

Ercall Day Nursery & Kids Club

Ercall Day Nursery, Grainger Drive, Leegomery, TELFORD, Shropshire, TF1 6UL

Inspection date	14/05/2013
Previous inspection date	26/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children make good progress from their starting points because experienced staff provide rich learning opportunities through play and playful teaching across all areas of learning.
- Children are very happy, interested and motivated to learn. They show high levels of independence and curiosity and develop strong relationships with the staff, who care for them.
- Children are well prepared for the next stages in their learning because the nursery staff provide good support to prepare them for their transitions between rooms to school and to other settings.
- All children are welcomed into the caring and bright environment where their personal, social and emotional needs are supported very well. All children are content and comfortable, display a strong sense of belonging and form positive relationships with others.
- Children have consistency and continuity as there are effective partnerships between the nursery and parents and carers. Parents and carers have a high degree of trust in the staff of the nursery.

It is not yet outstanding because

- The large outdoor area is not made available for children to access freely, in order to increase choice and enjoyment.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all care rooms and outside.
- The inspector held a meeting with the manager and director of care and undertook a joint observation of activities.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the nursery's policies and procedures.
- The inspector looked at children's observation, tracking and assessment records, planning documentation, evidence of suitability of staff working with children in the nursery and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and information and feedback from parents' questionnaires.

Inspector

Sheila Riddall-Leech

Full Report

Information about the setting

Ercall Day Nursery & Kids Club was registered in 2007 on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the grounds of The Princess Royal Hospital in Telford, Shropshire. The nursery is part of the Honeybuns group and one of three nurseries managed by Chace Care Limited. The nursery serves a wide catchment area around Telford and is accessible to all children. There are 11 care base rooms with access to enclosed outdoor play areas.

There are 39 members of staff employed. Of these, seven hold appropriate early years qualifications at level 2 and 30 at level 3. One member of staff holds Qualified Teacher Status and three are working towards Early Years Professional Status. Additional housekeeping and administration staff are also employed.

The setting opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The Kids Club facility is open from 7.30am to 6pm during school holidays. Children attend for a variety of sessions. There are currently 342 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- make more flexible access to the outdoor spaces and resources, so that all children can explore and further increase their independence and choice.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are cared for in rooms according to their age and ability and staff meet their individual care and learning needs well. Staff know children very well because they gather information from parents and carers about their children's needs, abilities and interests. This is obtained when they start at the nursery and throughout their time in the setting through frequent progress reports and 'home link' books. Staff observe children closely throughout the sessions. They effectively use this knowledge to plan a range of stimulating and challenging experiences, which promote children's learning in all areas. Staff have a very secure knowledge of the Early Years Foundation Stage, which enables

them to support children very well in making good progress in their learning. They maintain clear records of observations undertaken on each child, which are linked to the areas of learning and include the next steps planned for them. Children's achievements are consistently tracked against the early learning goals, to monitor their progress.

Staff provide very good support for children with special educational needs and/or disabilities and work with outside agencies to support them to make very good progress. Children, who speak English as an additional language are supported well to help them settle and to learn English alongside their home language. For example, staff have produced a book of common words and phrases used in nursery for one child. This has been translated into the child's home language, so that the parents can continue learning at home and staff can communicate effectively with the child. All parents and carers are encouraged to continue their child's learning at home through information about activities that they have been involved in at nursery. Parents and carers contribute to the assessment and planning process through comments in children's learning journeys. They also add to learning journeys and through the progress check at age two. All children make good progress in their learning and development from their individual starting points. Where children are recognised as requiring additional support, staff work effectively with parents and other professionals to make sure each child's individual needs are met. Staff liaise with teachers at local schools and are very aware of the skills that benefit children as they move on to school.

Children become highly involved in their play and are motivated and very interested in the planned activities. They join together at planned times during the day for focussed activities with their key person. For example, a small group of children play a lotto game with their key person. This activity effectively supports children's developing communication skills as well as turn taking. Children's communication and language is supported well, because staff use positive teaching methods, such as giving clear explanations and asking challenging questions to make them think. Children develop spoken language and their listening skills through opportunities to share conversations with adults, who show genuine interest in their play and interactions. Staff interact very well with the children during the sessions and take many opportunities to ask them open-ended questions to extend their thinking and understanding. For example, when reading a story staff ask probing questions, such as what will happen next and what are the characters in the story doing. Staff caring for babies make good eye contact and use their voice and touch to communicate with them. As a consequence, babies enjoy being physically close to the adults caring for them. Staff use language effectively to model what the babies are doing. For example, as babies eat lunch, staff talk to them about what they are doing. As babies crawl around the room and reach for toys, staff respond saying, 'are you getting the caterpillar, wiggle, wiggle goes the caterpillar.' Children sing rhymes and songs with obvious pleasure and enjoyment, joining in with actions enthusiastically, which further promotes their language development. For example, babies giggle with delight as staff sing nursery rhymes and encourage them to do the actions. All children can freely access mark-making materials and draw with pleasure and confidence. In the pre-school, staff place a strong emphasis on providing a good range of resources for children to build secure foundations for early literacy. Staff use stories and books well to reinforce children's learning and provide activities for parents to continue their learning at home.

Children's physical development is supported well and they move around the playrooms and outside play area with good control and confidence. Opportunities are taken to extend physical skills as children access the large outdoor play area. This is at set times of the day, where they can be active and benefit from exercise in the fresh air. However, children cannot always independently access the outdoor areas, in order to make choices to enhance their enjoyment. Pre-school children enjoy weekly sessions of 'Forest Fun' where they can explore and develop their learning in a local wood. Children handle tools skilfully, such as cutlery at lunch time and when playing in the sand and water trays.

Children develop a good understanding of mathematics through play activities and during daily routines. They count the number of children sitting at a table at snack and match number to beakers of milk. Staff count '1, 2, 3' as they lift toddlers onto the changing mat and again when they lift them off, introducing young children to numbers and counting. Children enthusiastically sing number rhymes and join in with actions. They have free access to a range of resources, such as, a computer, interactive white board, toy microwave and toaster, which help to develop children's awareness and understanding of technology. Children under two years have good opportunities to explore and find out how things work, as they use a varied range of toys and resources with knobs, flaps, keys and mirrors. They dance and sing with great pleasure and enthusiasm to music and engage in pretend play, which helps to foster their imaginations and creativity.

The contribution of the early years provision to the well-being of children

Children's personal, social and emotional development is very effectively supported within the nursery and enables them to form good relationships with their peers and adults. A well-embedded, assigned key person system means that adults know the children very well. Babies form close attachments with their key person and familiar staff and show a real sense of belonging, feel safe and have developed a sense of trust. Staff gather good information from parents to ensure their child's individual needs are met and their well-being is fully supported. Children benefit from good settling-in procedures, which are based around their individual needs. This helps to support them in the transition between home and the nursery and between care rooms.

Children develop their large muscle skills as they run around and play outside. Babies freely crawl and toddle around the rooms. Children have many opportunities to make independent choices throughout the sessions. They benefit from the good range of quality toys and resources that are freely available to them. Children are provided with breakfast, lunch, tea and snacks, which are freshly prepared on site and are healthy, balanced and nutritious. Children are encouraged to develop independence in their personal hygiene and self-help skills. They wash their hands before snack and lunch and are supported to be independent at mealtimes. For example, children serve themselves at lunch and snack times. Staff help children to develop their understanding of how to be safe. For example, they practise the fire drill, so that they know what to do in an emergency.

Staff are very positive role models for the children. They treat them with care and respect and calmly and sensitively reinforce appropriate boundaries within the nursery that ensure children are safe and well-cared for. As a result, children are well behaved and care for

themselves and each other. The nursery has established good links with the schools that children move on to, in order to support them in their transition to school. Reception class teachers visit the nursery and learning journeys and assessment materials are shared. Transitions between the care rooms are well managed by the children's key people by frequent shared play times.

The effectiveness of the leadership and management of the early years provision

The manager of the nursery is highly effective and efficient. She monitors the educational programmes to ensure that children's learning and development needs are met well throughout the nursery. The manager is effectively supported by her deputy and the director of care of the management company. The very good use of professional supervision and training, results in an enthusiastic team. Leaders and managers have a good overview of the educational programme. They ensure the inviting, well-equipped environment and positive teaching methods contribute well to children making good progress. High expectations and good standards are embedded across all areas of practice.

There are clear and achievable improvement plans, which are accurate, realistic and challenging. This demonstrates a strong capacity for further improvement. Priorities for improvement are identified through consultation with parents, children and staff. Staff performance is monitored through an appraisal system, regular staff and room meeting and frequent informal discussions. This means that staff are able to frequently check on the progress that children are making. Staff feel well supported and their professional development is important. The manager is aware of the impact of supporting professional development and as a result, training needs are discussed at meetings. This positively influences staff performance and improves learning opportunities for children. All recommendations from the previous inspection have been met in full.

Children are safeguarded very well. There are effective and robust recruitment and induction procedures. All staff have undergone the necessary checks to make sure that they are suitable to work with children. The nursery has appropriate policies and procedures in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding of safeguarding procedures and a clear knowledge of how to report concerns appropriately. Risk assessments are completed for the premises, resources and outings, which helps to monitor and ensure children's safety

Effective frequent observation and assessment strategies means that, where required, children's needs for extra support are identified. Staff consistently work to meet the needs of the children. Strong partnerships with parents contribute to a co-ordinated approach to children's care and learning. Policies and procedures are thorough and support staff very well in providing a welcoming and stimulating environment for all children. Information regarding the nursery's policies and procedures and activities offered are shared with parents in a variety of ways. This includes noticeboards outside each care room, 'home link' books and daily discussions with key persons. A detailed nursery welcome pack and

informative newsletters ensure that parents are well informed about the setting and its educational programme. Information is shared with other providers on a regular basis, which enables all people involved with the child to note their interests, needs and development and effectively promote continuity of care and learning. The nursery has established good relationships with other professionals, such as, a speech therapist, family support officers and reception class teachers. As a result, children develop confidence and receive good support for their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY359321
Local authority	Telford & Wrekin
Inspection number	913505
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	189
Number of children on roll	342
Name of provider	Chace Care Limited
Date of previous inspection	26/05/2011
Telephone number	01952 246002

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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