



The Park Private Day Nursery

Inspection report for early years provision

Unique Reference Number	508051
Inspection date	06 December 2006
Inspector	Susan Elaine Heap
Setting Address	103 Frederick Street, Werneth, Oldham, Lancashire, OL8 1RD
Telephone number	0161 624 0472
E-mail	domalo@btinternet.com
Registered person	Domalo Ltd
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

The Park Private Day Nursery is one of four nurseries run by Domalo Ltd. It opened in 1998 and operates from a large Victorian house which is on three floors. It is situated in the Werneth area of Oldham. A maximum of 83 children may attend at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year and closes on Bank Holidays. There is also a provision for out of school care and a holiday scheme in the P.O.S.H. club which is within a separate building in the nursery grounds. All children have access to an enclosed play area.

There are currently 117 children aged from six months to under eight years on roll. Of these, five children receive funding for early education. The nursery supports a number of children who speak English as an additional language.

The nursery employs 19 members of staff. Of these, 18 hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a warm, clean environment where the staff satisfactorily promote good hygiene practices and follow the setting's health and hygiene policies. This contributes to children's health and well-being and minimises the risk of cross-infection. Children are learning the importance of good hygiene and personal care as this forms an integral part of the daily routines. Children's understanding of good health and hygiene is supported through topic work, such as 'Healthy teeth'. They rest and sleep according to their needs and follow their home routine which ensures consistency of care. Children in the tweenie room clearly know the routines as they happily take their shoes off before settling on their beds. They cover themselves up with a blanket and snuggle down to sleep. All the required documentation regarding children's individual needs is in place.

Children's health is successfully fostered through the provision of substantial, healthy and nutritious meals each day. All food is freshly prepared and all children have access to fresh fruit and vegetables daily. They happily eat pasta bolognese with celery and cucumber batons or a roast chicken dinner. Even the youngest children enjoy eating their slices of fresh apple, melon or orange at tea time. Children are well hydrated throughout the day as drinks are provided every two hours.

Children take part in a range of physical activities indoors and outdoors which are planned into the daily routine and contribute to healthy living. For example, children in the tweenie room take part in a physical exercise activity as they are unable to play outside due to the bad weather. They actively follow the staff as they lead them through a series of exercises. They take their shoes and socks off to stretch and wiggle their toes or stretch their arms above their heads. This is extended to balancing bean bags or hoops on their legs or heads. They are beginning to understand the effect exercise has on their bodies. For example, a member of staff takes her sweater off and a two-year-old child says, 'Are you boiling now?' Babies have space to kick and roll, and pre-school children have opportunities to go swimming each week. Children in the out of school club take part in visits to soft adventure play areas, ten pin bowling or walks in local nature reserves during the school holidays. These are all enjoyable and help children develop control of their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure, safe indoor and outdoor environment where the staff take steps to keep children safe. Visual risk assessments are completed daily and there are detailed written policies and procedures in place which the staff team follow in practice. For example, when children in the out of school club are on trips out, they wear safety vests with the setting's name and contact number on.

Children are learning to keep themselves safe through their discussions with the staff and planned activities, such as visits from the fire brigade or they talk about road safety while playing with the cars on the road mat. Pre-school children know they must tell a member of staff before they go to the toilet. Children's times of arrival and departure are effectively monitored by staff, who ensure that the main entrance is locked during opening hours to prevent unauthorised access and keep children safe, and all visitors are asked to sign in.

The staff team provide a welcoming environment where children's creative work and photographs of their play are displayed, which gives children a sense of belonging. They are able to move around independently in the environment as the space is organised for the different age groups of children attending. Children's play and development needs are met through the provision of a range of suitable toys and equipment which also includes some positive images of all aspects of diversity.

The staff team understand their role in protecting children and keeping them safe. Some have attended child protection training and have a satisfactory understanding of their role within the Local Safeguarding Children Board procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally well settled, happy and enjoy their time at the setting. Most staff interact well with the children and support their care, learning and play needs. The staff team use the resources well to plan and provide a range of activities that support children's play and learning. The planning of activities specifically for children under three, following the 'Birth to three matters' framework, is developing well, particularly in the baby and tweenie rooms. However, not all staff record observations and assessments of what children can do to plan the next steps for their play, learning and development. Babies have opportunities for sensory experiences, such as exploring custard powder and water, or shaving foam. However, opportunities to explore natural materials are limited. Pre-school children have some opportunities to develop their independence as they help give the cups out at snack time.

Children in the out of school club are consulted about how they want to spend their free time. They make their choices from a broad range of activities on offer. The staff loan equipment and resources from the toy library to extend children's play and learning. As a result, there is always something of interest for them to take part in. They have more opportunities for more challenging or interesting play during the holiday schemes, when activities are planned around themes, or trips are organised to places of interest, such as museums or the art gallery.

Warm and caring relationships are evident between the children and the staff. As a result, children are developing confidence and self-esteem and becoming confident communicators.

Nursery Education

The quality of teaching and learning is satisfactory. Children are generally interested in their play and make their choices from the activities on offer. A variety of teaching styles are used and children have opportunities to work on a one to one basis with a member of staff, such as

learning to cut with scissors, or in small and large groups, such as during circle time. The activities and experiences provided for the children sufficiently cover the six areas of learning and enable them to make steady progress. However, sometimes not enough emphasis is given to the planning of resources and play activities which challenge and interest the more able children. As a result, they sometimes become restless or demand adult attention. The planning, observation and evaluation of activities have currently been reviewed and new systems are in place and, as a result, staff are not fully confident in this yet.

Children enter the setting confidently, happily leaving their parents and quickly settle into the familiar routine. The less confident children are well supported by the staff as they settle into a new routine. All children have happy and relaxed relationships with the staff, and are confident in stating their needs. They generally behave well and are developing their independence as they show a willingness to help. For example, a child counts the cups at snack time and all children help to tidy up. Children begin to understand their own needs and use language for communication. For example, one child recognises he needs help carrying a basket of toys and asks another child to help him. They are beginning to recognise that print carries meaning as they follow a story and a four-year-old can recognise the letters of his name. They occasionally visit the book corner, choose a favourite story and follow it by looking at the pictures while running their fingers over the words. They have opportunities to mark make independently using pencils, crayons and pens, and happily make Christmas cards for their families. However, children have few opportunities to refine their writing skills, for example, in the role play area, as materials are not freely available in this area.

Children have opportunities to count or recognise and match numbers and shapes in planned activities, and sometimes link mathematics to everyday situations. For example, by counting the number of cups needed at milk time. They confidently count the number of snowmen on a worksheet and more able children can recognise the numbers 1 to 5 when they are placed out of sequence. Daily discussions about the weather and seasons develop children's understanding of time. They recognise basic shapes, such as a triangle, square, circle and rectangle and are beginning to understand simple subtraction. For example a three-year-old starts to count from 1 to 10, which is the number of beads on a wooden tower, and says, 'There are only nine. One is missing'.

Children have few opportunities to become familiar with information technology equipment as the computer is currently not working. Resources and activities to support children's knowledge of technology, such as programmable toys are limited. They learn how things change and grow through planting bulbs, watering them and watching them grow. Children have opportunities to explore a variety of media, such as sand, water and paint, but these are not always easily accessible or available on a daily basis. As a result, there are sometimes missed opportunities for children to follow their own interests or initiate their own play and learning. However, they are developing a good understanding of colour and can often differentiate between shades of one colour. For example, a confident three-year-old says, 'The snowman's scarf is dark blue'. A range of tools requiring hand-eye co-ordination allows children to develop skill and control, such as using scissors to cut paper. They can judge their body space accurately as they line up to go outside and show respect for other's personal space. Children enjoy singing songs from memory and enthusiastically practise songs for the nativity play, such as 'Little donkey'

Helping children make a positive contribution

The provision is satisfactory.

Children are valued as individuals and the staff team generally work well with parents to ensure each child's individual needs are met and they are able to play an active part in the setting. Emphasis is given to children's emotional well-being. For example, staff sensitively handle settling children into the setting or when they move into a new room. They give lots of verbal praise when a child has achieved something, such as successfully and independently going to the toilet. As a result, children are developing in confidence and self-esteem. All children are developing caring and positive relationships with the other children, which ensures they settle and enjoy their time at the setting. For example, a three-year-old child beams with delight when his friend arrives from nursery school and waves excitedly to him. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers regarding nursery education is satisfactory. There are currently no systems in place to find out children's starting points, especially for those children who enter the setting in the pre-school year. Parents are becoming involved in children's learning through topic work, such as being invited to bring in shiny objects for the interest table. Information is shared with parents in a variety of ways, such as verbally on a daily basis, and through a variety of written information, such as the policy and procedure file, daily record sheets, newsletters and the notice board. These keep them informed of activities which children are involved in.

Organisation

The organisation is satisfactory.

The leadership and management of the nursery education within the setting is satisfactory. Children are cared for by a staff team who have a sound understanding of their roles and responsibilities in helping children enjoy and achieve. However, there are no systems in place to monitor and evaluate the delivery of the nursery education to ensure continuous improvement.

The daily routines and deployment of staff are satisfactorily organised to provide children with a range of activities both inside and outside, and ensure their safety. For example, key worker systems are in place and children are cared for within rooms specifically for their age group. Children in the out of school club have opportunities to mix both with older or younger children, with their peer group and with children who attend different schools, which enables them to develop relationships and their social skills. The staff work well as a team to promote children's health, care, emotional well-being and ability to enjoy and achieve. For example, there are satisfactory systems in place to support staff, such as through the induction procedures. Additional training is accessed through short courses or those of longer duration, such as National Vocational Qualifications. This ensures their continued professional development and knowledge and understanding of quality childcare practice.

Records detail the individual requirements of each child and include relevant consents and contacts. All the legally required documentation and policies and procedures are in place which promote the safety and well-being of the children present. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to: ensure staff are aware of good hygiene practices, review the child protection procedures, ensure the outdoor area is safe and secure, ensure water is available for children to drink and increase resources which show positive images of diversity.

These have been completed to a satisfactory standard and have improved the quality of children's welfare, safety, play and learning.

Complaints since the last inspection

Since the last inspection there have been two complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The first was in regard to staff: child ratios not being met, National Standard 2: Organisation. The second was in regard to how staff manage children's behaviour and how staff deal with complaints from parents. These relate to National Standard 11: Behaviour and National Standard 12: Working in partnership with parents. A childcare inspector made an unannounced visit to the provision on 7 August 2006 and interviewed the manager and members of staff. Complaints records, and staff and children's registers were also examined. It was found that staff: child ratios were being met and a thorough internal investigation had been completed by the management team. However, the provider had not informed parents of the outcome of their investigation or kept a record in the complaints book, and had not notified Ofsted of the appointment of a new manager. Two actions were raised with regards to National Standard 12: Working in partnership with parents and National Standard 14: Documentation. A response from the provider was received on 15 September 2006 and satisfactorily met. The provider remains qualified for 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 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 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):

- develop systems to ensure that observations and assessments of what children can do are used to plan the next steps for their play, learning and development
- develop opportunities for children under three to play with natural materials.

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):

- continue to improve and develop systems for planning activities and evaluation, ensuring that observations of children and their individual assessments are used to inform future planning to effectively support the learning needs of each child
- develop resources and play activities which challenge and interest more able children
- improve opportunities for children to develop their knowledge and understanding of information, communication and technology
- improve partnership with parents by developing systems to find out children's starting points
- improve leadership and management within the setting by implementing a system to monitor and evaluate the success of the educational provision.

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