspects of their development and early learning. They are supported in this by a highly enthusiastic staff team with firm leadership from the company and the management. There is a strong commitment to developing the provision, bringing about effective improvements to enhance all children's experiences and extend the opportunities to reach their full potential. Effective partnerships are fostered with parents, other providers and agencies in order to offer consistency and address each child's individual needs. The setting's commitment to safeguarding is extremely strong and highly effective in promoting children's welfare.

What steps need to be taken to improve provision further?

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

- review the recording of children's attainment and progress so that the documents are clear, consistently completed and are made more freely

accessible to parents and carers as they support their children's learning and development

- extend the opportunities for children to observe examples of their home languages in order to value linguistic diversity
- promote inclusive practice further by developing the consistent use of a range of effective systems for promoting non-verbal communication.

The effectiveness of leadership and management of the early years provision

All management and staff in the setting have an extremely confident and clear understanding of their responsibility to safeguarding the children in their care. Sound induction systems ensure that all staff are aware of child protection issues and their duties and responsibilities in keeping children safe. Skilled staff use the Common Assessment Framework (CAF) process to identify individual needs and ensure that the correct support is identified to improve children's opportunities and access to additional support. They are further safeguarded as the organisation has extremely well-practised systems in place for the recruitment and selection of staff who are suitably qualified, experienced and skilled in order to work with children. Safety arrangements are effective in ensuring that the premises are checked for potential hazards and risks are minimised both on and off the premises. Detailed records are maintained and reviewed regularly to pick up on any potentially hazardous areas.

There is a strong emphasis on driving improvement in the setting. The manager works tirelessly with the organisation management to support staff in assessing the impact of their practice on children's progress in order to bring about on-going improvement. Self-evaluation is being used effectively to engage the views of all involved in assessing the impact of the practice on children's outcomes. This includes parents, carers and children as well as the staff in the setting. One child comments that they know all the staff's names and feels happy in being able to choose activities and resources for themselves. Children's views are highly valued particularly regarding the out of school club facility. They are contributing to the forthcoming refurbishment of their club and enhancing their environment. Comments from parents include having 'nothing but praise for the quality of care'. Parents have opportunities to speak formally and informally with staff regarding their children's progress. Free access to their children's learning journals of their developmental progress is hampered as in most rooms the documents are not readily available for easy perusal by either parents or, in the case of pre-school, the children themselves.

All children and their families are welcomed into the setting. Where a child may be identified as requiring additional support in order to achieve, detailed systems are used to assess and address such issues. Key workers attend specific training to develop their skills and knowledge in enabling each child in their care to make steady progress. They work very positively with other agencies and professionals to bring about a consistent approach and monitor children's development, particularly when preparing older children from the transition into full-time school. Staff are starting to develop the use of Makaton sign language, although, it is not

yet used consistently throughout the nursery, delaying the full development of inclusive practice. Likewise there is limited opportunity for children observing home languages other than English, hindering linguistic diversity. However, the children gain a strong sense of community, visiting local venues and amenities and becoming aware of differences in society.

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

Children make strong progress towards their early learning and development because staff plan and provide appropriate activities, taking account of each child's individual learning needs and starting points. There is an effective balance of adult-led and child-initiated activity resulting in children who are eager to extend their activities as staff keenly observe and assess their attainment. The formats for recording and summarising children's progress are not fully consistent across the setting and this hinders how parents and carers can clearly see where children have achieved and made progress to the next steps in their development. Staff are aware of how children learn across all aspects of their development through play and purposeful activity. Staff interact enthusiastically, singing with gusto and using their skills to engage each child accordingly.

During regular outdoor activities, a group of toddlers delight in responding to the direction from the member of staff. They run, stop, jump and change direction with skill, thus, honing their co-ordination and gaining control over their bodies. Staff are using a range of strategies and programmes to develop communication, language and literacy. In particular, 'Letters and Sounds' and 'Every Child a Talker' (ECAT) are used in partnership with parents to develop their involvement in their child's progress. For children whose verbal skills are still developing and children from families where English is an additional language, staff are working to improve the use of additional systems, such as sign language and a more consistent approach to pictorial prompts. Older children choose to select their favourite stories and books and settle quietly to browse through and 'read' the story. When 'apprehension' of the 'troll under the goats' bridge is feigned by a visitor, a child reassures the adult by stating that the troll is 'only pretend, you know'. The group of children then philosophically explore their feelings as they consider the 'make-believe' concept of the troll compared to their perceived reality of the existence of 'monsters'.

Children's health and welfare are strongly promoted in the setting. Children understand why following good hygiene routines contributes to their ongoing health and have recently taken part in National Smile month based around dental care. Minor accidents are managed effectively and clear records are maintained and shared with parents and carers to keep them fully informed. Children show an understanding of being aware of their own safety as they move around the setting on both floors with care and attention, recall how they must be careful when attending to the animals and plants in their garden and using tools with skill and dexterity. They are learning to care for their environment as they join in with recycling activities and respond to requests to dispose of litter properly. Children's behaviour is positively promoted with a strong emphasis on praising effort as well

as achievement. Where challenging behaviour may be displayed, staff work closely with parents to ensure a consistent approach is used in order to help children learn the boundaries and gain an understanding of the consequences of their behaviour on others.

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	1
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	1
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