

Discovery Childcare

85 Smithurst Road, Giltbrook, NOTTINGHAM, NG16 2UD

Inspection date	18/03/2014
Previous inspection date	15/04/2010

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 are motivated and eager to learn. They are independent learners, choosing resources to support their play.
- Staff have an excellent understanding of their roles and responsibilities in regard to the safeguarding and welfare requirements, including child protection issues.
- Effective monitoring is carried out with regards to planning and assessment to ensure all children's needs are well met and early intervention is available should it be required.
- The manager is highly committed within her role, ensuring the nursery goes from strength to strength and works closely with all staff to ensure this.
- Children have access to a wide range of quality resources and stimulating activities and experiences as they learn through play.

It is not yet outstanding because

- There is room to extend children's language and thinking skills by ensuring that staff consistently use open-ended questions.
- Although children learn to respect others, there are few visual displays to promote diversity to raise children's awareness differences.

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 the playrooms and outdoor area.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation,
■ evidence of suitability of staff working within the nursery and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Full report

Information about 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. There are currently 79 children on roll, 52 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 three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round with the exception of bank holidays and the Christmas holiday period. The nursery employs 16 members of childcare staff. Of these, one holds Early Years Professional Status and Qualified Teacher Status, one holds an appropriate qualification at level 6, 11 have qualifications at level 3, one has a qualification at level 2 and two are unqualified.

What the setting needs to do to improve further

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

- enhance all children's language and thinking skills further by ensuring that all staff consistently use open-ended questions by cascading the good practice of senior members of staff

- strengthen children's understanding of similarities and differences in people and their communities, for example, by displaying images that reflect diversity.

Inspection judgements

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

Staff have a good understanding and knowledge of how children learn through play. They provide stimulating activities and experiences to capture children's interest and promote positive development across the seven areas of learning. Staff assess and monitor children's progress through ongoing written observations and photographs of children's play and interests. They use this information alongside discussions with parents to identify next steps. Staff plan activities to extend their learning by following their interests or use focused activities if there is an identified gap. Staff inform parents regularly about their

child's progress and so they are able to support their child's learning well at home. Each child's key person ensures that staff exchange information on a daily basis. Staff complete the 'progress check at age two' and involve parents in the process. Children are settled and feel secure in the nursery; therefore, they enjoy attending and are motivated and enthusiastic to engage in the activities and experiences provided.

The educational programme is well-balanced and implemented successfully by staff. They use effective techniques to extend and challenge children's thinking. Communication and language are encouraged with all children and they receive lots of praise and encouragement from the experienced staff. This builds on children's confidence and self-esteem. Children who speak English as an additional language are well supported as staff learn frequently used words in each child's home language. Staff use these to support children throughout the day, however, children's opportunities to develop their wider knowledge of diversity is not fully realised due to a limited range of images and resources. Communication skills for all children are further developed as staff model good vocabulary and give children time to think. For example, young children observe caterpillars turning into chrysalis and discuss the changes as they wait for them to hatch into butterflies. A member of staff led discussions about the changes taking place skilfully by using open-ended questions to encourage children to think critically about their observations. However, not all staff are able to use open-ended questioning as skilfully and therefore, children are not consistently challenged in their thinking skills. Children benefit from animated staff interaction, which motivates them to learn. Older children are keen to sit and listen, both at story time and at whole group sessions. They confidently tell staff what the author and illustrator contribute to story books. Staff support their understanding of the story through questioning children and carefully listening to children's ideas. Staff are good at helping children learn together and from each other. They notice very young children enjoying watching paint change colour as different colours are mixed together. Staff skilfully provide resources to enable children to explore and investigate using first hand experiences. Opportunities for outdoor and physical play are very good as children have daily access to the well-appointed outdoor area. They run and climb using a wide range of equipment to support this. Children enjoy digging and being creative as they explore nature in the vegetable area. Babies are encouraged to choose their own activities and to move around freely within the room. They are confident to look on the low-level units to choose the items they want to explore. Staff sit with the babies during their activities and they understand how to support their learning from their ongoing interests. For example, babies enjoy playing on push along toys and happily engage with staff as they discover how to make the toy move.

Children enjoy sharing books and listen to stories both in group sessions and individually with staff in the comfortable and inviting book area. This further enhances their understanding of early literacy skills and the importance of caring for books. Children sit well and revel in the adult-led story session. Children throughout the nursery have lots of opportunity to practise early writing skills. Toddlers use different sized brushes to mix and mark make with paint. Pre-school children engage with staff to create pictures at the well-resourced writing area. Staff have planned exciting role play activities to support writing, such as the present shop where children have the opportunity to practice writing their name in birthday cards. Throughout activities, staff show strong interest in what children are doing. This promotes children's self-esteem, which means they are proud of what they

do and encourages them to try new things. Pre-school children proudly show visitors how they spell their name on their picture. Staff have high expectations and help children acquire the key skills needed for the next steps in their learning. For example, at group time children practice listening to and identifying phonetic sounds to support early writing skills. Children sing and learn about counting and number as they sing well-known rhymes and songs alongside dedicated staff. Such group activities help them learn skills for their move to school or the next step in their learning.

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

All children form trusting relationships with staff because staff are committed to getting to know individual families. There is an effective key person system. Good information is gathered from parents, which helps staff to get to know children's individual routines, likes and dislikes. Babies' develop secure, trusting relationships with staff, who cuddle them when they are tired or upset. Children who are new to the nursery quickly settle due to the effective settling-in systems, resulting in children separating from their main carer with ease.

Staff offer a wide range of activities, which support children's all-round development and wellbeing. Children benefit from a stimulating, welcoming environment where they can choose from a wide range of age-appropriate resources. They learn to respect others through the positive attitude of staff. However, there are fewer visual displays to promote diversity. Children develop good independence and self-care skills. Older children access the toilet independently and wash their own hands, finding tissues to blow their nose. Staff minimise risks of spreading infections by regularly wiping younger children's noses and wearing protective gloves while changing nappies. All children try to put on their own aprons when they want to paint and their coats on for outdoor play. Overall, children are developing a good range of skills to support their future learning. Children enjoy a sociable lunchtime with their friends and siblings, which develops their sense of belonging. Children are encouraged to be independent at mealtimes, as staff support them to serve their own food and drinks.

Children are well-behaved. There are effective systems in place to support and encourage positive behaviour and self-esteem. Staff act as positive role models and constantly praise children at every level. They are skilful in supporting children to resolve conflicts for themselves and are consistent in dealing with behaviour. Children learn good manners and take responsibility for their environment. They help to tidy away toys before going outside. Children respond well to staff instructions and learn to share and take turns in activities. They learn to behave safely and learn how to keep themselves and others safe. Progress reports shared between rooms in the nursery and other settings, enable children's transitions to be effective and smooth. The nursery has good partnerships with the local school and information is shared to effectively support children as they move on. This ensures continuity in their learning and development. Staff help children to develop an understanding of the importance of physical exercise and a healthy diet. The nursery has an outdoor play area for children to access daily, where they benefit from fresh air and play energetically. Meals are balanced and nutritious and vegetables are regularly part of

the lunch menu.

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

Leadership and management have a good knowledge of the Early Years Foundation Stage Requirements and use this well to support staff. As a result, staff are enthusiastic and clearly enjoy working as part of the team. Management monitor practice effectively by spending time working in the rooms, gaining first-hand knowledge about what is working well and addressing issues raised. Targeted plans for improvement are in place. The management team have a clear ethos, which they are effectively developing throughout the nursery by utilising training events to stimulate their practice and introduce new ideas. Safeguarding arrangements are well-established and all staff within the nursery has completed safeguarding training as part of their induction and ongoing professional development. All staff have a good understanding of steps to take and who to contact should they have a safeguarding concern. Staff are vetted and comprehensive induction procedures are in place to ensure their suitability. As part of the induction process all newly appointed staff are made aware of the policies and procedures and their understanding is checked during supervision. Staff access training to ensure their continued professional development and knowledge.

Staff take parents' views into account and share information with them, informally through discussion and formally through meetings. For example, parents report how pleased they are with the progress their children are making. Parents clearly appreciate what this nursery achieves for their children. They like the homely environment, the friendly team and the feedback they receive about their child's day and their progress. Children stay safe through the care and vigilance of staff. Staff carry out risk assessments and daily safety risk assessments to keep risks to a minimum. There are regular emergency evacuations and staff are vigilant in observing children in all areas of the provision. In addition, the close working partnerships between staff ensures they are effectively deployed and so the levels of supervision are consistently high.

Ongoing supervision and appraisals help staff deliver good quality practice. Induction and performance management ensure that staff are clear about their roles and responsibilities. Staff share practice and review policies at regular staff meetings. There is a strong commitment to ongoing training to enhance the knowledge of staff. Leadership and management monitor planning to make sure staff address the learning targets for all children and secure good progress. The nursery welcomes help and support from a number of other agencies as required; ensuring children's individual needs are met. Children with special educational needs and/or disabilities are well-cared for and staff work closely with all involved to produce individual education plans to ensure all children are included fully into the nursery and make good progress. Staff take great delight in children's achievements and progress. Parents talk highly of the help they have received from the nursery in supporting their child's additional learning needs for those who speak English as an additional language.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY401449
Local authority	Nottinghamshire
Inspection number	961709
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	81
Number of children on roll	79
Name of provider	Cared 4 Ltd
Date of previous inspection	15/04/2010
Telephone number	01159384805

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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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