

Ercall Day Nursery & Kids Club

Ercall Day Nursery, Grainger Drive, Leegomery, TELFORD, Shropshire, TF1 6UL

Inspection date	09/09/2013
Previous inspection date	14/05/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Partnerships with other agencies and professionals are extremely well established. This means that every child and their family is supported strongly, particularly where additional needs may be identified.
- Children enjoy their time in nursery. They are supported by caring and well-qualified staff who motivate children with their enthusiasm. They offer a wide variety of well-planned educational opportunities both on and off site, which help children develop strong characteristics for learning.
- Staff make parents feel welcome, promoting a useful and friendly exchange of information of a daily basis. This keeps parents well informed about progress and enables them to support children's learning further at home.
- The management monitors practice rigorously to promote a consistent approach and ensure that every child makes good progress in their learning and development.

It is not yet outstanding because

- There is scope to support younger children's early literacy further, by encouraging them to make connections as they learn. For example, by promoting opportunities to recognise their names written on everyday objects, such as their place mats.
- Occasionally, children's large-scale creative and artistic development is inhibited. For example, they are not always able to make best use of available space to complete large construction or art projects in a free and expressive way.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all playrooms and outside play areas.
- The inspector spoke with staff and children and held meetings with the manager and the childcare director.
- The inspector carried out a safety check on the premises, indoors and outdoors.
- The inspector looked at children's assessment records, checked evidence of staff suitability and sampled a range of other records and policies.
- The inspector took account of the views of parents sought by the management of the nursery.
- The inspector carried out joint observations with the manager and deputy.

Inspector

Patricia Webb

Full Report

Information about the setting

Ercall Day Nursery & Kids Club was registered in 2007 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the grounds of The Princess Royal Hospital in Telford, Shropshire. The nursery is part of the Honeybuns group and one of three nurseries managed by Chace Care Limited. The nursery serves a wide catchment area around Telford and is accessible to all children. There are 11 care base rooms set out over two floors with access to enclosed outdoor play areas. The first floor is accessed by stairs.

There are 34 members of staff childcare staff employed. Of these, 29 hold appropriate early years qualifications at level 2 and 3. One member of staff holds Qualified Teacher Status and three staff hold BA Honours degrees. Additional housekeeping and administration staff are also employed.

The setting opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The Kids Club facility is open from 7.30am to 6pm during school holidays. Children attend for a variety of sessions. There are currently 315 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- build on younger children's self-awareness and early literacy skills further. For example, by adding their photographs to their written names on their place cards used at snack and meal times
- enhance children's enjoyment of expressive art and design further by adapting the presentation of the activities, enabling children to engage in large scale art, craft and construction, viewing and adding to their work from different angles.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in all areas of their learning and development in this busy and stimulating nursery. Staff have a very secure knowledge and understand of the Early

Years Foundation Stage learning and development requirements. They observe and plan effectively for individual children to maximise their learning opportunities. This means that every child is supported very positively as they reach their full potential. The nursery has developed extremely strong partnerships with other professionals and agencies. When combined with the skilful and accurate assessment of children's progress, these partnerships ensure that any child requiring additional support receives focused and appropriate advice, guidance and attention.

The nursery caters for a diverse community and uses a range of strategies to promote effective communication for all children and their families. Staff and children use sign language in their daily activity and additional use is made of picture routines and symbols around the setting to ensure that every child can make their needs known. They use some key words in children's home languages and various scripts are displayed around the nursery valuing children's backgrounds. This attention contributes to ensuring that children with English as an additional language are effectively supported in their learning and development.

Children are encouraged to link letters and sound, recognising their names on cards used for various routines, such as self-registering and marking their place at the snack and dinner times. This not so effective for younger children where they do not yet connect the written name with themselves and their photograph is not included, for instance, to support this further. Staff do however, offer a wonderful language rich environment where children hear wide vocabulary and constant chatter. This enables them to model language and develop their communication skills further. Staff working with babies are acutely aware of how engaging eye contact, using welcoming facial expressions and undulating voices support the young children's early communication. This is particularly evident when staff are bottle feeding children, as they chat animatedly and sing gently to settle little ones off to sleep.

Older children are articulate and eagerly engage in conversation with adults and each other. Staff use highly skilled questioning to encourage thinking and language, as children explain their activity. The story about the three little pigs is a current focus, promoted by a child's interest in the tale. Children are asked to consider where pigs may be found and discuss the likelihood of pigs swimming in a lake. Staff use props and books effectively at large group times, to engage and focus children's attention on the story. Staff ask children to recall from memory and predict the outcome of the various visits by the wolf. A group of children engage in an adult-led activity, creating the straw house from recyclable materials. However, some children, seated at the table, stay in the one position, accessing the activity from just one perspective rather than moving around and viewing their creations and adding to the activity more freely. The systems used by the managers for observing and reviewing staff practice are effective in noting such slight gaps in practice and addressing them swiftly to promote children's all round enjoyment.

Budding scientists examine, tend and monitor the growth of their plants, gaining a sense of responsibility. They show visitors the photographs of their cress seeds and explain the growing process. The Forest Fun sessions are thoroughly enjoyed by all, including children and staff. Staff are aware of how such outdoor activity enables all children to make progress in their learning and development. Children eagerly explore the nearby woods,

delight in jumping and paddling in the vast puddles and observing their footprints and marks in the mud. Babies enjoy crawling around outside as staff prepare the space well and offer activities that promote all round development just as well as in the indoor environment. They dabble in the water and sand play, splashing and giggling as they use a range of tools and toys freely.

Parents and carers are valued highly by the staff as being their child's first educators. Time is taken to engage parents from the outset, discussing children's needs and stages of development in order to plan effectively. Parents join their children at times, to share some of the activities and explain some of the learning that takes place at home, contributing to children's overall learning and development. Staff explain the learning that takes place during children's play and emphasise the clear links with the Early Years Foundation Stage so that parents are fully informed. Parents contribute to children's developmental records with written comments and enjoy looking through them with their children regularly. Parents are consulted at all times, particularly as children prepare for moving through the nursery and for their move to full time school. Staff ensure that the summary reports show how children are gaining the necessary skills and aptitudes to make these transitions smooth and consistent.

The contribution of the early years provision to the well-being of children

Children enjoy their time in nursery, accessing the stimulating and well-resourced areas indoors and outside as freely as the layout allows. All children play actively in the fresh air, getting plenty of exercise as they develop their health and well-being. They pedal with gusto, negotiating space well and taking care not to encroach on others' space. Babies scramble round their room, crawling in and out of the draped cardboard box as they 'surprise' the member of staff.

Children's dietary needs and requirements are discussed and fully met to maintain their health. Freshly cooked meals are balanced and nutritious and drinks are made available for all children throughout the day. All staff hold relevant first aid qualifications and any minor accidents or injuries are managed efficiently. Parents are kept fully informed of any such incidents through the stringent records kept.

Key persons are skilled at recognising and acting upon cues and body language from babies and toddlers, such as knowing when a bottle feed is needed, or an early sleep may help settle babies. Children's safety is further promoted as staff are diligent in checking sleeping babies and conduct rigorous checks to identify and address any hazards. Older children gain a sense of their own safety as they use tools and equipment with care, and understand why tidying away is important. They participate in regular fire drills and have regular opportunities to develop their road safety awareness, particularly when walking in the local area and going to the Forest Fun sessions. This supports children in gaining skills for life as they also learn to consider the impact of their actions on others. Staff manage children's behaviour sensitively, encouraging children to resolve minor conflicts for themselves where possible. This develops their skills in negotiating and compromising. Staff offer well-deserved praise and share examples of this with parents, such as, when a

child has shown empathy with a friend and engaged them in their play.

Parents comments indicate that they are happy with the nursery and express their satisfaction with the service provided. They state that staff are approachable, friendly and supportive and that the nursery meets their expectations. Parents feel that staff are knowledgeable and their children are progressing in their learning and becoming independent. Children are well supported to acquire skills and the capacity to develop and learn and be ready for the move on to other settings. All important information is shared with key people and transition documents are completed and sent through to school. The moves from room to room are well-managed and children are settled into the routines and become familiar with their key person to support their emotional well-being.

The effectiveness of the leadership and management of the early years provision

The leadership and management of the nursery is strong and consistent. The manager is highly enthusiastic and works very closely with the organisation's directors to ensure that practice is strong and effective in meeting all aspects of the Statutory Framework for the Early Years Foundation Stage. All leaders understand their responsibility to inform Ofsted of any concerns or incidents that may occur that could affect the operation of the setting or children's safeguarding and welfare. The systems for monitoring and mentoring staff are effective in ensuring that any issues are addressed swiftly, in a professional manner, to minimise any risk of negative impact. Robust supervision and appraisal supports staff in honing their skills, seeking to extend their qualifications and sharing their interests and vocational training to benefit all children and drive continuous improvement.

Induction procedures are effective in ensuring that all staff know and implement the nursery's policies and procedures consistently and professionally. Procedures for recruitment and selection of staff are followed diligently. Every member of staff, including childcare and additional staff, undergo rigorous checking procedures to ascertain their suitability. Their ongoing suitability is verified and recorded at their appraisals. This reassures parents of the organisation's commitment to promoting their children's safety. Safeguarding procedures are known and understood fully by all staff. They demonstrate a secure understanding of how to help safeguard children from abuse and neglect. They confidently explain how they would report any concerns about children's welfare and they fully understand the procedures to follow should an allegation be made against a member of staff.

Self-evaluation is very thorough and the views of staff, children and parents contribute well to reflecting on practice and setting targets for improvement. Staff also make good use of a range of systems to assess the impact of practice on outcomes for children. This includes using environmental rating scales to assess the quality of their playrooms and devise useful action plans to make further improvements. For example, plans are being drawn up to develop the outdoor areas. This involves all concerned including the views of leaders, staff, children and families to maximise children's enjoyment and learning in the future. Consequently, experiences for children are constantly improving, preparing them

well for the next big steps in their care and education.

There is a real commitment to working in partnership with parents and extended family members, so that they feel valued, fully involved and included in the children's learning. Parents' views have contributed to improvements in the nursery. For example, a display board has been put in place with photographs of the staff who take lead roles in the setting for aspects such as child protection, behaviour management, special educational needs and health and safety. This means that parents are now fully aware of who to approach should they have any queries in these areas.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY359321
Local authority	Telford & Wrekin
Inspection number	930966
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	189
Number of children on roll	315
Name of provider	Chace Care Limited
Date of previous inspection	14/05/2013
Telephone number	01952 246002

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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