



Esholt Day Nursery

Inspection report for early years provision

Unique Reference Number	306384
Inspection date	26 April 2006
Inspector	Elizabeth Margaret Grocott
Setting Address	3 Gayton Lane, Gayton, Wirral, Merseyside, CH60 3SH
Telephone number	0151 342 6227
E-mail	
Registered person	Susan Elizabeth Williams
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?

Esholt Day Nursery has been established for 15 years. The nursery is located on the Wirral in Merseyside. The children attending the nursery are from the residential areas within the local community.

The nursery is registered to accommodate 18 children aged between nought to five years of age. It operates from 08.30 to 17.30 hours, 48 weeks of the year. The whole of the ground floor is used for the service and children are accommodated in

designated play rooms. The children have access to a fully secured rear garden.

There are currently 45 children on roll, of these 15 three and four-year-old children are in receipt of nursery funding. Presently there are no children attending who have special educational needs and there are no children for whom English is an additional language.

There are four staff working with the children, all holding relevant childcare qualifications. Opportunities are provided for staff to update their training. The nursery receives support from the foundation stage advisory teacher and they attend a local cluster group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well protected due to good sickness, medication accident and emergency policies and procedures. The nursery's clear sickness policy is shared with parents so that children do not return to nursery before the required time to ensure that children are protected from the spread of infection. Children learn about simple hygiene practices as they wash their hands after digging in the garden and before their lunch to get rid of germs and are encouraged to get tissues to wipe their noses. Most staff hold qualifications in first aid, helping to protect children's health in the event of an accident or an emergency. Occasionally there is a lapse in attention to hygiene during the serving of food, so children's good health is not ensured.

Children access a large outdoor play area several times a day to enjoy fresh air and develop physical skills on bikes, climbing equipment and push along toys. They further develop their skills by using stilts, the trampoline and taking part in music and movement sessions. Babies and younger children can rest and sleep when they need to, following their own individual routines. A daily diary records the important details of their day to ensure parents are fully informed and their needs are met.

Children are well nourished with home-cooked food and have an awareness of the importance of healthy eating. They eat their dinner with gusto and all ask for second helpings. They explore healthy foodstuff during topic time looking at teeth and have fresh fruit twice a day at snack times. Children are offered regular drinks throughout the day and have access to fresh drinking water at all times, helping them to build good habits for the future. Menus are carefully devised offering children a balance of nutrition and individual dietary needs and preferences are catered for.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure, well organised environment, with the free flow system throughout. This gives them confidence to make choices. All areas are bright with lots of natural light and decorated with children's work, making it most welcoming

for children and visitors. It also gives the children a sense of belonging. There are positive images that reflect the local community and display boards which contain useful information for parents, building a secure partnership.

Children have access to a good range of clean, safe and challenging equipment in each room. The ranges of toys and equipment are suitable for different ages and abilities, helping to meet children's needs and aid their development. The resources include a selection that help children's awareness of the wider community and to understand about diversity in society.

Staff supervise children well as they play outside digging for bugs and minimise accidents by encouraging children to walk not run, when moving from indoors to out explaining the possible consequence of this. Fire notices are displayed and evacuations practised, helping the children to learn to keep themselves safe. A written risk assessment is used on a regular basis to ensure all areas are rigorously checked. Sleeping babies are monitored at regular intervals, to protect them.

Children's welfare is safeguarded as staff have a secure knowledge and understanding of child protection issues and procedures.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Warm and caring relationships are formed between children and staff as they talk and laugh together whilst playing. Children are engaged in an excellent range of activities that they clearly enjoy, which helps them to acquire new knowledge and skills. This effectively promotes their all round development. They look through the magnifying glass with wonder at the ladybirds spots and count the legs on the woodlouse that they have dug up in the garden. They respond eagerly to the challenge as they are asked to draw one of the insects and then they form them out of play dough. Staff ask open-ended questions to make them think. For example, they are asked to think about what a ladybird might eat and where it may live, especially when it escapes from the container.

The organisation and layout of activities and resources encourages children's attention, for example, children like to choose a particular animal chair that unfolds, to sit on a circle time. Free play activities are changed between different sections of the sessions to create choices and promote challenge. At other times, for example during focus activities, children benefit from being grouped appropriately. This means that younger or less able children in particular can join in adapted activities that their peers are also engaged in. This encourages their confidence and pride in their achievements.

Staff have begun to make use of the Birth to three matters framework to guide their planning and practice. This ensures that younger children are engaged in purposeful play and that their development is monitored. Babies enjoy painting and learning how to hold a brush. They also play with foam and gloop, as they learn to enjoy exploring and investigating using their senses as they experience different materials.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge of the early learning goals which is reflected in their planning and teaching. Their approach in promoting positive behaviour and developing children's self-esteem plays a part in facilitating children's progress in all areas of learning. Children show great interest and involvement in the activities provided and engage with enthusiasm. Staff provide children with a varied, range of experiences which develop effective learning. They plant two trays of cress seed, some in the light and some covered to see what will happen and compare them. Staff are flexible and extend activities as opportunities arise, challenging children at different levels.

Children are confident to talk at circle time and lunch time and share ideas. They make up rhymes to amuse each other and show independence as they give out fruit at snack time and serve themselves at lunch. They put on their own coats for outdoor play. Children's vocabulary is well developed, for example when a child takes the last piece of cake, another says it is 'actually very greedy'.

Children are happy, settled and enjoy coming to the nursery. They are confident and self-assured to work and play independently or in groups. Children are interested and involved in a range of worthwhile play opportunities, which promote their emotional, physical, social and intellectual development. They are forming positive relationships with other children and staff who help them to develop their confidence through interactions and regular encouragement. Children understand their own needs, and with adult support, become aware of the needs of others. They behave very well, sharing resources and taking turns.

Children are sociable and friendly, often enjoying the company of friends as they play or during snack and meal times. Their independence is growing as they help to tidy away items and they are becoming more adept at getting dressed for outside play, putting on coats. Children concentrate on activities well, such as role play, and K-Nex and other focus activities, encouraged by the adults' input and appreciation of children's individual interests.

Children enjoy mark making. Regular access to pencils, crayons, and paper, including the use of role play scenarios encourage their involvement. Children are good at recognising their own names. They also enjoy participating in snack time and circle time discussions. Children's appreciation of print is encouraged as there are many examples displayed. They listen and contribute to group-time stories and experience a variety of books as they visit the book area.

Children enjoy counting in practical situations, such as checking how many children are present. They refer to numbers as they choose how many petals they want on the sunflowers they are making. Some younger less able children join in a game of picture lotto by throwing a dice and matching the corresponding spots to the number of petals on flowers. Older more able children, help them. Children enjoy using K-Nex put out with construction play and compare their own height measurements with that of the adult joining in.

Children are interested in how tools and equipment work. The inclusion of interesting

artefacts or realistic domestic play items, such as the toaster and the globe, enriches their play and promotes some awareness of technology. Children fix different construction pieces and materials together well. They handle tools, such as plastic spreaders, scissors and pencils with growing confidence and skill. Adults encourage their safe use but are flexible regarding the expected outcome. Consequently during the sunflower making activity, all children have a go at gluing their petals on and writing their names on the back. The adults sensitively encourage and guide children as they use scissors, so that everyone achieves a 'sunflower'. Children and adults are all delighted with their efforts.

Children are energetic and enjoy the opportunities for both indoor and outside physical play. They are confident and adept when using the play equipment. Children are competent at using wheeled toys and use balls, bean bags and bats to practice and extend their skills.

They enjoy role play and dressing up. Staff are good role models as they join in children's play but without taking over. Children's often sustained imaginative play is also encouraged by the layout of relevant toys or equipment, such as placing different construction items alongside the 'work bench' and tool kit.

Children experience an appropriate range of topics and themes planned by the staff. Long term plans include relevant learning objectives which allow for progression, these are consistently followed through into short term plans. This means that staff are always sure of the learning intentions of activities. Whilst information about the nursery education provision is available in the setting, staff do not have a clear system to establish children's attainment on entry. Children's progress is monitored via informal observations and ongoing assessments of specific skills. Children benefit from learning in their key worker groups when staff adapt activities or approaches successfully to suit individual needs.

Helping children make a positive contribution

The provision is good.

Children develop respect for themselves and others as they learn about similarities and differences, such as the different ways people celebrate special events or when discussing their likes, dislikes, abilities and interests. They learn through good books depicting non-stereotypical images about the roles of different people who help us in the community. Rotas and check lists are used to monitor that all children are getting equal access to a full range of learning experiences. Adjustments are made to ensure individual needs are met.

Children develop good social skills from an early age. Small babies are given one to one support to feel secure and develop a sense of belonging. Toddlers gradually learn the two way process of giving and receiving and young children learn to share and take turns. Older children are settled and very well behaved. They understand about listening and sitting quietly during group times and story time. They relate well together, playing cooperatively, taking turns and sharing, for example during construction and role play. They like to be helpful, assisting with clearing away after

snack or lunch times, tidying up some toys and assisting with checking who is present. Staff are patient and understanding, act as good role models and reward good behaviour. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Children benefit from the positive relationships that staff have with the parents. Parents' views about their child's needs and interests are sought before the child joins the nursery and these are used to help settle the child. Parents receive basic information about the Foundation Stage and the six areas of learning.

Parents receive newsletters about forthcoming events, specific activities and term dates. Information about topics are displayed so that parents can be involved with their children's learning and experiences and extend them at home.

Organisation

The organisation is good.

Children are cared for by a consistent staff team. They have positive relationships with the children, who are familiar with their surroundings and settled. Sessions run smoothly and routines are relaxed and unhurried. Children's enjoyment is enriched by the adults' input.

Good documentation support the children's care and an appropriate set of policies reflect the setting's practice. These are reviewed periodically and have been updated to reflect changes to the National Standards. Children's welfare and safety is ensured as parents are aware of their rights and of the nursery's responsibilities regarding suitability, complaints and sharing information about inspections.

Leadership and management of the nursery education provision is good. The providers interest and involvement in sessions supports the staff and enables parents to take an active part in their children's play and learning. The provider is working with staff to monitor and review planning and curriculum content in order to address weaknesses in establishing children's attainment on entry to the setting. Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

There were two recommendations arising from the last nursery education report and three from the last childcare report. Those relating to nursery education were about opportunities for parents to be involved in the initial assessment of where their child is in their learning and to strengthen the assessment and evaluation activities to ensure individual children's progress is fostered. Those relating to child care were about updating CRB clearances, the risk assessment of radiators and altering the permission slip to ensure permission is given for seeking emergency medical advice or treatment.

The staff have developed systems for more recording in assessing to plan for the

next step's in children's learning in preschool and all have undertaken the Birth to three matters framework training. Regular observations of children are recorded and used to plan for their individual progress. All staff have CRB clearances and are currently not required to renew these every three years. The radiators have been included in the current risk assessments and are all safe. All documentation pertaining to children's safety is in order. These measures make good contribution to the overall safety of children.

Complaints since the last inspection

There have been no complaints made to Ofsted, since the last inspection.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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):

- ensure hygiene procedures are consistently followed when testing food temperatures

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):

- ensure a clearer system for establishing children's attainment on entry, is in place.

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:

