

The Avenue Private Day Nursery

Inspection report for early years provision

Unique reference number 323015
Inspection date 02/03/2011
Inspector Lisa Patterson

Setting address The Avenue Private Day Nursery, The Avenue, Leigh, WN7 1ET
Telephone number 01942 261 339
Email
Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

The Avenue Private Day Nursery is a privately owned nursery. It has been registered since 1991 and operates from a Victorian Sunday School building within a residential area of Leigh town centre. Children have access to individual rooms for babies, little toddlers, big toddlers, early learners, pre-school and story room. There is an enclosed outdoor play area which is currently being refurbished. It is open each weekday from 7.30am till 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 71 children may attend the nursery at any one time. There are currently 87 children aged from birth to under five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language.

There are 17 members of staff, all of whom are qualified and 15 of whom are qualified to at least Level 3 or above. The owners of the nursery are both experienced teachers and the manager holds a Foundation Degree and is working towards Early Years Professional Status. There are also two auxiliary members of staff for cooking and cleaning. The nursery provides funded nursery education places for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a well-developed understanding of children's individual needs, therefore, their learning and welfare are successfully promoted. Children are safe and secure and robust documentation and procedures are in place to maintain their safety. Partnerships with parents and other agencies are significant in making sure that the needs of all children are met along with any additional needs. This means that the children progress well in relation to their age, ability and starting points. Regular self-evaluation by the manager and staff makes sure that priorities for development are identified and addressed.

What steps need to be taken to improve provision further?

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

- review the risk assessment at least annually and ensure it covers anything with which a child may come into contact. (Premises, environment and equipment) 01/06/2011

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

- review the recording of children's details to ensure information is easily accessible; with specific reference to which of the parents or carers the child normally lives with and information about who has parental responsibility.

The effectiveness of leadership and management of the early years provision

Children are thoroughly safeguarded because staff have a secure understanding of the indicators of abuse and the procedure to follow should they have a concern about a child. Robust recruitment and selection procedures are in place and continued suitability is monitored effectively. Required documentation is all in place, however, the recording of some of the children's details is less effective. There is a comprehensive policy document in place which is shared with all staff and parents. Risk assessments are in place though lack detail in places and the annual review date has lapsed. It is a requirement that a full risk assessment is carried out at least annually

The setting is committed to continuous development and strives for excellence. Self-evaluation is well-used to clearly identify specific areas for development which bring about improved outcomes for children. Staff and parents are involved in the process which gives them ownership of the success. Staff attend a wealth of training and this is well-implemented into the nursery. Every Child a Talker training has, for example, been used to support children with speech and language difficulties.

Children play in a bright and airy setting. While some of the decor looks a little tired, examples of children's work and commercial posters adorn the walls and hang from the ceilings. Resources are plentiful and well-organised to allow ease of access, with drawers being labelled with words and pictures in the main. Resources and posters showing positive images of diversity are in place. Staff are very well-deployed and move around the rooms to support learning at the various activities. The key person system is well-used to ensure children's needs are effectively met.

Partnerships with parents are well-established. Parents are very complimentary about the information they receive and how their comments are valued and acted upon. They share a wealth of information during the flexible settling in periods in each of the rooms and this is used effectively in providing individual care for their child's needs. There is a daily information exchange both in writing and verbally and regular updates on progress through regular reports. Partnerships with other agencies are very well used to support individual needs. Staff and management use information gained from other professionals to ensure children's care and learning is tailored to their individual requirements.

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

Children are happy and contented in the nursery. They enthusiastically tell staff about the plants they are growing and how they need water to keep them healthy. This leads to a discussion about not overfeeding them. Behaviour is good and staff use a range of strategies for managing their behaviour, including incentives, such as, stickers. They learn to share and take turns and staff are close by to help them to resolve any issues. Children across the nursery have a strong sense of belonging because staff know their needs and celebrate their achievements. Children are safe and secure and older children clearly know the boundaries. Children eat healthy, home produced meals and snacks. There have been recent changes to the menu to maintain interest for the children, such as, by adding foods from other cultures. Sometimes portion sizes for fruit after the main meal is a little limited. Children enjoy regular fresh air and exercise. The outdoor play area is being overhauled, however, children are taken out daily for walks or to the local park to develop their physical skills.

Children love to share stories in the book corner. They read to their peers and ask staff questions about the pictures. There are plenty of opportunities to make marks, particularly in the well-used mark making areas, but also in role play and sand play. Children across the nursery, enjoy group times in the story room, during which they play games with sounds and use the story sacks to retell stories. Self-registration is used well with the older children to consolidate their understanding that print carries meaning. There are many activities which support an understanding of number. Children count as they put away their cups and when reading stories or playing games on the computer. They talk about shapes when building with blocks and talk about whether there is enough space when tidying away.

Children learn about the world around them through a variety of activities, through which they develop an understanding of the diverse nature of society. They plant seeds and watch them grow and wonder at the natural world as they feed the fish in the tank. Their Information Communication and Technology skills are well-developed and there are ample resources across the nursery. Younger children delight as they press a button and watch the lights flash and older children are becoming competent with the mouse. Children thoroughly enjoy dressing up and being in role in the various role play areas. They wear hard hats and high visibility vests as they pretend to be builders, mixing the sand area and the blocks to achieve the desired effect. There are many opportunities for children to be creative, for example, younger children mix two colours together, watching as they magically change into another colour. Interactions from staff support their learning.

Observation, assessment and planning is very well-established and is a key strength of the setting. Clear tracking of children ensures staff have a very clear picture of progress and can identify any additional needs early. This means early intervention is in place so that all children have an equal opportunity to succeed. Observations are well-used to plan activities which are both stimulating to the

children and provide for their next steps.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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

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