



Risley Day Nursery

Inspection report for early years provision

Unique Reference Number	EY100587
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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 good.

WHAT SORT OF SETTING IS IT?

Risley Day Nursery is privately owned and opened in 2002. It operates from a converted, detached property situated on the border of Risley Industrial Park in the Risley area of Warrington. Children are cared for in four age related group rooms and have access to a shared outdoor play area. A maximum of 39 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 18.00 for 51 weeks of the year.

There are 45 children aged from nought to five years on roll. Of these 11 children receive funding for nursery education. Children attend from the local community and cater for parents who work in the area. No children with learning difficulties and/or disabilities are cared for at present.

The nursery employs 13 staff. Of these 10 hold appropriate early years qualifications. In addition three staff including the manager are working towards a qualification.

The nursery receives support from Warrington's Early Years Development and Childcare partnership and is a member of the National Day Nurseries association. The nursery holds the Investors in People award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is in the main promoted well within the nursery due to the effective practices and procedures the staff follow. All children wash their hands before snacks and meals, and after visiting the toilet. Older children confidently explain the reasons why they do this when asked, for example, 'you get germs on your hands and onto your food and into your mouth and if you didn't wash them they would make you poorly'. They learn that using antibacterial soap makes them clean. The good use of photographs displayed in the bathroom areas clearly displays the steps followed by the children during hand washing. Therefore, children's understanding of personal hygiene is developing well. However, children are not provided with a plate at snack time which compromises children's health. Children sleeping are allocated individual bedding which is changed very regularly. All surfaces are cleaned frequently during the day using anti-bacterial sprays and staff often access the hand sanitizer. The weekly and daily cleaning rotas followed are displayed and consistently completed by staff in the various rooms. The detailed sickness policy made available to parents reflects the effective procedures followed and exclusion periods for illness are outlined. Necessary action is taken for children who are taken poorly during the day. They are comforted by staff, their temperature is taken and their parents are contacted to collect their child. Therefore, children are cared for within an environment that protects them from the risk of infection. Consistent systems are completed for the recording of accidents and prescribed medication are issued at the parent's request. All entries made to records are acknowledged by parents as they sign against them on collection of their children. A high proportion of the staff employed are qualified in first aid. Therefore, children's welfare is safeguarded well.

Children have various opportunities to develop their physical skills both indoors and outdoors. They have access to the climbing apparatus outdoors where they climb the steps confidently and slide or climb down. They negotiate space outdoors as they instigate their own running games involving a number of children, controlling their movements to avoid collision with others. They access the trampoline and jump with control. They repeat intended movements during the music session planned to develop their balance. They develop their finer physical skills as they manipulate the play dough, use tools such as paint brushes, spatulas, complete inset puzzles and build using the construction materials. Non mobile babies are assisted in developing their walking skills and others crawl around and pull themselves up with confidence against the furniture in place. Children experience walks locally to places of interest such as the library and the park. Therefore, children learn to develop good coordination and control of their bodies. Pre-school children learn about the effects that physical exercise has on the bodies through the planned activities.

Children enjoy a healthy, balanced and nutritional diet through the regular meals and snacks they receive reflected in the rotating winter and summer menus in place. Children are provided with traditional dishes, cultural dishes and occasional favourite foods. Children's special diets and the needs of young babies are met well through the regular exchange of information with parents which keep the care staff and chef up to date with their individual needs. An account of the baby's routine and associated feeds is recorded by parents initially. A weaning guide is discussed with parents and developed to accommodate the changing needs of the babies cared for and introduce them to varied foods. Good hygienic procedures are followed in the main by staff at meal times who consistently wear protective clothing when serving meals to the children. They discuss aspects of healthy eating with children and talk about foods that are healthy for them. Children have independent access to their drinking cups which are available and labelled in the rooms throughout the day and the content is changed at regular intervals. Children are provided with drinking water and milk during their stay. However, children have little opportunity to develop their self help skills by pouring their own drinks as these are prepared by the staff. Meal times are a socially interactive time for all concerned. Children sit in smaller groups and staff are on hand to offer support where necessary as they sit with them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming secure environment. The entrance to the nursery and the outdoor play area are secured and safety gates in place prevent children having access to other areas of the nursery without supervision. The individual age related group rooms are attractively decorated and provide a bright stimulating environment for children. For example, in the baby room an area has been created using lights, music, soft seating and mobiles and a sensory tube to stimulate their senses. A good level of information is displayed within the rooms for parents on the 'individual parents notice boards' created. Good use is made of the space available to the children and the good range of furniture and resources available enable the children to play, relax and eat comfortably. Children develop their understanding of the routine followed. For example, the toddler's routine is displayed in picture format with associated times to assist in the recognition of the routine followed. Therefore, the positive organisation of the setting effectively contributes to the children's development, learning and enjoyment.

Children have access to an extensive range of resources and equipment to support, extend and challenge their learning. Storage systems throughout enable children to access play materials of their choice according to their ages and stages of development. Some are labelled with pictures or written word which reflects the content and others are coloured coded to further promote children's learning when putting toys away. Play materials and equipment are checked for cleanliness and safety following the rota systems displayed.

Children are cared for within a safe environment because the staff take positive steps to minimise risks to the children. For example, safety gates protect children from the stairs and secure children's access to other areas of the nursery, finger guards are fitted to doors and all radiators are protected with guards. Risk assessments are completed on a daily and monthly basis. In addition, risk assessments of walks and trips planned are completed prior to the event. Safe surfaces are created in the outdoor area through the use of bark. Children learn to keep

themselves safe through the activities completed, for example, 'safety in the home'. Staff make the children aware of unsafe practices and the consequences of their actions, which they can recall when asked. They take part in fire evacuation drills regularly and the procedures followed are displayed.

Children's welfare is safeguarded well because the detailed child protection policy in place makes staff aware of the signs to look for and the procedures to follow should they have concerns about a child in their care. Staff clearly demonstrate through discussion the role they play in protecting children from abuse. They confirm the nursery procedures and are aware of the designated person appointed for dealing with concerns. Some staff have completed child protection training to extend their knowledge further therefore, protecting children at all times.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled within the nursery environment. In the main they enter the nursery confidently and quickly become engrossed in the play and activities accessible to them. Less confident children are supported well by staff and included in all activities accessible. Most children move confidently between the play activities organised within their individual group room areas. Staff have developed a good understanding of the 'Birth to three' matters framework and as a result the children benefit from the broad range of play and activities which are linked to the framework. They benefit from the balance of adult and child initiated experiences made available. All children have access to a range of creative experiences appropriate to their age and stage of development. For example, the photographs displayed show babies taking part in the 'body painting' experience and children in the tweenie room make Christmas decorations using paper plates and coloured pasta. This provides many worthwhile opportunities for very young children to develop their senses. Children look forward to the planned music sessions weekly and take part with great enthusiasm. The approach is adapted well to meet the developmental stages of the children the programme is delivered to.

Positive procedures are in place for the settling in of the children initially. Children are supported well in the transition to the nursery, when moving to another room and eventually on to school. For example, parents are consulted at each stage and written information is passed on to the room leaders as children move from one room to another. Children's profiles are completed for all children who attend, which outlines their developmental progress.

Nursery Education.

The quality of teaching and learning is good. The pre-school room leader works closely with the staff and children to plan a broad and balanced curriculum of activities, which are linked to all areas of learning and the stepping stones. Some staff have a secure knowledge of the foundation stage and how children learn and use their questioning skills to promote children's thinking. However, more recently appointed staff to this group are developing their knowledge of the foundation stage and therefore their understanding of how children learn is less informed. This results in children's thinking and learning on some occasions not being extended and challenged. Staff use the early years 'Reflections' document to monitor and evaluate the planning in place and observations are completed. Children have individual files which include

examples of their work which are annotated, dated and are linked to the area of learning and the stepping stones. Therefore, these good systems contribute to the effective monitoring of children's progress. Observations made and evaluations completed contribute to the next steps in children's learning and are said to be implemented into the future planning of activities. However, it is not clear from the planning how these are taken forward.

Children form very good relationships and their communication skills are developing well. For example, one child tells another that the picture they paint 'is beautiful' and discuss the colours they mix as they paint at the easel, sharing laughter as they play. Children learn to compromise well as two children want to select a book for staff to read. One child suggests 'shall we choose the book together' to which they both agree. They learn to take turns and share resources effectively when playing with the computer by setting the timer. Children are clearly familiar with this system as they alert the staff when the timer rings and look at the names recorded to see who is next. During circle times children are attentive and request the familiar story book 'When Mum turned into a monster'. They share their thoughts and recall aspects of the story they know well. Good opportunities have been developed indoors and outdoors which enable children to recognise print through positive labelling. Children produce name cards for their drinking cups by writing their name or making marks to represent their name. Children access the designated writing table and use resources such as chalks and boards. However, children are not encouraged to freely access mark making materials independently during play although they are available.

Children develop their understanding of number. For example, one four year old asks a three year old 'how old are you' and he responds by calculating his age using his fingers and later holds up three fingers to represent his age. They discuss number as they talk about the advent calendar and confidently count to ten when playing a traditional game and some children count beyond. They recognise shape in everyday situations as they talk about sitting at the round table. Additional activities to promote children's learning of mathematics are referred to on the activity plans. These include weighing and measuring and the promotion of positional language. However, the use of mathematics to further develop children's understanding of number and simple subtraction and addition are not fully promoted in every day situations.

Children have worthwhile opportunities which enable them to explore and investigate as reflected in the planning in place. For example, they use the microscopes and magnifying glasses to look at mini beasts and the leaves they collect during walks. The plant sunflower seeds in the garden and watch them grow. Therefore, promoting a positive understanding of the natural world. The sand and water is accessible to children daily. They fill and empty receptacles, although their learning is not always extended by staff involving themselves. Children have access to a sufficient range of resources to promote their understanding of technology. Children engage in many worthwhile opportunities to express themselves creatively using a variety of techniques and materials reflected in the planning. For example, they explore texture and become excited about using their feet to paint antlers to contribute to the Reindeer cards they make. They use boxes to make three dimensional models and fold paper when making paper planes associated with the space theme they follow.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued well as individuals. Information recorded initially and updated regularly contributes to the staff developing good relationships, this enables them to provide appropriate and consistent care. The good use of 'care plans' completed with parents outline the babies needs and reflects the routines followed. Children have equal access to play and stimulation without stereotyping. Children are learning to develop an understanding of the wider world through the positive introduction of the 'diversity days' and the celebration of festivals throughout the year. Children sample cultural foods and dress up as part of these celebrations and take part in associated activities. Children have access to a sufficient range of resources, such as books, dolls, jigsaws and creative materials. However, staff recognise this as an area of development to further promote the children's understanding of diversity and the wider world. Children's spiritual, moral, social and cultural development is fostered appropriately.

Staff demonstrate through discussion and the policy in place a good understanding of how children with learning difficulties and/or disabilities are supported. They work with the area Special Educational Needs coordinator (SENCO) locally and designated staff are appointed within the setting.

Children in the main are well behaved as a result of the positive interaction with the staff, their involvement in activities and the effective methods used to manage their behaviour. Minor disagreements are managed well and situations are approached calmly by staff to reach a successful conclusion. Children's unacceptable behaviour is discussed and they apologise to others who are affected by such behaviour. Children's good behaviour and achievements are recognised through regular, verbal praise and the reward systems in place. This contributes to the development of children's confidence and successfully fosters their self-esteem.

Partnership with parents and carers is good. Children benefit from the effective exchange of information between the staff, parents and carers. The "All about me record" informs the key workers of children's starting points developmentally. This record includes the children's favourite stories, foods, things they like to do at home, personal independence and things they like to play with. Therefore, providing useful information about children's attainment on entry to the setting. Effective home links are developed through the newsletter issued monthly, which keep parents informed of events, changes, themes and planned outings. Written information is developed for parents to take away which include songs they can sing and recipes to try. Parent's evenings are organised annually and prior to the children leaving for school in August. This provides opportunities to share the assessment records, discuss the developmental progress and share their work completed. In addition they receive a 'the pre-school leavers' report outlining their child's developmental progress when leaving for school. Good systems are in place for preparing parents for their child moving into the pre-school room. These include information sent home which outlines their individual key worker and asks for an update regarding allergies, dietary needs, use of the message book and general information. Parents are satisfied with the communication systems in place and feel they can discuss any aspect of the children's care and development with the staff.

Organisation

The organisation is good.

Children are protected as a result of the robust systems employed when selecting and recruiting staff. For example, individual's medical history, qualification's and reference's are sought. The introduction of the Criminal Records Bureau (CRB) clearance form ensures all staff complete the necessary clearance. Staff are aware that persons employed and going through this clearance can not have unsupervised access to children. However, information regarding additional training staff attend is not reflected. Staff complete an induction period and have access to the written policies and procedures, which they sign against, to familiarise themselves with the practice and procedures followed. A good ratio of qualified staff are employed and others are in the process of working towards recognised training. The manager is currently working towards a recognised qualification as agreed with the regulator. In addition staff are committed to attending additional training to further develop their knowledge and skills and enhance the children's learning in all areas.

The written policies and procedures in place in the main contain detailed information relating to the nursery practices. These are reviewed and updated regularly or as necessary changes occur and contribute to the operational plan in place. However, minimal changes are necessary to reflect the changes in regulation regarding the complaints procedure and the records used which are shared with parents on request. All legally required documentation that contributes to the children's health, safety and well-being is in the main in place and consistently completed by staff and available for inspection. However, documentation relating to gas and electrical safety was not available on site for the inspection. Therefore, attention is necessary to ensure gas and electrical appliances are well maintained and in the future records are made available for the inspection. Records are shared with parents who acknowledge entry by signing against the details recorded.

The leadership and management is good. The manager and the registered person are clear about their individual roles and responsibilities are delegated to the senior staff and team members. The manager is committed to her role and recognises the importance of continuous development. They give consideration to the improvement of the setting as they attend cluster meetings locally. They value the support they receive from Early Years and make changes following the advice and support they receive. Staff are supervised effectively as they receive appraisals regularly throughout the year, their training needs are identified and staff meet monthly and minutes of the meetings held are held. The nursery has successfully achieved the "Investors in People" award.

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

Improvements since the last inspection

During the last care inspection the provider was requested to give attention to aspects of the documentation and the child protection policy which included the procedures to be followed in the event of an allegation being made against a member of staff and obtaining written parental consent for children to be taken on outings away from the nursery. Since the last

inspection attention has been given to address both these recommendations raised and the necessary information is in place. Therefore, contributing to protecting children's welfare.

During the last nursery education inspection the provider was requested to further develop the following: the planning of activities giving attention to the structured observations of the children, which identify what children do next and to monitor the teaching and planning so that all elements of each area of learning are effectively accessed by the children and that the outdoor area sufficiently supports their learning. Since the last inspection attention has been given to these areas. Developments have been made to promote children's learning indoors through the layout of the room to incorporate the different areas of learning being accessible daily. The outdoor area has been developed to incorporate learning opportunities through the use of the planting area and the level of written word displayed. Systems have now been introduced to reflect observations made and record the children's next steps. Therefore, contributing to how children learn.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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):

- further promote the hygienic practices in place by providing children with a plate at snack time
- develop the complaints policy and introduce a detailed record of complaints that parents may see on request, which are consistent with the recent changes in regulation
- ensure gas and electrical safety reports are made available for inspection.

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):

- provide greater opportunities daily for children to freely access writing and mark making materials independently during play and develop their understanding of mathematics in everyday situations.
- further develop children's learning by extending and challenging children's thinking during their chosen play and activities.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk