



## **Children 1st @ Breedon House**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY315827
<b>Inspection date</b>	22 May 2006
<b>Inspector</b>	Paula Hunt
<b>Setting Address</b>	Riverview Day Nursery, Tarragon Road, Leicester, Leicestershire, LE2 7ET
<b>Telephone number</b>	0115 9732600
<b>E-mail</b>	children1st@breedonhouse.co.uk
<b>Registered person</b>	Children 1st @ Breedon House
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Children 1st at Breedon House, Riverview registered under the current owners in September 2005. It is one of a chain of Breedon House Children's Centres. The nursery operates from four rooms in a purpose built single storey building on the outskirts of Leicester. A maximum of 70 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 have access to a secure outdoor play area.

There are currently 72 children aged from three months to under five years on roll. Of these, 24 children receive funding for early education. Children attend from both the local and surrounding areas. The nursery currently supports a number of children with learning difficulties and also supports a number of children who speak English as an additional language.

There are 15 members of staff working with the children. Of these, 13 hold appropriate early years qualifications and one is currently working towards a qualification.

The nursery has achieved the Investors in People award and the National Day Nurseries Association Accreditation scheme "Quality Counts".

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a warm and welcoming nursery where they learn the importance of good levels of hygiene and personal care. Children are protected well through the effective hygiene practice maintained in the nursery. The staff have procedures in place to ensure that toilets are regularly checked and cleaned. They also have clear nappy changing and toilet training procedures, with gloves, aprons and anti-bacterial cleaner used each time. The older children have a clear understanding of why they must wash their hands after using the toilet, when returning from outside play and prior to eating. This substantially reduces the risk of cross contamination.

The nursery successfully promotes healthy eating with well-cooked food, prepared on the premises from fresh meat, vegetables and fruit. A varied menu is offered over a four week period and posted for parents to see. The children eat very well and are encouraged to try new foods, although not pressured into eating them. The children like the food provided, which they eat with real enjoyment. Snacks include fresh fruit or cheese cubes, and for tea there is a good selection of hot and cold food provided, with fruit, yoghurt or biscuits. The children know that they need to have a balanced diet and are aware of which foods are good or bad for them.

Drinks are available all the time, with older children able to help themselves during the day and at mealtimes. Staff remind children to have a drink if they have not had one for a while and also offer the babies drinks on a regular basis to prevent dehydration. However, staff do not check or record the temperature of the fridge which stores babies milk bottles.

The sick child policy adopted by the nursery ensures that children do not attend if they are ill, or, if they become ill, that they are collected by parents or other carers. Staff administer prescription medication only with prior written permission, and if the child has a high temperature, parents are expected to collect them. Any prescription drugs must be administered at home prior to attendance at the nursery to ensure that there are no contraindications. The nursery maintains accident and medication

records however, some entries do not contain sufficient detail and the records are not confidential. Children receive good first aid care because all staff maintain their first aid skills through regular training and the provision of medical supplies are frequently checked and replaced as required.

Children have fresh air each day in the safe and secure outside area. They have space to run around and use a variety of play equipment which develop children's physical skills. When the weather is too bad to go outside, the children do exercises and action games inside. In addition, the weekly Jo Jingles music session is a particular favourite of the children where they enthusiastically sing and learn about music. Children do physical activities that are appropriate to their stages of development; for example, babies reach, crawl, stretch and pull themselves to their feet; whilst older children run, hop, ride scooters and use the slide. Children show a positive attitude to physical activities and look forward to outdoor play.

The younger children and babies are able to rest or sleep during the day, either on beds or sleep mats in the playrooms, or in cots in the sleep-room. If the older children wish to have a rest they are able to do so. Staff ensure that clean sheets are used each time.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are relaxed in the welcoming environment, where staff assess risks and minimise dangers. Space is used in a highly creative manner to enable children to access toys independently and safely. Each room is well-equipped with age and stage appropriate furniture and resources, which are of suitable design and in good condition.

Children are learning to use resources and equipment safely, such as when moving around with scissors and tidying after using floor games. Children access equipment and resources easily, being able to help themselves and develop their play. Children know that they need to keep the toys and floors tidy to prevent accidents. They also understand the need to restrict the number of people using particular activities, such as the sand or water to prevent accidents through overcrowding. They are also aware of the need to be safe when out near the road, having been for walks in the local area and discussed road safety in their topic work.

Systematic risk assessments and daily checks minimise most risks inside and outside for children. However, some electric sockets are accessible to the children. The staff in the nursery are aware of who to consult should they have any maintenance concerns. Fire equipment is checked annually, and fire doors and emergency lighting are checked regularly. Fire drills are frequently held with appropriate recording and evaluation completed each time. Security of the children is excellent, as the nursery applies strict collection procedures, with CCTV, finger print recognition and secure door systems. Other visitors are admitted by staff on ringing the bell, and enter through the reception area. They are then given access by staff to the corridor. No unauthorised person can open the door. Staff in the reception are vigilant to ensure that only known or expected persons are admitted and parents are

asked not to allow access to others when leaving the building.

Training for all staff on child protection is given high priority. As a result, the staff have a very clear understanding of the signs and symptoms of abuse and use this knowledge to carefully monitor the children, safeguarding their welfare. Successful recording systems and carefully planned procedures ensure that staff act in the best interests of the children.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The care of babies is very well managed and the 'Birth to three matters' framework has been successfully implemented. Staff complete planning, assessments and evaluations in line with the guidance, amending activities if necessary and ensuring that suggestions for further activities or extra resources are noted. Planning is completed for each age-group and stage of development to take account of the children's individual needs. Their achievements or any concerns are then recorded. Babies are happy and keen to try new things. They are settled and comfortable with the staff, confidently letting staff know what they want or selecting from the available toys. A selection of photographs shows the babies and toddlers thoroughly enjoying a wide range of activities including playing with shredded paper, musical instruments, paint, water and sand.

Children are very happy, extremely confident and sociable. Children are very enthusiastic on arrival into nursery and they are eager to join their peers. There are very secure and trusting relationships between children and staff; children approach staff with ease and invite them into what they are doing. For example, children say to staff 'come and sit next to me please.' Staff know children's personalities and they are clear about how to support their individual needs and each child has a key person responsible for their care.

All children are very active and autonomous learners. They seek out their own challenges and become engrossed in purposeful play. They enjoy their time spent in groups or in one to one activities with staff. Children are independent in all aspects of their care, learning and play. They are excited by the opportunities offered to them and join in with enthusiasm. They acquire good dexterity as they learn to build with construction toys and put simple puzzles together.

### **Nursery Education**

The quality of teaching and learning is good and children are progressing well through the stepping stones towards the early learning goals. They are comfortable in their surroundings, responding with affection to the staff team. The pre-school is well organised into learning areas and is light, bright and attractive with many displays of children's work. Children are excited and stimulated by the play set out for them and show confidence as they select what they will do. Children organise themselves to take turns as they play in the sand, helping each other with resources. They benefit from the firm understanding and knowledge staff have of the Foundation Stage. This is evident in the planning which covers all the areas of learning, and the

understanding staff have of what children are learning from play and activities.

The flexible routine enables children to access a wide variety of daily activities and they are therefore able to extend and consolidate their learning. Children develop a respect for each other and property, as staff encourage good manners and thinking of others, such as when the children help to tidy up. Children have a busy routine and behave well. They are offered many opportunities to become involved with daily routines, encouraging independence skills, for example, helping to prepare for creative activities or lunch. Children and parents appreciate the opportunity to take a teddy bear home to stay, with the children recording their adventures and gaining an understanding of the needs and feelings of others.

Children appreciate the wide variety of books available to them and they are learning how to use books for facts and for stories. They enjoy looking at books on their own and with friends, always treating the books carefully. Staff display skill extending the children's vocabulary as they encourage play in the Newsagents role play area, for example, 'bar code' and 'magazine'. Learning is enhanced as props and puppets are used with stories, for example, the recorded story of 'Goldilocks and the three bears'. Speaking and listening skills are a priority and children speak confidently telling their news to the group. They are learning to be considerate when listening to others. Clear labelling and the use of name cards ensures that the children are developing good early reading skills and recognise their names for self-registration. Children have many opportunities to develop writing skills in the well-resourced graphics area and develop their understanding of the use of writing as they 'read and write' during imaginative play.

Children are offered many opportunities to count during routine activities, for example, as numbers of children are confirmed at registration. They look at pattern and shape in many interesting activities, including shapes incorporated in transport pictures and patterns made with vegetables as they print. Planned activities and routines are used consistently to build upon the children's learning in counting and completing simple sums. They recognise numbers well as they look at the days of the week and select numbered parking bays. Children learn about volume as they play with the sand and water supported effectively by staff.

Children benefit from walks around the local area and regular visitors to nursery for special events, extending their knowledge and understanding of the local community and environment. They develop an awareness of time as they discuss the make up of their families and events at home. Children gain an understanding of others as they celebrate a variety of festivals and staff plan well to extend these learning experiences, for example, the celebration of Diwali included food tasting and Bhangra music. Children display enthusiasm and skill using everyday technical equipment, for example, the tape player and headphones and at the computer. Children are excited as they find seeds inside an apple, and they anticipate the tree they will observe before apples emerge. They explore and experiment in the nursery garden using magnifying glasses to study mini beasts and are excited by a visit from 'Zoolab'.

Children move confidently and safely indoors and outdoors. They enjoy the active

participation of staff with ball and hoop games and develop skills outdoors, such as when riding scooters and bicycles. However, the large equipment does not sufficiently challenge the older or more able children and there are fewer opportunities to climb and balance. Children become aware of physical changes and the importance of staying healthy as they discuss food at snack time. They have lots of fun, learning to play together and take turns during circle games, for example, 'What's the time Mr Wolf?'

Children are offered a variety of creative activities to stimulate their imaginations and express their feelings with confidence. They enjoy 'making pretend food' for their picnic with salt dough, using equipment with increasing control and counting the numbers of items on their plates. They are fascinated by the lemon essence they can smell in the play dough. Children use their imaginations freely completing paintings, drawings and are offered many valuable opportunities to make music and sing. A very good variety of instruments offers the children challenge, and easy access to tapes and discs develops their interest in all types of music. Extensive role play opportunities and group discussions enables the children to express and communicate feelings and ideas, for example, organising a birthday party for the baby dolls.

Children's achievements and progress are observed and recorded daily. Achievement records are linked to the stepping stones and observations are used to plan the next steps for a child's learning. Individual learning objectives are clear on activity plans and staff deployment ensures children are well supported and challenged appropriately. Staff adapt learning to meet the needs of the individual child, ensuring that children with special educational needs and children who speak English as an additional language are given appropriate consideration.

### **Helping children make a positive contribution**

The provision is good.

The children behave very well in the positive encouraging environment. They understand the clear guidelines for behaviour. They share, take turns and co-operate when playing. All the children are treated as individuals and concern shown for their needs. Information from parents is valued and helps staff to ensure their wishes are respected and the children receive continuity of care. Staff have experience of caring for children with special needs, with necessary support systems in place and sources of information available.

A good variety of resources and activities are provided to ensure children's experiences are stimulating and interesting. Children have a very positive attitude to each other, whatever the differences between them. Well planned activities, such as, celebrations from around the world ensure that children's knowledge of the wider world is successfully developed. Children of all ages enjoy many opportunities to play creatively and their children's spiritual, moral, social and cultural development is fostered.

A 'Welcome Pack' is available for new parents including information about the setting. There is also a routine of a typical day and policy information. The registration forms

provide information for staff to help each child settle and to ensure continuity of care. A daily diary is completed for each of the babies when they start and an on-going file with examples of their art work and photos, which progresses with the child when they change room. Planning for Birth to three matters is posted on the notice board for parents to see.

Toddlers also have a file of their achievements and daily information for parents, their activities are designed to move them from Birth to three matters into the Foundation Stage, with opportunities for them to join with the pre school children for some activities. For example, a recent visit by Zoolab brought mini beasts in to the setting for children to observe and explore. Staff ensure resources and toys are appropriate to their development, while providing challenge and enjoyment.

Partnership with parents and carers is outstanding. Parents are kept well informed about their child's day through a daily communication book completed by a child's key worker. The key workers of the pre school children complete a record of achievement for each child. Parents receive a comprehensive topic letter with details of future activities and the sharing books at home information. Planning for the Foundation Stage is posted on the wall for parents to see. There are also daily opportunities for parents to speak to key workers and to talk over progress the children are making or any concerns they may have. Children are very proud of their work, some of which is displayed in their rooms, and discussed enthusiastically. All parents receive a regular organisational newsletter with details of forthcoming events and any other news. Activities such as 'Freddie the Teddy Bear' that children take home, help parents to consolidate their children's learning, when they discuss the events in which Freddie has been involved.

## **Organisation**

The organisation is good.

The organisation is very good. The children are cared for in a well managed and successfully organised setting. There are clear and robust systems in place to recruit and check staff, this ensures that children are only cared for by adults who are suitable to do so. Comprehensive policies and procedures are successfully implemented and as a result the outcomes for children are effectively promoted.

The knowledgeable and experienced staff are actively supported by the nursery manager, who works effectively to ensure they provide high quality care for the children. Staff development is a priority, the staff access training regularly and the clear induction procedures and appraisal sessions ensure they are well equipped and have an up to date knowledge of childcare practices. As a result the children make good progress in their learning, are happy and well settled. The efficient deployment of staff means that children are cared for by consistent staff in each area and can be carefully monitored throughout the day.

The leadership and management of the nursery is good and effectively contributes to the rapid progress the children make in their learning. Overall, the needs of the children for whom care is provided are met. The Preschool room supervisor is responsible for planning the Foundation Stage programme, with the support of the



Manager. Her plans are comprehensive, with evaluations and assessments completed to ensure the children are making good progress and any concerns are highlighted.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report since registration.

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**

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 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 children have no access to electric sockets
- ensure milk fridge temperatures are monitored and recorded to comply with regulations relating to food safety
- ensure privacy and confidentiality is maintained with regard to the accident and medication records;and they are include all the required detail

#### **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):

- increase the opportunities for older and more able children to access more challenging, large physical play.

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](http://www.ofsted.gov.uk)