

### Summary of e-Quality Counts Assessment

Name of Setting	Red Balloon Day Nursery			
e-QC Number	eQC10238			
Address	274 Portsmouth road Cobham Surrey KT11 1HU			
Date of Assessment:	23 June 2015			
e-Quality Counts Section	Not Met	Level One	Level Two	Level Three
1: Management				✓
2: Staff				✓
3: Observation & Reflection to Inform Practice			✓	
4: Care, Learning & Development				✓
5: Environment				✓
6: Outings & Visitors				✓
7: Equality & Inclusion				✓
8: Safeguarding Children				✓
9: Partnerships with Parents/Carers				✓
10: Nutrition, Serving Food & Oral Health				✓
11: Health & Safety				✓
12: Babies				✓
13: School Drop off and Collection Service	Not provided at the setting			
14: Out of School Care	Not provided at the setting			
15: Students				✓
Overall e-Quality Counts Level Achieved	Level 3			
Date	25 August 2015			

Level Achieved	Accreditation Status
Level 1	Indicates a setting achieving a level of quality above the national standards
Level 2	Indicates a setting achieving a high level of quality
Level 3 (Highest)	Indicates a setting with exemplary practice

## **Assessment Feedback**

Assessor's comments to include areas of strength and areas to be developed within each section

### **AWARD e-QUALITY COUNTS AT LEVEL 3**

#### Section 1 – Management

The management of the nursery work in collaboration with the staff team, consequently staff are fully aware of their roles and responsibilities and there is a strong team ethos evident in the setting. There is a strong reflective element in practice evidenced by management's willingness to listen to staff and parents which leads to the identification of areas for improvement. Staff training and development is a key feature of the setting. Staff spoke highly of the management approach and commented on the opportunities they have been given to develop their individual potential within an environment where they feel valued and nurtured. They are given opportunities to share ideas for improvements in practice from training and to contribute to the review of policies and procedures within the setting.

The effective service the nursery provides is also underpinned by engaging and liaising with a range of agencies.

The nursery works very hard to develop and maintain an effective partnership with parents through a wide range of systems, including a parent consultation group.

The nursery is well resourced with staff, equipment and materials to deliver quality care and education.

#### Section 2 – Staff

Comprehensive recruitment and induction policies are implemented. Staff are involved in the review of personnel/ human policies, such as developing a new staff code of conduct. The nursery is supported by a specialist human resources service.

An appropriate percentage of staff are suitably qualified at level 3 and some have attained EYTS. The setting also employs a qualified teacher to lead the EYFS in the pre-school room.

Ongoing professional development training needs are assessed through appraisals and one to one conversations. Parents are also encouraged to give feedback on staff strengths via 'Red Awards'. Where staff are asked to take on additional roles appropriate training is organised to meet the needs of those roles.

The nursery encourages the development of team work through team building, social activities and fund raising for children's charities.

### Section 3 – Observation & Reflection to Inform Practice

There is a comprehensive approach to observations on staff and students as part of ongoing staff development. This relates not only to interaction and relationships with children but also to the implementation of setting policies such as behaviour management and health and safety. The impact of observations and questionnaires is presented in visible forms around the setting.

Observations are used to evaluate both planned and unplanned learning experiences and there is a mix of adult led and child initiated activities. Pictorial records, observations and tracking support links to the EYFS and reports and learning journeys reflect these. The current systems are being reviewed and the introduction of an online system with iPads is underway and is anticipated with enthusiasm across management and staff.

### Section 4 – Care, Learning & Development

An effective key person system is in place and observation, assessment and planning are used effectively to support the needs of each child.

Staff work well in partnership with parents to support children's development and well being. Effective liaison with local schools ensures continuity in the delivery of learning, such as the use of the cursive font favoured by local schools.

The nursery is very well resourced and offers a welcoming, stimulating and warm environment which facilitates exploration and curiosity. Positive and strong relationships were clearly evident between children and adults with staff clearly aware of when to support and when to facilitate independence of action and thought.

Sensory play is a key feature across the age ranges. Children were observed in large and small groups and playing on their own. Children are also given the opportunity to mix with other age groups in the garden and siblings spend time together during the nursery day. There is clearly a balance of adult led and child initiated activities both indoors and outdoors. Role play areas offer 'real' resources, such as fruit and vegetables in the 'shop', where possible. Opportunities for children to make music are offered indoors and out.

Children were happy and confident and in the older age groups articulate and keen to talk and share their experiences. Children are consulted on their views on their activities and surroundings via Child Consultation groups.

Transitions are well supported through an information board for parents and by staff making visits or receiving visits when possible.

### Section 5 – Environment

The premises are welcoming, safe and secure. All rooms have open room layouts with a strong emphasis on communication friendly spaces.

The nursery has recently improved its outdoor areas and each of the four rooms feeds into a small fenced garden. These gardens then feed into a larger shared garden. Effective use is made of the outdoor space available, both for planned and unplanned activities.

Children's work is valued and displayed. There is a mix of low level and higher level displays. Children also have the facility to display their own work.

### Section 6 – Outings & Visitors

The nursery makes effective use of a wide range of planned visits and visitors to enhance and widen the learning experiences for all age groups. Parents are invited to share their culture and interests.

Appropriate policies and procedures are implemented to ensure the safety of all involved.

### Section 7 – Equality & Inclusion

The nursery promotes the provision of equal opportunities for all including those children with special needs or a disability. The range of support and information ensures all children's needs are met, for instance information for families of summer-born children. The manager has undertaken in depth SENCO training and leads a team of other appropriately trained staff.

Through discussion with the SENCO and other staff it is evident that practice reflects policy and there is comprehensive awareness of the stages involved in working through the process of raising concern about a child through to the writing of individual plans and liaising with appropriate external agencies with appropriate parental involvement at all stages. Inclusive practice is clearly embedded in the setting.

### Section 8 – Safeguarding Children

Appropriate safeguarding policies and procedures are in place. All staff have received safeguarding training. Key staff, including the manager, have received this at an advanced level. Staff demonstrate a good understanding of how to ensure the children in their care are safeguarded effectively.

### Section 9 – Partnerships with Parents/Carers

There are strong partnerships between the setting and the parents and carers. A real strength of the setting is the various strategies in place to ease the transition from home to setting.

Parents have access to a wide range of information and effective communication systems are in place. Their contributions are valued by the setting and they are consulted on the setting's provision and practice through a range of strategies. They are also encouraged to contribute to their children's learning journeys.

Information and resources are offered to support parents in their parenting. These include leaflets on health, development and support services. There is a range of books and

resource bags on transitions available for families to borrow. Sessions offered to parents include paediatric first aid and health and nutrition.

### Section 10 – Nutrition, Serving Food & Oral Health

Appropriate food and drink and food safety policies are in place. Meals are balanced and nutritious. The menus are based on current guidelines which reflect a multicultural society and local food suppliers are used for much of the fresh food supply. The cook is extremely committed to her role and has gained relevant qualifications in food hygiene and nutrition. An important part of her role is talking to children and parents about food.

Mealtimes are social occasions and children sit in small groups with a familiar carer. The setting provides for those children with specific dietary requirements.

The nursery promotes dental health.

### Section 11 – Health & Safety

Comprehensive health and safety policies and procedures are in place to ensure the building and equipment are safe and that the health and safety of all children, staff, parents and visitors are promoted and protected effectively.

Robust risk assessments are undertaken to support health and safety. All accidents and incidents are recorded and thoroughly investigated to identify patterns and to reduce the risks.

The setting has a 'green policy' outlining measures to minimise impact on the environment.

### Section 12 – Babies

Babies (under 18 months) have their own room. Observation and planning and evaluation systems are implemented well. Staff support children in their interest in the wide range of toys and equipment. Messy play, sensory play, exploration and curiosity are all promoted and staff encourage independence as appropriate.

### Section 13 – School Drop off and Collection Service

This type of care is not provided at the setting.

### Section 14 – Out of School Care

This type of care is not provided at the setting.

### Section 15 – Students

The nursery recognises that training in a quality early years setting is essential and welcomes students. The nursery has a student placement policy in place and all students undertake an induction into the organisation of the setting and the policies and procedures.



Management and staff are supportive of students' needs and support for the main qualifications plus Maths and English is available.