

Grove Nursery School

Inspection report for early years provision

Unique reference number	EY218235
Inspection date	14/04/2009
Inspector	Rachael Flesher
Setting address	28 Grove Road, Headingley, Leeds, LS6 4EE
Telephone number	0113 275 1471
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Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Grove Nursery opened 30 years ago and the current owner has been registered since 2001. The nursery is set in the Headingley suburb of Leeds and has been converted from a large detached private property. The premises consists of a basement, ground floor, first floor and attic. The children have access to two rooms on the ground floor and three rooms on the first floor. There is a fully enclosed garden available for outdoor play. The nursery serves the local and surrounding areas and children currently attend who have English as an additional language.

The nursery is registered on the Early Years Register and both parts of the Childcare Register to care for 50 children in the early years age group. There are currently 112 children on roll aged from seven months to five years who attend for a variety of sessions. The nursery opens from 08.00 or 07.30 upon request from parents until 18.00, five days a week all year round except for one week at Christmas when the nursery is closed. The nursery is in receipt of funding for the provision of free early years education to children aged three and four. Sixteen staff work with the children. All staff have, or are working towards appropriate childcare qualifications. The setting receives support from the local authority and from a Regional Manager (Treetops). Partnerships are in place with local schools and settings.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The manager has an ambition for excellence and a clear vision for the future of the setting. This is supported by well targeted plans for the development and improvement of the provision and outcomes for children, devised from thorough self-evaluation processes. Appropriate partnerships and systems are in place to ensure children's welfare and on the whole children are well supported and their individual needs met. As a result children are generally making good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- ensure current documentation, for example risk assessments and the evacuation procedure, are regularly updated and reviewed as necessary
- develop resources to reflect the cultural background of the families in the setting and the wider community, to ensure all children feel included and to enable them to recreate scenarios they have seen at home
- continue to develop the provision for babies and young children, ensuring staff support and extend their play and learning and plan and provide further developmentally appropriate experiences to help them progress towards the early learning goals

The leadership and management of the early years provision

Highly effective systems are in place to evaluate the provision for children's welfare, learning and development. The manager and staff regularly reflect on their practice and provision and document their evaluations to share with the team. The views of the parents and children are also effectively sought and this feedback is used to inform the overall self-evaluation form and ongoing development plans. Recommendations set at the last inspection have been met and the manager has worked extremely hard to develop the provision and demonstrates a strong commitment to providing the highest quality of childcare. Key strengths and areas for development have been clearly identified and improvements made to date and plans for the future are well targeted to bring about further improvement to the provision and outcomes for children.

Parents are happy with the service provided and comment on how the provision has greatly improved under the new management. Good information sharing systems are in place and outside support is being sought to ensure the needs of children and parents with English as an additional language are met and all are fully informed. Staff are working hard to develop partnerships with other providers where children also attend to provide continuity in their care. Links are in place with schools to ensure children are supported during times of transition.

Most of the documentation, policies and procedures required for the safe and efficient management of the setting are in place and effective. These are shared with parents and staff and ensure children are safeguarded, their welfare promoted and their needs met. However, not all updated procedures are clearly documented, for example risk assessments for the refurbishment works and the emergency evacuation procedure. Staff are well deployed and have a clear understanding of their roles and responsibilities, effectively led by a motivated and dedicated manager. All staff receive feedback through appraisals and training and professional development needs are identified and provided for accordingly.

The quality and standards of the early years provision

Children are happy and settled and are cared for in a safe and stimulating environment. Warm relationships are established between the children and staff. Effective communications and the key person system in place, ensuring the individual needs and care routines of babies and young children are met. Children are well behaved and learning to share and take turns. They are forming friendships and staff encourage children to respect and value each other's differences and abilities and are learning about the wider world. They are provided with a wide range of healthy well balanced meals and snacks and any individual dietary requirements are appropriately provided for. Staff teach children to make healthy choices about what they eat. For example, following on from an interest in the story 'Handa's Surprise' older children investigate a range of interesting fresh fruit, discussing their appearance and having a tasting session. Personal hygiene is positively promoted. Children learn the importance of brushing their teeth through

fun resources, and washing their hands after using the toilet and before eating. They are learning how to keep themselves safe and their good health and wellbeing is promoted, for example, by taking effective steps to prevent the spread of infection.

Children's independence is promoted well. All children can freely access most of the resources and activities available, exploring and investigating what interests them personally, in order to lead and direct their own play and learning. Older children can free flow from the inside learning environment to the outdoors as and when they choose to. They independently change to their outdoor shoes and put on their coats, with staff on hand to support them if needed. All children have opportunities for fresh air and outdoor play sessions on a daily basis and good use of space ensures children can freely move indoors and outdoors and be physically active.

Overall, children are making good progress towards the early learning goals. Staff regularly observe children to identify their current stages of development, interests and needs. These are recorded in their learning and development files and used to plan the next steps in their learning and development. These are shared with parents who are encouraged to contribute to them. The indoor learning environment is generally well organised with a range of stimulating and exciting opportunities provided for most children to support their overall learning and development across the six areas of learning. However, the provision for babies and young children is not always fully utilised and systems for planning developmentally appropriate play and learning experiences are not yet fully developed. Children enjoy using the computer, practising their emerging handwriting and show great imagination as the wooden blocks become a boat taking them to an island. Babies explore paint, enjoy songs and rhymes and younger children investigate playdough and make marks with chalk. However, resources to reflect the cultural background of the families in the setting and the wider community, to ensure all children feel included and to enable them to recreate scenarios they have seen at home, are limited. Most staff play alongside children and use effective questioning and dialogue to scaffold and extend children's learning. However, not all staff demonstrate the same level of skill in supporting and extending their play and learning.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.