



Pudsey Day Nursery

Inspection report for early years provision

Unique Reference Number	EY259124
Inspection date	27 June 2006
Inspector	Elaine Murray
Setting Address	31 Kiln Road, Wirral, Merseyside, CH49 9AL
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Registered person	Andrea Lee Phillips
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 satisfactory. 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?

Pudsey Day Nursery is a privately owned day nursery. It opened in 2003 and operates from a two storey property in Woodchurch, Wirral. A maximum of 40 children may attend the nursery at any one time. The nursery is open five days a week from 07.15 until 18.00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 46 children aged from birth to under five years on roll, of whom

16 are in receipt of funding for nursery education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 10 staff. Seven staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are developing physical skills and enjoyment of exercise through regular outdoor play. They enthusiastically make use of the outdoor climbing frames and run, jump and play with small equipment such as balls and hoops. Children also develop physical skills indoors as they participate in action rhymes. Babies are encouraged to progress to their next physical milestone as they are encouraged to sit or to move for toys. Babies and young children's sleep needs are acknowledged and met, helping to ensure their good health.

Children show an awareness of simple hygiene procedures as they routinely wash their hands before snack and after using the toilet. A clear step-by-step pictorial guide to hand washing at child height helps to remind children of the procedure of hand washing. Staff follow hygienic procedures as they change nappies and clean equipment. This helps to protect children from the spread of germs. Several staff have up-to-date first aid training, helping to meet children's needs in the event of an accident or emergency. Children's health is further protected as staff follow clear procedures for the administration of medication.

Children learn about a healthy diet as they are provided with healthy and nutritious food which is prepared and cooked on the premises. Written menus show a good variety of meals are provided. Snacks and meals include plenty of fruit and vegetables. Babies and toddlers are regularly offered water. This helps to ensure children's good health. Older children have access to fresh drinking water at snack and meal times, but do not have ready access at other times of the day.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a very welcoming environment. There are bright, attractive displays of children's work and photographs of the children. Children have comfortable furniture and colourful cushions on which to rest. They have resources available at their height. This helps to develop children's sense of belonging. Space is appropriately used to meet children's needs as areas are provided for different purposes. For example there is a separate room for babies to sleep and a comfortably furnished room where older children can be involved in quiet activities. There is a broad range of toys and equipment which are suitable for different ages

and abilities. This helps to meet children's needs. The equipment and resources are organised so that children can move round safely.

Satisfactory safety procedures are in place to protect children from hazards and dangers. Risk assessments identify many potential hazards and action is taken to minimise the risk to children. The risk to older children's safety when using the staircase has not been fully assessed, with the result that children are not always adequately supervised during this time. Children learn to keep themselves safe through discussion with staff, for example about why they must not jump from the outdoor slide. Children learn to protect themselves in the event of a fire or emergency as they regularly practise the emergency evacuation procedure. Babies are protected as staff are clear about the evacuation procedure and have appropriate equipment available to transport babies quickly.

Children are protected as staff have a satisfactory knowledge of the signs and symptoms of child abuse and hold relevant contact numbers.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff establish positive, warm relationships with children, helping them to feel settled and secure. Children are happy and content. Young children are acknowledged and affirmed as staff share photographs they have brought from home with the group. Babies are secure and respond well to the staff's caring approach.

Babies and young children's learning is developed through a good range of activities. Staff generally make good use of the Birth to three matters framework to promote learning. Children aged between two and three years enjoy expressing their ideas on paper using different materials, such as feathers, dry rice and paint. They learn to explore and investigate using their senses as they happily touch and explore the different items on a low level table, such as objects which can be squashed and squeezed, and plastic bottles filled with different substances. Chances for children to experience the beginnings of reading and writing are not always presented in a way which is appropriate for their age and stage of development, as two year olds are sometimes involved in copy writing letters and numbers. Their language skills are developed well as staff actively promote this through talking with the children and encouraging them to talk to the group. Children make connections as they find out what happens when they pour water from one container to another. Babies show excitement as they discover what happens when they push buttons on a toy which makes noises. They enjoy exploring the different textures in a treasure basket of different materials. At times, chances for children under two to be creative is limited by a focus on them producing a recognisable end product.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a generally good knowledge and understanding of the early learning goals and this is reflected in their teaching. They plan a variety of worthwhile activities which promote some effective learning. Daily and weekly plans identify learning objectives and show which of the

several rooms available will be used for each activity. The structure of the day means that there are few opportunities for children to develop learning from self chosen activities. Planning does not always take into account how the learning needs of all children who attend are to be met. For example it is not structured to ensure that children who attend for afternoon sessions only receive a balance of activities in the six areas.

Staff know the children well. They observe and assess children's learning but at present this information is not used appropriately to inform planning. This means that learning does not always build on what children already know and can do.

Children are becoming confident to talk at meal times and share ideas. They show growing independence as they give out plates at snack time and put on their own coats for outdoor play. Children happily take turns whilst playing a board game. Children listen well to stories and show clear enjoyment and understanding as they join in and discuss the ending of a familiar story. Children learn to recognise and write their names. Children are learning to count to 10 and beyond. They show a growing ability to solve simple number problems as they realise that they need 'two more' picture cards to complete their game. Staff make good use of number rhymes to introduce children to ideas of simple addition and subtraction. Children show a growing ability to recognise shapes as they make 'circle' and 'square' shapes out of a construction set. Children observe change as they watch the growth of plants, and explore using magnets. They develop a sense of time as they discuss yesterday, today and tomorrow at breakfast time. Children's chances to express their ideas imaginatively in role play are limited. Children have opportunities to express their ideas in creative work and explore sound using musical instruments.

Helping children make a positive contribution

The provision is satisfactory.

All children are included in the activities provided. This helps to promote children's confidence and self-esteem. In the nursery rooms, children can see many positive images reflecting diversity, such as posters and photographs of families from children's different cultural backgrounds. This helps to develop their understanding and awareness of diversity and the wider community. Older children develop an awareness of different cultures and beliefs through topic work relating to festivals such as Diwali and Chinese New Year.

Children with additional needs are appropriately included and supported. Staff work well with parents and outside agencies to meet children's needs. Staff have a calm, positive and consistent approach to managing children's behaviour. They praise and encourage children for their efforts and achievements. As a result children behave well. These positive measures mean that children's spiritual, moral, social and cultural development is fostered appropriately.

The partnership with parents and carers of children receiving nursery education is satisfactory. Parents are informed about the educational provision as information about the six areas of learning is on display in the cloakroom area. Parents are also informed through regular newsletters, and weekly plans displayed on the parents

notice board. The current system of sharing information does not ensure that all parents of funded children have regular chances to be informed about their children's progress and achievements.

Staff have established positive relationships with parents. Parents of babies and young children are well informed about their children's day to day experiences as each child has a two way book, where both staff and parents are able to share written information about children. Staff request information about children before they join the nursery and obtain relevant parental permissions. This information is used to help meet children's needs appropriately. Staff value parents' views, responding positively to parents' written comments in the nursery's 'suggestion box'.

Organisation

The organisation is satisfactory.

Most staff hold relevant childcare qualifications and this has a positive effect on children's welfare and learning. Staffing levels are organised so that they are within the required ratios at all times and that children have a good level of attention and support. Staff work well together to ensure children's welfare. For example, staff caring for babies have a clear system for exchanging information at the point where one staff member takes over from another. There is a clear procedure for ensuring that appropriate checks are made when a new member of staff is appointed. However, a member of staff who has not yet been vetted is left alone with children for short periods of time, which presents a risk to children. Policies and procedures are understood by staff and work well in practice, contributing to positive outcomes for children. Space and resources are soundly organised to promote children's safety, care and learning

The leadership and management of the nursery education is satisfactory. The manager provides positive direction and staff work appropriately together to promote children's learning. The manager seeks and acts upon advice from the early years partnership regarding improvements to the provision. This approach has a positive effect on the quality of children's learning. There is a commitment to improvement which is reflected in the manager's plans for further improving nursery education. Systems for monitoring the provision are not fully effective in identifying weaknesses.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was required to: prepare a written procedure to be followed in the event of a parent failing to collect their child; to ensure accident recording systems comply with the code of confidentiality; and to request written permission from parents for seeking emergency medical advice or treatment. These improvements have been made with positive effect on children's welfare. The nursery was further required to provide resources to promote diversity. Staff have improved the level of resources for this area, helping to develop children's awareness of diversity and the wider world.

The nursery was also required to ensure that persons who have not been vetted are not left alone with the children. This continues as an area for improvement.

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.

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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):

- ensure that fresh drinking water is available to children at all times
- ensure that children have an adequate level of supervision when using the staircase
- ensure that babies and young children are able to express themselves creatively and that chances for children to experience the beginnings of reading and writing are suitable for their age and stage of development
- ensure that any person who has not been vetted is not left alone with children.

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):

- adapt daily planning and grouping of children to ensure that children have more chances to develop learning from their self chosen activities, and that all children receive a balance of activities in the six areas
- make use of assessments of children's learning to inform planning
- ensure that all parents of funded children have regular chance to be informed

about their children's progress and achievements

- develop the system for monitoring educational provision to more effectively identify areas for improvement.

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