

Il Nido Day Nursery

Inspection report for early years provision

Unique reference number

EY362554

Inspection date

17/11/2011

Inspector

Ros Vahey

Setting address

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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).

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

Il Nido Day Nursery is privately owned and was registered in 2007. It operates from a single-storey premises in Huddersfield. The nursery serves the local area and has strong links with local services. There is a fully enclosed area for outdoor play.

The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6.15pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 37 children registered who are within the Early Years Foundation Stage. It provides funded early education for three- and four-year-olds. The setting supports children with special educational needs and/or disabilities. The nursery employs nine members of childcare staff, of whom eight hold level 3 qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting has not met a number of welfare requirements which affect the safeguarding of children. There are shortfalls in documentation to support children's good health. Furthermore, parents are not given the current contact number for complaints to Ofsted. However, most children make good progress in the nursery because all the staff are dedicated, well qualified and experienced. Children achieve well and enjoy their learning, supported by a wide range of toys and equipment and develop good skills for life. The partnership with parents and other agencies are effective, although, systems for self-evaluation are less well developed to support further improved outcomes for children.

What steps need to be taken to improve provision further?

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 16/12/2011
- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice in the future (Safeguarding and promoting children's welfare) 16/12/2011
- provide details for contacting Ofsted, ensuring that the contact number in the complaints policy is up-to-date (Safeguarding and promoting children's welfare). 13/01/2012

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

- develop effective systems to ensure that self-evaluation and quality improvement processes are carried out, which clearly identify areas for further improvement, including documentation for safer recruitment, and what action will be taken
- develop the health and safety policy in relation to the procedures for identifying, reporting and dealing with accidents

The effectiveness of leadership and management of the early years provision

The setting is not meeting all the welfare requirements of the Early Years Foundation Stage. The current policy and practice in seeking permission to administer their own medicines taken at admission, such as, relief from pain or bruising, without medical advice, is a weakness. The prior written permission for emergency medical treatment does not include seeking medical advice. The procedures to be followed in the event of a serious accident at the nursery are unclear. This has an impact on children because staff may not care for them appropriately when a serious accident occurs. The complaints policy does not provide the most recent contact telephone number for Ofsted, should parents wish to use it. However, staff are experienced, well qualified and dedicated to supporting children. All staff understand their safeguarding policy and have the appropriate contact details available should they be concerned about a child's welfare. All members of staff are suitably vetted because senior staff ensure that suitable people work on the premises. Practice is fully compliant with current standards. However, the policy document which helps ensure that new suitable people are recruited is out-of-date because it was written before the requirement for an enhanced Criminal Records Bureau Disclosure. All staff supervise the children well as they play indoors and outside, as well as on trips away from the setting.

The environment is well organised. There is a range of resources for children to choose from including technological toys, such as, computers and cause and effect toys for babies. Children are able to choose what they would like to play and can access many resources for themselves, such as books and puzzles. This means that they are developing their independence skills, which helps them to make good progress as they achieve and enjoy their learning.

The senior management team are fully aware of their strengths and have taken steps to improve their provision for the children. They have addressed the previous recommendation from their last inspection promptly and effectively. For example, they have ensured that new systems were put in place to make fresh water available for children, which means that children are learning more about being healthy. The approach towards self-evaluation is developing. Senior managers are beginning to reflect on priorities so that the provision continually improves the outcomes for children in the future.

There are close working relationships with parents and carers. Useful information about each child, such as what they can do themselves, as well as their dietary and personal care needs are discussed with parents and kept in an 'All About Me' form. This means that parents' wishes and children's individual needs are effectively met. Staff and parents share important information about their child's starting points and progress. This means that parents become involved in their child's learning and each child is well supported in making progress towards the early learning goals. Effective relationships with other provisions and professionals involved with the children are firmly established. These contribute very well to supporting children's welfare and learning, particularly at transition to school and other specialist settings. All staff offer particularly sensitive and caring support to children who have special educational needs and/or disabilities. Individual educational plans are effective and well-targeted.

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

Children are secure in the setting's routines because staff are careful to meet their individual needs. Children are able to move freely and safely around the setting because staff ensure their environment is safe. For example, they are well aware of where they can go in the setting and know how to use the toys and other resources safely. Children's health is promoted sufficiently by staff. They readily wash their hands before lunch and snacks because good hand washing routines are well established. They are starting to learn about making good choices in food because they are offered healthy options, such as fruit. Children are able to get out in the fresh air every day. They are developing good physical skills in walking, jumping and dancing because they make imaginative use of a variety of resources. For example, they can dance and sing in their own production using many suitable everyday props, such as puppets to test and challenge their creative and physical skills. However, children's understanding of health and safety is potentially compromised by the safeguarding issues that have been identified.

Staff know the children very well and make sure that they achieve and enjoy their learning, encouraging inquisitive and explorative play. Children are making realistic progress towards the early learning goals because the staff plan activities around their interests and needs in a systematic, but flexible way. They regularly observe what children can do, recording their progress successfully so that what they need to do next is identified.

Children are developing good language skills because the environment is well planned to create stimulating and fulfilling activities. They enjoy looking at books, turning the pages to find their favourite picture and talking about what they see. The children have plenty of opportunities to try out their early writing and drawing skills. For example, they like to make lines and circles with a wide range of markers and particularly enjoy painting and creative, messy activities. Many children can count ably beyond 10, enjoy drama and imaginative role-play and share their engaging talents in several performances with audiences. Children have many opportunities to solve problems through everyday situations or to play with

new ideas. This means that their ability to think critically and ask questions is developed. Staff promote children's knowledge and understanding of the world through a variety of activities, such as, using play dough and play with 'small world' figures. Children are also gaining good skills in using technology as they access a variety of games and programmes via the computer and other electronic toys, including for the very young children. This means that children are also developing good skills for the future.

Children behave well in the setting. This is because the provider offers clear expectations and supervises them using praise, kindness and creative reward systems, such as, the butterfly programme. Children are learning to develop positive attitudes towards themselves and others as discrimination is challenged and children are taught well about other cultures and beliefs.

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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 16/12/2011
- make Ofsted's address available to parents (Providing information to parents) (also applies to the voluntary part of the Childcare Register). 13/01/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 16/12/2011
- take action as specified in the compulsory part of the Childcare Register (Providing information to parents). 13/01/2012