



Straylands Nursery

Inspection report for early years provision

Unique Reference Number 321566
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Inspector Rosemary Beyer

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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 satisfactory.

WHAT SORT OF SETTING IS IT?

Straylands Day Nursery was registered in 1992, as a privately owned facility. It operates from a three storey, mid-terraced house on the Malton road coming into York from the A64. There is parking to the rear of the building.

The nursery uses two floors. Babies are cared for on the first floor, and toddlers and pre-school children on the ground floor. There are also separate sleep rooms for babies and toddlers. The toilets are on the ground and first floors with changing

areas available on each. Kitchen facilities are also on the ground.

The provision has a rear enclosed garden area for the children which is partly grassed and also has a soft play surface. Some animals are kept outside, including a rabbit and guinea pigs while hamsters and gerbils and some fish are looked after inside.

The setting is registered for 22 children under 5 years at any one time. There are currently 45 children on the roll, both from the immediate locality and further afield. This includes 14 funded 3 and 4-year-olds. The children attend for a variety of sessions. Some children are collected from or taken to local schools and playgroups.

The provision opens Monday to Friday 08.00 to 18.00 all year, apart from Bank Holidays. There are 11 staff who work full or part-time. There are six staff holding the relevant early years qualifications to Level 3 and two to Level 2, but are working towards Level 3; other staff are experienced.

The nursery is a member of, and receives support from the Early Years Development and Childcare Partnership. It is also a member of the Holly's Partnership, the National Day Nurseries Association and the Active Play Equipment Library, from which it borrows large outside play equipment.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for on clean and well maintained premises. Good hygiene practice is in place, with clear guidance for nappy changing available to staff who use gloves and plastic aprons. Children are learning to wash their hands to prevent the spread of infection and are reminded by staff or other children, if they think they have forgotten. One child asked for more paper towels, as there were none left when she came to dry her hands. Hygiene is included as an integral part of the topic work, such as eating a healthy diet and keeping clean when learning about their bodies. Procedures are also in place for baking activities to prevent the contamination of food or equipment which could cause illness.

The healthy eating policy of the nursery provides children with a well balanced menu of home prepared food, which usually includes five portions of fruit and vegetables each day. Salt and sugar intakes are also very carefully monitored. Menus are posted for parents to see and staff cater for any special diets. All children are well known to the staff, so their likes and dislikes, along with any allergies or special requirements are respected. The children are encouraged to try new tastes, and meals are used to promote their awareness of different cultures, such as when trying to use chopsticks to eat Chinese foods.

Babies' bottles are provided by parents and stored in the fridge, but other food is provided by the nursery. Older children have milk or water to drink with their snacks and meals, but can ask for water during the day if they wish to have a drink. During

hot weather staff ensure regular drinks are available to prevent dehydration.

Most staff have current first aid certificates and the first aid boxes are well stocked and regularly checked. When collecting children from school or playgroup, the staff take a first aid box in the car. The necessary permissions are in place for medication and to seek medical help in an emergency, and in addition to the accident book, special information forms are available for parents if children have banged their heads.

A sick child policy is made clear to parents, with a chart to show the exclusion times for common illnesses. The older children know they need to cover their mouths when coughing and most help themselves to tissues when required. Permission to administer medication for teething is obtained and parents contacted prior to doses being given.

Children have fresh air most days, weather permitting. They use the soft play areas if the grass is too wet. A good range of toys is available and they also have gardening and nature observation opportunities outside. The children are learning to care for the rabbit and guinea pig, providing food and water each day. They also care for the hamsters and gerbils inside. Wild birds are encouraged into the garden by the children with fat balls on the trees. When the weather is sunny children wear hats brought from home, or stay inside, and sun cream is provided by the nursery in line with parental agreement.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment, both inside and out. Parents are admitted by staff and no unauthorised persons are allowed access to the building or garden. When children are outside they are accompanied at all times and the gates are kept locked. Parents notify staff verbally, as well as in the daily diary, if children are to be collected by other people.

The staff deliver to, or collect children from, school or playgroup if parents are unable to do so. Cars and drivers are insured and the children use suitable car seats.

Staff undertake monthly safety and resources audits, each taking the responsibility in turn, to ensure they are aware of the safety needs and problems which may arise. The staff have a good understanding of the role they play in health and safety for everyone on the premises. During the audit children are also consulted about the nursery. Parents are able to make suggestions if they wish to do so at any time.

Fire drills are held on a regular basis and recorded appropriately. The staff have all practised the evacuation procedure to ensure the babies can be safely removed from the first floor in an emergency. Notices are displayed and appliances checked annually.

The children are also protected through the staff's sound knowledge and previous experience of child protection. Most members of staff have undertaken training to

ensure their knowledge is up to date, and they understand the comprehensive child protection policy and procedure. They are aware of the need to inform parents where this is appropriate and of the need for confidentiality.

Helping children achieve well and enjoy what they do

The provision is good.

The nursery is very well equipped although, due to lack of space in the pre-school rooms, resources are rotated rather than on offer all the time. However, good use is made of the available space with areas for role play, mark making, maths, construction and computer use for the older children. The babies have space to access resources easily once they are mobile, although they have plenty of toys within reach while still stationary. They thoroughly enjoy the Treasure Boxes, story sacks, the ball pool, musical toys, water and painting. The toddlers also have a wide range of resources and craft activities in their rooms.

Staff adapt the activities that are provided for the older children to meet the needs of the toddlers. The toddlers and pre-school children made dinosaur shaped biscuits using individual bowls, rolling pins and cutters, and the appropriate level of support was provided to meet the needs of all the children. Birth to three matters is successfully used for both babies and toddlers to ensure their development needs are met and appropriate progress is made, and the Foundation Stage for the older ones.

Recording sheets are adapted to meet the needs of all the children, such as babies, 3 to 4 year olds and the older children, who all participate in the full range of activities whether funded or not.

Some topics are nursery wide, with 'colours' being the current theme. Both the toddlers and the older children made animals from painted boxes and stuck on animal faces. They all thoroughly enjoy mixing the paints to make different colours, with the older children able to name the original and mixed ones. The younger children enjoy the opportunity to use their hands as well as the brushes provided.

Nursery Education

The quality of teaching and learning is satisfactory. Activities provided for the older children cover all the areas of learning. Comprehensive planning, monitoring and assessment is in place to support their development and they acknowledge any special needs or conditions to be considered when evaluating any progress. Information is received from parents when children start to attend the nursery to enable staff to meet the children's needs.

Children's personal, social and emotional development is very good. They all enter the nursery enthusiastically, have good relationships with the staff and their peers. The children are keen to participate in the range of activities provided, willing to learn and try new things. The older ones concentrate well, persevering to complete tasks independently or by asking for help from peers or staff if difficulties arise, such as with the computer. They behave well, are learning to share, take turns and

co-operate in their play. During the planting of vegetable seeds outside, the children shared tools and helped each other.

The children are curious about the world, whether the seeds they planted, the animals they care for or other countries and customs. They discuss the way they care for the pets, with a good knowledge of the food and bedding needs, also the correct way to pick up the animals and the difference between wild and pet rabbits. The prospect of digging in the garden and planting seeds was approached with excitement, although the children were not told how long it would take for the seeds to come through. Children also enjoy searching for insects under the rotting logs in the corner of the garden, with the drawings displayed to help them recognise any they may find, and attracting birds by the use of fat balls, seeds and bread. Considerable discussion was caused by the appearance of a wood louse, with descriptive vocabulary developing very well.

Children are able to use a wide range of resources to develop their awareness of diversity, with books, dolls, dressing up, craft activities, festival celebrations and food tasting. They also help to create an interest table when different countries are studied. Some items have labels displayed showing hand signs or with names in English, French and German. The children know that different countries have different languages and are also able to use sign language to communicate with those who cannot hear.

The children enjoy listening to stories, anticipating what will happen, and participating in the use of story sacks. They use books correctly and carefully, and know that information is available from books as well as stories. Most of the children hold pencils correctly and can recognise and copy their names. They use mark making enthusiastically in role play, such as writing bills as a hairdresser.

During general activities, the children are starting to use mathematical language well. They are all able to count to ten, and some much higher. They thoroughly enjoy playing number games, counting and sorting as well as using computer games and singing songs. Most of the children can recognise simple shapes.

Some very imaginative art work is displayed on the walls and also retained in the children's individual files for parents to keep when children leave the nursery. There are photographs of the children on outings and enjoying activities at the nursery are also on show on the walls. The children enjoy talking about what they have done and where they have been. Their visits to Eureka, the local farm and the themed days in the nursery are much enjoyed. The children wore shorts, sun hats and glasses during the seaside day. They sat in deck chairs under sunshades and played in the sand tray and paddling pool. On Zoo Lab day the playroom became a jungle.

Helping children make a positive contribution

The provision is good.

Partnership with parents is good. They work with the staff to support their children by exchanging information about the children's needs and also how they are progressing. From the initial visit parents are made to feel welcome. The key worker

helps the parent and child to settle, although as time passes, they get to know all the staff. This helps ensure they are comfortable during staff holidays or sickness, or when they move to a different room. Parents can visit to participate in the daily activities with their children, can go on nursery outings during the year and also go on social events with the staff, without the children, such as the evening boat trip on the Ouse.

Information sheets are completed and the necessary written permissions are obtained when children start to attend. The daily diary completed for each baby and toddler ensures parents and staff are kept up to date with happenings at home and in the nursery. Staff and parents also exchange information verbally each day. A six monthly report is provided for parents of funded children and they are invited to discuss the progress made or any concerns they or the nursery may have. Staff also create a file of work done by the children, including paintings and collages, for when they leave. Photographs of the children participating in a range of activities both in the nursery and on outings are displayed on the walls for parents to see and for the children to discuss. They enjoy looking at the photographs and can remember where they went and the fun things they did.

Birth to three matters and Foundation Stage information is posted outside each room, with details of the planning and activities available, so parents know what their children will be doing and how they can support them at home. Parents can take a copy of the activity programme for the funded children.

Parents expressed great satisfaction with the care that their children receive; those parents who are spoken to have also used the nursery for siblings in the past. They feel comfortable visiting, able to comment on the provision and like to be included on the various trips with their children. Parents are asked to complete a questionnaire as part of the newsletters, which can be done anonymously. A room is available for any confidential discussions with parents.

A designated person has responsibility for managing children's behaviour and ensuring all staff know the nursery's policies and procedures. There have been some minor problems with behaviour in the past; however, through consistent management and discussion with parents, staff have enabled the children to settle and improve their behaviour. The nursery has a very positive atmosphere where children are encouraged to behave well. House rules displayed on the wall were devised in discussion with the older children. The children are learning about right and wrong, and to be polite, with staff providing good role models, which fosters their social, moral, spiritual and cultural development.

The nursery is continuing to develop the resources needed to widen children's awareness of diversity and uses activities to help them learn about other customs and cultures. They use a wide range of books, puppets, dressing-up clothes and dolls during their time in nursery. Children discuss the differences between animals, and how people can also be different while reading or listening to stories. The menu is varied to provide less familiar tastes, such as naan bread, popadoms, tortilla chips and chilli, as well as Chinese food. Trying to use chopsticks was a very popular activity which the children enjoyed and still remember. An interest table is developed when different countries are being discussed.

Children with special needs are welcome in the nursery, with staff undertaking training to ensure the child's needs can be met and also communicating well with outside agencies who are welcome to visit for assessments and support. Staff and children are able to use sign language to communicate, with pictures on some activities and resources to show the hand movements. The children are very aware that they are all different and have individual needs, supporting each other and co-operating well.

Some children who speak an additional language attend the nursery, with labels on some resources in French and German.

Organisation

The organisation is good.

Leadership and management is satisfactory. The established, stable staff group works well as a team, with clear roles but an expectation that all will participate in the safe and efficient management of the setting. Staff keep each other informed and ensure good supervision of the children is maintained by covering lunch breaks or out of room activities.

Robust systems are in place for employment of new staff with an induction with a mentor to support learning on a daily basis. There is a two month trial period and then regular appraisals once employment has commenced. Staff also complete self assessment forms, with details of any future training needs highlighted and support is provided to help their personal and professional development. Most staff are qualified to Level 3 and those at Level 2 are working towards Level 3. They also have support from, and undertake training through, the local Early Years Development Partnership and the local Holly Partnership.

Comprehensive planning is in place for the Foundation Stage, long, medium and short term plans are being developed by the manager and staff. The activities cover all the areas of learning; however, there is some confusion about the meaning of the Foundation Stage and early learning goals. Activities are evaluated and children's progress monitored, although some recording is not supported by children's knowledge, such as one child did not recognise her own name although this was recorded as an achievement.

The key worker system ensures children and parents are settled and well known within the group, although all staff make the effort to know all the children. All the staff are welcoming to parents and children; however, the register is not completed consistently when children arrive or are collected. The children are developing the confidence to become independent and sociable individuals.

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

Improvements since the last inspection

Since the last inspection staff have improved the exchange of information between

the nursery and parents including registration forms and prior permission for the administration of medication. Children are being protected by the inclusion of students and volunteers in the child protection procedure and also the recording of any significant incidents.

Details are readily available of those staff able to use their cars to transport children to or from playgroup or school. Insurance and vehicle information is held in the nursery.

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):

- complete the register consistently when children arrive and leave the nursery, noting the times

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):

- clarify the terminology used to describe the Foundation Stage in the information for staff and parents and ensure it is understood.

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