



Safe 'n' Sound Nursery & Kindergarten

Inspection report for early years provision

Unique Reference Number	EY272107
Inspection date	18 April 2006
Inspector	June Rice
Setting Address	Featherstone Lane, Featherstone, Pontefract, West Yorkshire, WF7 6LS
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Registered person	Automatic Process Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Safe and Sound Nursery and Kindergarten is privately funded. It opened in January 2004 and operates from a single storey building standing in its own grounds. It is situated in Featherstone, near Pontefract. A maximum of 57 children may attend the nursery at any one time. The nursery is open all year round, excluding bank holidays and one week at Christmas, Monday until Friday between the hours of 07.00 and 18.00.

There are currently 90 children on-roll; of these, 18 are babies and 2 receive funding for nursery education. Children who attend are primarily from the local community and surrounding areas.

There are 16 members of staff in total, all of whom either hold, or are working towards an appropriate childcare qualification. The nursery receives regular support from the Local Authority and is affiliated to the National Day Nursery Association. They are working towards a 'Quality Counts' quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy through the implementation of effective hygiene practices and procedures, which meet their individual nutritional, physical and health needs well. They are very independent in their personal care and understand the need to wash their hands before eating and after using the toilet. For example, all children independently go to wash their hands before snack and lunchtime. They hold their hands out after finishing with clay and say "Mucky, got to wash" and toddlers in the baby room go straight to the wash room when staff say its time for lunch. Staff are proactive in promoting children's understanding and awareness of what a healthy lifestyle is through example, discussion and a good range of equipment. For example, children benefit from well planned activities to develop their physical skills and enjoyment of exercise. They enjoy dancing and moving to musical instruments and song and are able to enjoy outside play whatever the weather.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe in a warm, very welcoming and secure environment, which is clean and well-maintained. A register is taken of all children who attend and includes all adults present. Children's understanding of personal safety is well promoted through simple explanation, constant reminders as well as understanding and following the nursery rules. For example, children eagerly help to tidy up toys before snacks, lunch and outside play. They regularly practice an emergency evacuation and recognise the dangers of slipping. For example, they walk around cones placed on the floor and tell the inspector "it wet, it's slippy". They enjoy visits from 'people who help us' and these include a police officer who talks to them about stranger danger.

Effective deployment of staff, space and resources allows children to move freely and independently and ensures that all areas are well supervised. Children are offered a wide range of resources and equipment that are safe, purposeful and checked regularly for safety. Staff are aware of the British safety standard marks. Children benefit from the high priority given to their safety. For example, staff effectively monitor access to the building and this ensures that unauthorised persons are unable

to gain entry into the provision. Children are kept safe from harm because staff demonstrate a very confident approach to child protection. They have a very clear understanding of child protection and the procedures to be followed.

Helping children achieve well and enjoy what they do

The provision is good.

Children are eager and enthusiastic to learn and show good levels of concentration. They are confident, independent learners who enjoy their time in the setting. They show a good level of awareness, are motivated and interested in what they do. Children are encouraged to make decisions, think for themselves and participate in a wide range of well organised activities and hands-on experiences. They approach realistic challenges with enthusiasm when encouraged to use new equipment, such as stepping stones and balancing frames. However, children's independence could be promoted further by providing them with the opportunity to become more self-sufficient, for example, during snack and mealtimes.

Children regularly initiate their own activities, freely selecting from the broad range on offer and enthusiastically join in more focused ones, such as singing and making music. They listen carefully and respond eagerly to the staff's questions, which encourage them to name the many different instruments. Children listen to others when the conversation interests them, such as when other children talk about animals and the sounds that they make. They are very confident and often initiate interactions with others. For example, whilst experimenting with water a child patted the arm of the inspector and asked, 'Can you take off top, help me fill'.

Children show good awareness of themselves, space and others moving with good control and coordination in a variety of ways. They enjoy regular opportunities to use a selection of small and large equipment in safety. They climb using alternate feet, jump and throw, learning balance and hand-eye coordination. However, children's understanding of the changes to their bodies after exercise could be encouraged more. Children use mathematical and positional language in play, such as stating "Too big" when a card does not fit into the envelope and repeating the words "under hoop" and "over hoop" while learning to throw a basketball.

Children show interest in the world in which they live and are gaining an awareness of the cultures and beliefs of others. They are introduced to different celebrations to celebrate cultural differences by dressing up in traditional clothes, making diva lamps and tasting curried food. They show an interest in technology, look at the inspector's laptop and ask "What's that?". When asked if they want to do their name, they respond by eagerly stepping closer. They confidently press the keys and easily find all the letters of their name. However, the opportunities for children to operate technology items are inconsistent. For example, children have ready access to items, such as calculators, telephones and hi-fi equipment, but the computer has remained unavailable for several weeks due to it being broken.

Children are well behaved and their understanding of right and wrong is promoted through stories, group rules and simple discussion. They take turns, respect one another and enjoy being positive role models. For example, they gently remind each

other not to run. They are encouraged to think about what they have done and on reflection are eager to apologise to anyone that they may have offended or hurt.

Staff have a sound knowledge and understanding of the Birth to three matters framework and implement it well. Babies and toddlers are warmly welcomed and settled by friendly staff who are aware of their facial expressions and body language. Babies are able to contribute to secure relationships with adults who actively listen and give them their full attention when they try to communicate. For example, adults echo sounds that young babies make and interpret meaning to children's words, which encourages them to be confident and competent language users. Children enjoy attention and being physically close to other children and familiar adults. For example, babies and toddlers make good eye contact with staff, toddlers say hello, wave goodbye and readily approach other adults.

Toddlers and babies are encouraged to develop confidence and to try new things because staff effectively support them by providing a suitable, challenging and interesting environment. The well organised environment enriches toddlers and babies experiences. They are able to explore an interesting environment freely and safely. They make connections through the use of all of their senses because adults follow their lead and allow them to explore their environment, people and resources. For example, during tidy-up-time toddlers are given time to follow their curiosity when they get distracted while putting away bottles with coloured water, glitter and stones.

The quality of teaching and learning is good. Staff have a sound knowledge and understanding of the Foundation Stage and demonstrate a good range of teaching methods. Each have sole responsibility for one of the six areas of learning and demonstrate a good understanding of how children learn, providing appropriate challenges to ensure that children make sound progress. There is good interaction from staff to ensure that children's progress continues. For example, children benefit from the interaction of staff that use open questioning techniques to encourage them to talk and think about what they are doing. This helps children to reinforce and consolidate their learning.

Staff are aware of children's interests and needs. They interact with them well, encourage and support their imagination and curiosity. Children's individual needs and welfare are well met through shared information and an effective key-worker system. Parents receive verbal information on their child's progress and achievements on a daily basis. Detailed planning is in place and staff record good observations on children's achievements. This ensures that all children make good progress.

Helping children make a positive contribution

The provision is good.

Children's confidence, independence and self-assurance are fostered and promoted effectively through plenty of encouragement, support, appropriate challenges and praise. They benefit from a well organised learning environment that provides a broad, well-balanced variety of resources, which promotes their independent learning efficiently. Children relate well to each other and become involved in both group and

individual play. For example, an upset child is approached by another; there is a gentle touch of the shoulder, a smile of encouragement and an invitation to join their game.

Children are happy and secure in the setting. They are valued as individuals and their personalities are well known. There is an effective key-worker system and good communication between staff and parents. Children confidently express their ideas and listen to those of others. They show a good sense of belonging and are encouraged to make a positive contribution. Staff's effective management of their behaviour does not stigmatise them, but helps them to be aware of the implications of their actions.

Children benefit from the effective promotion of equality of opportunity and there is very good support for children identified as having special needs. Children's understanding of similarities and differences is promoted well through a combination of positive discussion, interesting activities and hands-on experiences. There are good resources reflecting positive images, but more visual representation, such as posters and displays are limited. All children learn basic sign language; they say hello, good boy, good girl, thank you and name colours of the rainbow. They use this form of communication often, not solely to communicate with children who are deaf.

Partnership with parents is good. Parents are provided with good information about the setting and the six areas of learning. They are encouraged to share information, receive daily verbal feedback and be involved in their child's learning. However, staff need to ensure that the sharing of this information is promoted effectively. Funded children have individual progress files that are readily available for parents, but files are slightly out of date and this will impact on planning the next steps for individual children. Clearly written policies and procedures are readily available for parents and are implemented successfully by staff who demonstrate a good understanding of them.

Overall, the children's spiritual, moral, social and emotional development is fostered.

Organisation

The organisation is good.

Children benefit from a well organised environment where they are supported by a good ratio of experienced and qualified staff who work well as a team. Effective implementation of detailed, well written policies and procedures contributes to children's welfare, care, learning and enjoyment. Children benefit from the staff's enthusiasm, motivation and enjoyment, as well as understanding their role and responsibilities in developing children's learning. Staff are aware of the need to keep children's individual files up-to-date and continue in the evaluation of focused activities to ensure that they are successfully linking children's observations into planning their next steps. This will ensure that children's individual learning needs continue to be met.

The leadership and management of the nursery education is very good and enhances all aspects of the provision. They value and respect staff's views and ideas

and include these in planning the environment and the provision of education and care. Staff are actively encouraged and provided training opportunities to continue to develop their knowledge and understanding of child development. Staff are very enthusiastic and proactive in their approach to training opportunities.

The setting evaluates the provision that it provides through feedback from parents, regular team meetings, former inspection reports and questionnaires. Staff have identified the provision of outside activities and opportunities for fresh air for under 2's and children's access to Information Technology equipment as area's to further improve the quality of nursery care and education.

Overall the provision promotes children's well-being and meets the individual needs of the range of the children who attend.

Improvements since the last inspection

The provision was asked to develop documentation to improve the organisation of care and to improve children's access to activities and resources that promote equality of opportunity. Since the last care and integration inspection the setting has taken positive steps to improve children's welfare, care, learning and enjoyment through the implementation of well written policies and procedures. However, further improvement needs to be made on the use of children's observations to ensure that all children continue to make progress.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should

take account of the following recommendation(s):

- develop opportunities for children to become more self sufficient during meals and snack times (also applies to nursery education)
- provide more opportunities for children to become aware of their wider environment, including the provision of outside activities for children under 2 years.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to monitor and evaluate the use of children's observations to ensure all children continue to make progress.

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