

Discovery Childcare

Inspection report for early years provision

Unique reference number EY401449
Inspection date 15/04/2010
Inspector Diana Pidgeon

Setting address 85 Smithurst Road, Giltbrook, NOTTINGHAM, NG16 2UD

Telephone number 01159384805
Email j.reavill@discoverychild.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Discovery Childcare was registered in 2009. It is one of two nurseries and three out of school clubs operated by a partnership trading as Cared4 Ltd, who delegate day to day responsibility to the managers and staff on site. It operates from a converted two storey building in Giltbrook on the outskirts of Nottingham. The nursery serves the local and surrounding areas. Children are cared for in five rooms. There are kitchens and toilet facilities on both floors. There is also an enclosed outdoor area. The nursery offers an out of school club and holiday club, including escorted services to a variety of local schools.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may provide care for a maximum of 81 children at any one time. There are currently 50 children from six months to eight years on roll, 42 of whom are in the early years age range. Children attend a variety of sessions. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

The nursery is open from 07.30am to 06.00pm, Monday to Friday all year round, with the exception of bank holidays and the Christmas holiday period. There are 12 staff working with the children who all hold relevant early years qualifications. This includes one with Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and make good progress in their learning and development. Staff provide a welcoming and inclusive environment where children's health and safety are given due priority. Effective partnerships with parents ensure children receive the support they need to meet their individual needs. The owners and managers have started to review the provision and take positive steps to implement changes that improve 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:

- consolidate the new planning system and ensure next steps in learning are identified for all children
- develop further the use of reflective practice and self-evaluation to identify current strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

There is a clear commitment within the nursery to continuous improvement. Children's safety is given high priority, with robust systems in place to ensure risks are managed effectively. The premises, both indoors and outside, are secure, and effective recruitment and vetting procedures ensure suitable adults work with the children. Staff receive appropriate induction into their roles and ongoing training to enhance their knowledge and skills. For example, most of the workforce hold current first aid qualifications and this ensures they are well-placed to deal with any medical emergencies. Staff show a good understanding of safeguarding issues and know what steps to take if they have concerns about a child. Children's health is promoted through staff following good hygiene practices and helping children to learn about the importance of washing their hands regularly. Each playroom is bright and attractively presented with examples of children's work displayed. Toys are age appropriate and easily accessible, making the environment welcoming to children.

The nursery provides a welcoming environment for parents and strives to form positive partnerships where information is readily exchanged. Through daily diary sheets, newsletters, discussions and notices parents are kept informed about nursery events and their children's care and progress. Inclusion is given high priority and the nursery works closely with parents and other professionals to ensure all children get the support they need to achieve well. Staff are beginning to build links with the local primary school and develop systems that will aid children's smooth transition into education. Parents comment positively about the care their children receive and recognise many improvements in the nursery overall. The owners and managers show an ability to drive forward improvements in the nursery. Already there has been considerable refurbishment, staff training and review of underpinning documentation, which have all brought about improvements for the children. There is a good sense of teamwork within the nursery and staff work hard to put the needs of the children first. Managers have undertaken initial self-evaluation and prioritised areas for improvement. However, the views of parents and staff are not yet fully incorporated into the assessment process to ensure it is comprehensive.

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

Children are enthusiastic and happy as they play. The focus on child-initiated activities enables children to choose what they wish to do and to follow their own ideas and interests. Staff skilfully interact with children to help them develop their language and thinking skills. Adult-led activities are carefully planned and delivered with an enthusiasm that keeps children fully engaged. For example, children eagerly listen to stories and take turns to predict what will happen next. Staff show a good knowledge of how children progress towards the early learning goals, and maintain valuable records that demonstrate children's achievements. A new system of planning has recently been introduced throughout the nursery and staff speak

positively about the benefits for meeting the needs of individual children. However, in younger rooms this is not fully operational as the next steps in children's learning are not yet in place.

Children show high levels of self-confidence and staff take many opportunities to encourage independence. For example, pre-school children are beginning to serve themselves at lunch time and this is having a positive impact on their attitudes to eating. Children make friends and show respect for others as they take turns at activities and share resources. Staff take time to engage with children and promote their communication skills. Activities, such as singing and rhymes, help young children to find their voices. Most children are effective communicators and know how to listen to others. Staff also use signing to assist children with limited verbal communication skills and this helps them to be fully included. All of the rooms provide children with opportunities for messy and creative play throughout the day. This allows children to revisit areas and consolidate their skills. For example, toddlers gain great satisfaction from repeatedly making sand castles and knocking them down. Young children enjoy the experience of free painting while older ones print patterns using paint on a cut potato. Children have extensive access to crayons, pencils and chinks and enjoy writing for their own purposes.

All children have opportunities to be outdoors on a rota basis and benefit from a good range of equipment available to help them develop their physical skills. Additionally, the recently added large sand pit, planting areas, writing boards and music areas provide extensive opportunities to enhance all areas of learning outdoors. Children understand that exercise is good for them and regular opportunities are also provided indoors. For example, babies are encouraged to reach out and feel objects and to crawl and investigate toys. Toddlers use large soft play blocks to climb over and take part in action songs and games. All children benefit from healthy meals and snacks that are freshly prepared and meet their dietary needs. Suitable arrangements ensure babies and young children rest peacefully as needed and receive consistent care from familiar adults. This helps them to feel secure. Children's experiences are enhanced through planned activities, such as the celebration of festivals and special days. A recent visit from the fire service helped children to learn about the dangers of fire. Children's interests also initiate activities. For example, an interest in magnets has led to extensive exploration around the nursery of what is magnetic and what is not. Children learn to competently use a range of interactive toys and older children show competence in using many forms of technology. This prepares them well for the future.

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

How effectively is the Early Years Foundation Stage led and managed?	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
--	---

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

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