



Ledsham Park Day Nursery

Inspection report for early years provision

Unique Reference Number EY315680
Inspection date 09 March 2006
Inspector Sylvia Cornock

Setting Address Ledsham Road, Little Sutton, Cheshire, CH66 4QN

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Registered person Busy Nought to Fives

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?

Ledsham Park Day Nursery is one of six day nurseries run by Busy Nought to Fives Limited. It opened in 2005 and operates from ten rooms within a detached house in Little Sutton, Wirral. A maximum of 99 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure outdoor play area.

There are currently 136 children aged from birth to under 5 years on roll. Of these 34

children receive funding for nursery education. The nursery currently supports children with special educational needs. There are no children who speak English as an additional language.

The nursery employs 25 staff; 18 of the staff, including the manager hold appropriate early years qualifications. Three staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing their physical skills and enjoyment of exercise through regular use of very good outdoor play equipment; weather permitting all mobile children access the spacious outdoor play areas for physical play. The different play areas are fully equipped with age appropriate resources and equipment. Babies are encouraged to progress to their next physical milestone as they are encouraged to sit, crawl or walk for their toys.

All children in the nursery show an awareness of good hygiene practices as they their wash hands at appropriate times of the day. Staff are vigilant in following procedures as they change nappies and clean equipment. This helps to protect children from the spread of germs. Children's health is well protected in the event of an accident or emergency as a number of the staff team hold a current first aid certificate, ensuring that at least one trained first aider is on duty at all times. Very stringent procedures for the administration of medication is in place and parents are always required to countersign each entry, thus ensuring they are aware of when the last dose of medication was given. Babies and young children's sleep needs are fully discussed and agreed with parents and those needs met whilst in nursery.

Children learn about a healthy diet as they are provided with healthy and nutritious food some of which is prepared on the premises. Five members of staff have received training in food hygiene, which helps to ensure that food is appropriately prepared and served. Older children help themselves to fresh drinking water, which is always available. Babies and toddlers are regularly offered water. This helps to ensure children's good health.

Nursery education.

Children in the pre-school room have many opportunities throughout the day to extend their physical development. They enjoy their outdoor play which enables them to use a wide variety of climbing and balancing equipment and apparatus, wheeled toys, balls and hoops that are suitable for their development and extends their physical skills. They also enjoy physical daily exercise indoors as they stretch, jump and hop on the spot and use a variety of tools and equipment to extend their small physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very stimulating environment, where they are safe and can feel secure. Children's work is attractively displayed throughout the nursery. There is a wealth of photographic evidence which show children participating in a very varied range of activities. This helps to foster children's sense of security and belonging. Children's independence is well promoted as the toys and resources in each of the rooms are stored in such a way that they can be freely accessed by all children in that group. There is a very broad range of good quality toys and equipment which are suitable for children of different ages and abilities. This helps to meet children's needs effectively.

Staff take effective measures to protect children's safety indoors and outdoors. There are four members of staff who have undertaken training specifically related to health and safety. Staff regularly assess the potential risks of indoor and outdoor equipment and undertake a risk assessment prior to outings taking place. This helps to ensure that children are kept safe. Children learn to keep themselves safe, for example, as staff talk to them about why they must hold the handrail when walking up and down the stairs. Children also learn to protect themselves in the event of a fire or emergency as they regularly practice the emergency evacuation procedure, and a record of when these practices are carried out is maintained.

Children are well protected as staff have a good knowledge of the signs and symptoms of child abuse and are familiar with the procedures to be followed.

Helping children achieve well and enjoy what they do

The provision is good.

Children are content and secure and have warm relationships with staff. Babies and young children's learning is developed well through a wide and varied range of activities and experiences. Staff ensure good use is made of the Birth to three matters framework to guide their planning and practice. Children clearly enjoy exploring and investigating using their senses as they paint with their hands and play with the sand. The younger children are intrigued as they explore objects made of different materials in a 'treasure basket' and also enjoy fun with the staff as they access dressing up accessories. Children's language development is well promoted as they receive very good support and encouragement from the staff.

All children of all ages within the nursery are learning and developing through a range of planned activities and opportunities which help to promote their learning, overall development and enjoyment. The nursery manager and pre-school staff are aware of both the Birth to three framework and the curriculum guidance for the Foundation Stage. The person in charge has developed planning for children under 3 which involves them in a range of experiences and play opportunities.

All children enjoy planned activities, which are supported by a range of resources covering a variety of play experiences, for example, very young children are involved in a variety of sensory experiences, such as water play and other tactile experiences. Toddlers enjoy a range of play experiences, such as craft, construction, physical and

imaginary play. Children have access to age appropriate activities which cover a range of play experiences both in and outdoors.

Children are greeted warmly by staff as they arrive enabling them to settle and participate in the activities on offer. Children are becoming competent learners through appropriate staff communication and interaction. Staff are spontaneous, they support children encouraging the development of their confidence and enjoyment. The manager and person in charge monitor activities and staff performance across the nursery.

Nursery Education

The quality of teaching and learning is good. Children enjoy a varied range of activities and experiences which support their learning and development. All children arrive happy and settled, ready to involve themselves in the activities on offer. Children have good relationships with one another and adults. They are able to share and take turns with toys and equipment. They sit quietly when listening to stories or others as they speak and sing songs, congratulating one another when finished. Children are developing skills of independence as they deal with personal tasks. Children are becoming confident communicators as they engage in conversations with one another and adults, as they talk about their families and their pets during story time. Opportunities for children to make marks and develop writing skills through the provision of writing materials within the writing area and role play areas and adding their names to their art work are built upon.

Children are beginning to develop an understanding of mathematics through planned activities, access to varied mathematical equipment, written materials and activities, for example, children are encouraged to think about 'big' and 'small' as staff read a book about pets. Spontaneous everyday opportunities to enhance children's understanding of numbers and number operations are built upon, such as at snack time, children count the cups and plates required for each table. Good number work displays are evident for children to freely observe. Children engage in a range of themes and activities that help them to consider the wider world and the world they live in, through a variety of themes and the celebration of various festivals, such as Diwali and Chinese New Year. Children are developing an understanding of early science and technology as they are involved in experiments, such as watching what happens when sand and water are mixed together and developing their own photographs using a digital camera and printing equipment.

Children's physical skills are provided for with access to a range of equipment to aid the development of large and small physical skills. They participate in music and movement, complete obstacle courses and regular physical activities in the well resourced outdoor play area. Children's manipulative skills are developed as they use paintbrushes, scissors, join together construction equipment and complete jigsaws. Children's imagination is developing through access to appropriate resources. Role play areas are changed to encourage the development of children's imagination. Children are offered opportunities to use a variety of textures and techniques in their art and craft work, for example, free painting, hand prints to form flowers to compliment the wall display of 'spring'. Activities involve children in sensory play activities, such as play dough, water and sand.

Activities are planned by pre-school staff who have a very good knowledge and understanding of the Foundation Stage for learning and how to plan activities giving equal emphasis to all six areas of learning. However, there is no system in place for all staff within the whole nursery to attend staff meetings, which would enable staff with Birth to three knowledge to discuss individual children's abilities with pre-school staff. This would enable a smooth transition to plan for the Foundation Stage of learning. Themes and activities are monitored and evaluated well to ensure they benefit all children. These evaluations are effective in showing the outcome of the identified activity. Children's development and progress is observed and recorded either spontaneously or during identified activities. This information is used to target specific children in planning and is consistently used in planning the curriculum.

Helping children make a positive contribution

The provision is good.

Staff take care to ensure children's individual requirements are met and that they provide activities which are appropriate for the different ages of the children attending. Activities can be adapted to ensure that they can be accessed by all children. This ensures that children are supported in an inclusive and caring environment.

Children gain awareness of their local environment and the diversity of the wider world through a very good selection of resources and activities that promote positive images. Children behave well as staff give them plenty of praise and support for their efforts and achievements. Staff act as good role models, showing respect and consideration for children and each other. This positive approach fosters children's spiritual, moral, social and cultural development well.

Partnership with parents is effectively promoted and staff make good use of information requested from parents, thus ensuring children's individual needs are met. Parents are well informed about their children's day to day experiences through verbal and written communication. Children's development files are meticulously maintained and these are given to parents as their child reaches the age of 3 years-old and a second one as children leave to go to school. This communication between parents and staff helps to promote children's welfare, care and learning.

Organisation

The organisation is good.

Most staff hold a recognised childcare qualification, whilst some of the staff also hold certificates relating to first aid training, food hygiene and health and safety. This level of qualifications and the staff's commitment to attending training has a beneficial effect on children's learning and welfare. Staffing levels are organised to ensure that they well meet the required ratios at all times, thus ensuring that children have a good level of attention and support. Policies and procedures are in place and contribute to positive outcomes for children, however, they are not easily available for parents to take home and read. Space and resources are soundly organised to

promote children's safety, care and learning.

Staff inductions, yearly appraisals and weekly room supervisors meetings take place, these identify any training needs which are positively supported by management and all staff are encouraged to attend ongoing training to benefit children's care and learning.

The leadership and management is good. The manager provides positive direction and staff work very well together to promote children's welfare, care and learning. There are highly effective systems in place for monitoring children's progress and development and the written development records are confidentially stored.

All legally required documentation which contributes to children's health, safety and well-being is in place and is well maintained.

Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

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 complaints 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):

- consider how copies of the policies and procedures, which ensure positive outcomes for the children, can be made available to the parents of each child

attending the nursery

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):

- develop a system which enables all staff to meet on a regular basis and be involved in the evaluation of nursery education for all children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk