

Homestead Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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).

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Description of the setting

Homestead Day Nursery is a privately run provision. It opened in 1998 and operates from a converted farmhouse in the village of Calverton, Nottinghamshire. There are four areas within the nursery where children are cared for in small groups according to their ages and stages of development. All children have access to the enclosed outdoor play area which is divided into three sections: tarmac, soft play and grass and has a separate area which contains fixed climbing apparatus.

The nursery is open each week day from 07.30 to 6pm. It is open for 51 weeks of the year, closing only for Bank Holidays and for the week between Christmas and the New Year. A maximum of 38 children may attend the nursery at any one time. There are currently 64 children on roll. Of these, 17 children receive funding for early education. There are currently 64 children attending who are within the early years age range. The nursery is in receipt of funding for the provision of free early education.

Children attending come from the local and surrounding areas and attend for a variety of sessions. The nursery currently supports children who do not speak English as their first language.

The nursery employs 15 members of staff, a number of whom some work on a part-time basis. Of these, 10 hold appropriate qualifications: three staff hold level 4 qualifications, five staff hold level 3 qualifications and two hold level 2 qualifications and the rest are working towards an early years qualification. One member of staff is working towards an early years foundation degree. The setting receives support from the early years support team from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the nursery and make satisfactory progress in their learning and development. There is a clear commitment to continuous improvement that benefits the children. However, effective systems are not yet established to ensure that outcomes for older children are always challenging and that children's learning is coordinated with other settings. Although children are kept safe, the provider does not have a useful, helpful written procedure in place in the event of a parent failing to collect a child at the appointed time. This is a breach of a specific legal requirement. Children are chatty and happy; they benefit from the relaxed and welcoming atmosphere of the nursery.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure an effective procedure is place in the event of a parent failing to collect a child at the appointed time.

01/12/2011

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

- conduct regular staff appraisals to identify training needs of staff and a programme of professional development should be applied so these needs are met
- develop effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning
- use assessments to identify learning priorities and plan relevant and motivating learning experiences for each child on a daily basis.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through the policies and procedures in place that help to keep them safe at all times. Staff have attended training to ensure their knowledge of safeguarding children. Employment and vetting procedures are effectively employed, however, an effective appraisal system has not yet been established to monitor staff's practice rigorously. Effective risk assessments are undertaken to eliminate potential hazards to children. Policies and procedures generally ensure the smooth running of the nursery. However, the nursery does not have a useful, effective written procedure in place in the event of a parent failing to collect a child at the appointed time. Although this does not cause problems most of the time it does not allow for emergencies taking place. Staff record accidents and medication given to help promote children safety and well-being. Fire drills are practised regularly and recorded ensuring all children are aware of what to do should an emergency arise. Procedures and equipment is readily available, such as, fire extinguishers, a blanket and emergency exits are clearly marked.

Staff prepare warm and welcoming play rooms with a variety of resources and play provision. These are all easily accessible to promote independent play and all children can access the learning environment and equipment as resources are easily accessible. Equality and diversity is promoted within the setting. Children are all equally included in all experiences and their interests are identified. Staff have started using the Ofsted self-evaluation documentation and this had allowed them to reflect on their processes and consider areas that need to be developed. The recommendations from the previous inspection have mainly been addressed and this has improved children's safety and given them more independence in their choice of activities.

Staff have established sound working partnerships with parents, who are provided with information relating to the care of their child. The parents of pre-school children are able to attend a meeting to discuss their children. As a result of the nursery's own self-evaluation the staff are considering extending this to the whole nursery. Parents and carers are kept up-to-date through daily communication with

staff. Some children are also cared for by other settings. However, staff have not established links with these providers to ensure continuity of learning. Staff work closely with the local sure start centre which provides useful help and support for them to improve outcomes for children.

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

All children have suitable opportunities to enjoy and achieve because they are provided with a sound range of activities and play opportunities that match their general needs and abilities. Most staff are well qualified and have a suitable knowledge of child development and of the Early Years Foundation Stage. Staff keep development records of children's progress. An assessment and planning process is in place and staff work hard to use it. However, this is not always used effectively to ensure the older children are sufficiently challenged in their learning on a daily basis. Overall, children make satisfactory progress towards the early learning goals in all areas of learning.

Children feel welcome and have a strong sense of belonging. They are secure, happy and relaxed and this is shown through their interactions with the staff and with each other. Children settle well and respond to adults and are beginning to show an awareness of responsibility within the setting. For example, children learn to help tidy away resources at the end of sessions. Children are well behaved and all children are valued as individuals. They learn about diversity through celebrations such as Diwali, Easter and national celebrations like the Royal Wedding of William and Kate, the Duke and Duchess of Cambridge. The culture and language of those children who do not have English as their first language is respected and valued sensitively. Children gather round the computer, learning suitable skills to operate it. Overall, most children generally secure the skills they require in order to progress their learning. Babies begin to learn the early skills to support future learning as staff help them to develop vocabulary, confirming words such as playdough and repeating words for them. Children enjoy singing songs and learning to develop their co-ordination with movement tapes.

Children's health is promoted well. They are provided with a variety of snacks including fresh fruit such as bananas and bread sticks. Drinks of water or milk are available at snack times and water is made available at all times so that children can decide when to have a drink for themselves. Good systems are in place to fight infection; these include encouraging children to wash their hands at the appropriate times, including after using the toilet and before snack times. Children learn how to keep safe in the setting, for example, by not bumping into children. Children feel safe and secure in the setting so their confidence is developing well.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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