

Iona Day Nursery

310 Sneinton Dale, NOTTINGHAM, Nottinghamshire, NG3 7DN

Inspection date	28/02/2013
Previous inspection date	19/03/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 forming appropriate bonds and secure emotional attachments with practitioners.
- Children are motivated and eager to explore and learn, they show high levels of independence, are confident and settle exceptionally well.
- Practitioners strive to offer the highest quality of childcare in a loving and safe environment. Their work is influenced by the philosophies of Dr. Rudolf Steiner, and they endeavour to work towards the ethics and values outlined in his educational principles.
- Effective partnerships with parents and the host school help to support children's welfare and learning.

It is not yet outstanding because

- There is scope to improve children's understanding of technology, through providing a range of materials and objects to play with that work in different ways for different purposes.

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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 compulsory part 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 'Big' play room and outside.
- The inspector spoke with the Head of the Kindergarten, manager of the nursery, practitioners and children at appropriate times throughout the inspection.
- The inspector looked at children's learning journeys, and a selection of policies and children's records.
- The inspector took account of the views of parents via the nursery's questionnaires.

Inspector

Sue Riley

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Full Report**Information about the setting**

Iona Day Nursery opened in 1992 and follows the philosophy of Rudolf Steiner. The nursery operates from a building at the rear of the Bakersfield Community Centre, in the Nottingham suburb of Sneinton. It is part of the Iona School Association, a registered charity. Children are accommodated in two rooms and access a secure outdoor play area, and an area within the school known as 'The Land'. The nursery is easily accessible for all, including wheelchair users. Children come from the immediate and surrounding areas, and many commute to the nursery.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 26 children under four years on roll. Children are grouped in ages up to two and from two to three and a half years, when they transfer to the school kindergarten. There is also a breakfast club for the school age children. The setting supports children with special needs and/or disabilities.

The nursery is open Monday to Friday, 8am to 5.45pm, throughout the year, excluding Bank Holidays and one week at Christmas. Nine staff, including the manager, work with the children, of whom, all hold relevant childcare qualifications.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- extend the range of activities and experiences offered to children in the area of technology, by providing opportunities for children to know how to operate simple equipment and show an interest in technological toys to improve their skills.

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

Practitioners at this welcoming nursery have a positive impact on children's learning and development. Children make good progress in relation to their starting points and ability. Practitioners gather useful information about children's care and learning before they start at the nursery. They carry out an initial assessment of children on entry to enable them to set children's next steps in their learning. Practitioners understand the Statutory Framework of the Early Years Foundation Stage and carry out regular observations and

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assessments of children. Parents are offered the opportunity to see their child's progress in their development records and regularly speak with their child's key person.

Cognitive, social, emotional and physical skills are accorded equal value in the nursery, and many different competencies are developed. Activities reflect the concerns, interests and developmental stages of the child and the carefully structured environment is designed to foster both personal and social learning. Emphasis is given to regular patterns of activities both within the day and over each week. The nursery promotes the characteristics of effective learning very well. The children learn through active learning, by being involved and concentrating on what they choose to do. Children are very creative and use their own imagination as they play and explore the world around them. Practitioners recognise the importance of what children learn from the experience of what they are doing. They demonstrate a good awareness of the progress check at age two. Practitioners understand how to involve parents in the process, so that they can share what they know about children's learning. Additional learning and development needs are identified and provided for very well. Children with special educational needs and/or disabilities are included and given good support. Practitioners have high aspirations and activities are relevant and appropriately challenging.

Children role play in small groups and act out life situations, as in going on a picnic and travelling in a boat. They are very caring with dolls, for example, as they carefully place them down to sleep. Children demonstrate very good relationships with their peers and the practitioners. The older children initiate conversations, the younger children put out their arms to be picked up. They are all happy to be cuddled and snuggle up to a practitioner to listen to a story. Children respond very well to praise and are well aware of the rules of the nursery. For example, when the staff start to sing the 'tidy up song' children respond well and beam as their name is included as part of the song. Older children use their manners and show that they are able to share the resources with their friends. Children enjoy being outside in the fresh air, they balance on the wooden stumps, or challenge their large muscles as they climb on the wooden climbing frame. They dig in the large sand pit. 'The Land' provides an extension of the outdoor play where children follow the nature trail, and help with the growing and caring for the vegetables and fruits. They later pick, cook and eat the crops. Children learn more about wildlife, plants and trees from their experiences outdoors.

Independence is promoted at all times. For example, children are encouraged to pour their own drinks during meal times. They are encouraged to try to put on their own coats and shoes and practitioners help and support with fastenings. During the ring game activity, children and practitioners form a circle and sing traditional songs and recite rhymes with actions. Listening and clear articulation is practised through this kind of rhythmical recitation which is repeated at the same time every day. The songs and rhymes reflect nature and the seasons, helping children to become aware of the world around them. Children's mark making is valued. Through the activity of 'bread making' children learn about measuring and weight and they all help make the bread. With their own dough they knead, squeeze and poke the dough, and use their imagination as they make wiggly worms or dinosaurs. Children problem solve as they complete the wooden jigsaw puzzles or build up the wooden train track. Children sit and count as they move the beads along the abacus, demonstrating that they can count very well. Children's creatively use the

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resources to enhance their imagination as they play. Children cannot freely access relevant resources to use, practise and develop their skills around the learning area of technology. This means that children are not effectively able to use materials and objects to play with and learn how they work.

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

The small, friendly, cohesive team provide children with a calm, safe and welcoming environment, which enables them to feel secure. Children form appropriate bonds and emotional attachments with practitioners, especially their key person. The warm welcome that is extended to children and their parents each day provides children with an easy transition from their parents' care. All children, from the very youngest baby, show an extremely strong sense of belonging within the provision. Children display high levels of confidence and self-esteem; learn to negotiate and cooperate with their peers and display a good awareness of responsibility within the provision. For example, children relish the opportunity to help practitioners with the tidying up of activities.

Children settle well because practitioners are familiar to them and have an exceptional knowledge of their individual likes, needs and routines. Babies develop secure attachments seeking reassurance from practitioners when they move around the room. Their early investigative skills and curiosity are promoted through the use of a range of resources and experiences both in and outdoors. Children are excited to see the practitioners and greet them warmly. During meal times, children sit in a large group with the practitioners and learn acceptable social skills.

The provision places a strong emphasis on helping children with transition and they ensure children are well prepared as they progress from room to room and then on to kindergarten. When children move on to another early years setting, practitioners share summary documents to ensure children experience smooth transition. Children share toys, play cooperatively and show care and concern for one another. Practitioners are good role models for the children as they treat them with respect. They get down to their level and use age-appropriate explanations to explain why certain behaviour is unacceptable. As a result, the atmosphere in the nursery is calm, relaxed, respectful and caring. Children are well behaved and respond positively to practitioners' requests during the day. Practitioners use praise appropriately and in a way that children know what they have done well.

Children understand simple health and hygiene practices because the practitioners implement appropriate routines. For example, hand washing is encouraged and the practitioners wash their hands in front of the children to be good role models. Older children see to their own toilet needs. The provision provides a range of nutritional meals and snacks, and drinks are freely available. This helps to keep children nourished and hydrated. Practitioners give children's safety the highest priority and they have robust procedures and policies in place to help keep children safe. Routine risk assessments ensure that indoor and outdoor environments are safe. Practitioners work well as a team and are deployed within the nursery to ensure children's safety and allow them to access all areas with support. Children feel safe and secure in the nursery as adults are always on

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hand for reassurance. This close supervision helps to give children a good sense of well-being, especially when new to the nursery. Practitioners promote an awareness of safety issues during play activities. Regular fire drills consolidate children's understanding of staying safe.

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

The manager has a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. The manager monitors the levels of planning and assessment for all children and makes sure that records are accurate and up to date. This means that the nursery offers a broad range of experiences to help all children to progress towards the early learning goals. The manager of the nursery provides capable leadership to her team and is supported effectively by the management on behalf of the school. All practitioners convey a genuine enthusiasm and passion for their work and this is evident in their daily interventions with the children.

The manager understands her overall responsibility and ensures the safeguarding and welfare requirements are implemented. Effective recruitment procedures ensure that only those suitable to work with children are appointed and a thorough induction process is in place for new employees. Children's safety is given high priority at the nursery. Children's demeanour shows they feel safe and secure in their environment and that they trust those responsible for their care. Procedures for safeguarding children are well understood and managed. Practitioners know how to look out for signs and symptoms of abuse and can refer any concerns appropriately. Parents are advised of the setting's policy and have further information provided on a notice board. Information needed to support children's welfare is sought at the time of registration. This includes medical history, allergies and known health needs as well as likes and dislikes. The manager ensures a high adult to child ratio in order to provide quality individual attention when needed. Thorough risk assessments are carried out and daily checks of the premises ensure that it is safe and secure for the children. Practitioners ensure that all records relating to children's health and safety are well maintained.

Practitioners are competently monitored, coached, mentored and supported by the manager and school staff. An established system of annual appraisals and meetings ensures practitioners feel valued and supported. Continuous professional development arises from identified priorities and practitioners own needs. The whole staff team take part in six weekly 'Steiner' training and they take turns in spending time in the kindergarten to help improve their own knowledge and understanding. The manager is dedicated and committed and a good role model for the practitioners' team. Partnerships with parents and others are a great strength. Practitioners liaise closely with parents regarding children's progress towards the early learning goals. Relationships between parents and practitioners are relaxed and very well established. Parents comment on how well the practitioners treat their child with respect. They are very impressed with the way the practitioners interact with the children and how they support their development. They also comment on how the staff are always 'open, friendly and communicate good

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information' about their child's day. They love the 'calm and friendly atmosphere' created in the nursery and feel that the practitioners are affectionate and responsive to the children's individual needs. They feel behaviour issues are dealt with 'in a helpful way'.

Practitioners work with specialists providers, to develop strategies to support children who need additional support. This process effectively helps to support partnership working and continuity for children and their families. Well established partnerships with other providers of the Early Years Foundation Stage further supports children and ensure that their needs are fully met. For example, this includes childminder's who share the care of the children. As a consequence, all children are happy, relaxed and have an enjoyable experience. The manager incorporates the views of practitioners, parents and children in plans for development and change. Plans for the future build on current successes and are firmly based on supporting children's achievements. This is added to the school improvement plan and is monitored closely by the school. In this way, the nursery continues to maintain a good capacity to improve.

The Childcare Register

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

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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.

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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	254590
Local authority	Nottingham City
Inspection number	905057
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	26
Name of provider	Iona School Association
Date of previous inspection	19/03/2012
Telephone number	0115 9587392

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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

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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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