



Eversleigh Private Day Nursery

Inspection report for early years provision

Unique Reference Number	311241
Inspection date	31 August 2006
Inspector	Paula Fretwell
Setting Address	74 West Park Street, Dewsbury, West Yorkshire, WF13 4LE
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Registered person	Anne Bowman
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?

Eversleigh Private Day Nursery has been registered for 15 years. It is privately owned and is situated in a large Victorian house, in a residential area of Dewsbury.

Children over two years are accommodated in two ground floor rooms with kitchen and toilets adjacent to the play areas. There is a separate room providing for a maximum of six children under two years of age. There is a fully enclosed outdoor play area accessed directly from either of the rooms. The nursery is open weekdays

from 07.00 to 18.00, 51 weeks a year except for Bank Holidays.

The nursery is registered to care for 18 children from birth to five years. At present there are 22 children on roll of which two children are in receipt of nursery education funding. The setting welcomes children with learning difficulties and/or disabilities and those who are learning English as an additional language.

There are four staff including the owner working with the children, two of whom have the appropriate level of childcare qualifications.

The nursery receives advisory teacher support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The nursery is clean and well maintained with good systems in place to prevent the risk of cross infection, and hygienic practice ensures very young children's health is protected. For example, close attention is given to providing clean bedding and sterile pots for dummies. Children with illnesses or infections are not accepted and the policy with detailed information about this is shared with parents. Older children understand why personal hygiene is important and they explain why they need to wash their hands before lunch. Children sing a made up song as they wash their hands and proudly show them when they are clean. Babies' emotional needs are met through the implementation of the 'Birth to three matters' framework as they are able to form secure attachments with a key member of staff who meets their needs. Accidents and medication are appropriately recorded but there are insufficient practitioners qualified in first aid to ensure children would be suitably cared for in the event of an injury. This is a breach in regulations.

Children's dietary needs are suitably met through meals and snacks which include some fruit and vegetables and are served in good quantities for their needs. Menus are rotated over four weeks to ensure children benefit from a variety of foods and staff work with parents to meet children's needs. Staff are aware of children's special dietary needs and older children are clear about the foods they can eat. For example, one child said 'I'm a vegetarian so I eat the other kind of sausages'. Activities encourage children's awareness of healthy eating, such as making a poster with their favourite foods. Older children have easy access to fresh drinking water and they pour their own whenever they are thirsty.

Children enjoy plenty of fresh air and daily exercise through regular outdoor play. They are active outdoors and older children are becoming aware of the effects of exercise on their bodies. For example, they say 'we're sweating because we've been running around all over the place and we're going to have a drink to cool us down now'. Children enthusiastically use a range of equipment that meets their physical needs, both indoors and outside.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are safe, secure and welcoming to children and their artwork is attractively displayed within the playrooms. Toys and equipment are stored at low levels to enable children to have easy access, although older children do not always fully access play areas such as sand and water. Babies' toys and resources are within easy reach and they enjoy exploring natural materials as well as bought items.

Access to the nursery is controlled by staff to prevent any unauthorised persons from entering the building. Practitioners closely supervise the children to ensure their safety and they join in with their play to make sure that resources are used appropriately. Children are developing an awareness of how to keep themselves safe through reminders from staff, such as not eating play dough, not putting toys in their mouths and not going too fast on wheeled toys. Fire drills are not practised regularly enough for children to understand how to safely evacuate, although most staff are aware of what to do in the event of a fire.

Staff are aware of their duty to report child protection concerns to the manager but they are not clear about the procedure that needs to be followed in the event of a concern. The child protection policy does not illustrate how children are safeguarded; there is no reference to the procedure to follow in line with the Local Safeguarding Children Board's procedure, or what to do regarding any allegation about a member of staff.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are cared for according to their needs. Practitioners are very aware of children's individual needs and personalities and they respond well to provide play suitable for their development. Practitioners are involved in children's play and they join in to enhance learning opportunities and give one to one attention where necessary. Very young children enjoy a range of stimulating age appropriate activities indoors and outside and frequently engage in free play to encourage them to make choices.

Nursery Education

The quality of teaching and learning is satisfactory. Practitioners have an acceptable knowledge of the Foundation Stage although they have had limited training in this area. Practitioners effectively interact with children and use open ended questions to encourage them to think. Activities are planned with regard to the stepping stones, although short term planning only covers one focussed activity each day. Children's development is not sufficiently recorded to show their up to date progress against the stepping stones as although each child has a file, no recent entries have been made.

Children in receipt of funded nursery education enjoy a suitable variety of activities and are making satisfactory progress through the early learning goals in all areas.

Children are confident, sociable and happy in the setting. They approach adults and peers with enthusiasm and they make good relationships, initiating conversations with others. They show independence within the nursery routine and are self-reliant in aspects of their personal care, such as hand washing and putting on coats.

Children's communication, language and literacy is developing well. They recognise their own names, such as at circle time, and they know initial sounds of many words. Children enjoy books and stories and they listen attentively, joining in when possible. They understand that print in English runs from left to right and they point to words as they look at books together. Children enjoy mark making opportunities and they confidently write their own names.

There are many opportunities for children's mathematical development within everyday situations at nursery. They count how many cups they will need at snack time and check if this is enough for the number of children. Children use mathematical language in their play, such as more, less and tallest. They understand that numbers have meaning as they discuss their ages, such as 'I'm four and I'm going to school next week'.

Children are very curious about the world around them. They examine living things, such as creatures found on leaves, and are enthusiastic about what they have found, saying things like 'ooh look, I've found a tiny spider, it's got little legs!'. Children notice changes around them, such as the difference between wet weather and sunny weather, and they talk about how the sunshine has made the outside play area dry again after the rain. They are interested in the changing seasons and proudly show their evidence of autumn in the conkers and dried leaves they find.

Opportunities for children's creative development is satisfactory. They have access to resources, although these are not always presented well enough for them to be interested, such as with the continuous provision of sand and water. Children enjoy experimenting with play dough and they enjoy the fragrance that has been mixed with the ingredients. Children are enthusiastic about creative play, such as making a collage with autumn leaves, and they are proud of their achievements. Children are particularly interested in role play and this is well supported by staff who join in to enhance their play and imaginations. For example, they enjoy taking an imaginary boat ride to the seaside and playing on the beach, followed by a trip to a fast food restaurant.

Children are aware of their own physical needs, such as for drinks, food or sleep. They show control when fastening coats and some children can manage zips and buttons. Children experiment with different ways of moving when playing outdoors, and they show good control and coordination when riding wheeled toys or moving footballs.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. Children are beginning to understand about the needs of others and equality of opportunity is

satisfactorily promoted through the use of some toys and equipment which reflect positive images. Different festivals are acknowledged through planned activities throughout the year. The setting welcomes and has support systems in place for children with disabilities and learning difficulties although there are currently none on roll.

Children behave well in response to realistic expectations from staff. They play well in groups and are learning to share and take turns. Practitioners give plenty of praise and encouragement to reinforce good behaviour. Practitioners are sensitive to children's needs and they ensure children receive appropriate levels of individual attention.

The partnership with parents and carers is satisfactory. Parents are happy with the standard of service provided and activities are displayed on the notice board along with newsletters to keep them informed of what is happening in the setting. However, there is limited information about the curriculum for those in receipt of nursery education funding and no formal system for sharing children's progress with parents.

Organisation

The organisation is satisfactory.

The quality of leadership and management of the nursery education is satisfactory. Staff are suitably qualified and experienced although there is currently no named deputy to take charge in the absence of the manager. The staff work well within their small team to meet the needs of all the children and there is good communication to support the running of the nursery. Children access play areas and resources sufficiently well to meet their needs and they are encouraged to be independent in the daily routine. Children are grouped according to their age and stage of development and where appropriate younger children join the older children, such as for mealtimes. Staff to child ratios are maintained well and staff have a clear understanding of their role in caring for children.

The setting seeks parents' views on aspects of their children's care, such as the quality of the meals. However, there is no formal system for management to assess strengths and weaknesses of the nursery provision. The nursery works well with the local authority advisory teacher to bring about improvements in the quality of care and education.

Most documentation is in place and securely filed although there is no system for recording visitors to the nursery. Policies and procedures are in place but do not illustrate current practice as many are out of date.

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 of care the provider was asked to improve some aspects of

documentation including the child protection policy. Some documentation has been improved, although the child protection policy has not been changed. The provider was asked to revise how children are grouped for special activities. Children are grouped according to their developmental needs within all activities during the nursery day.

The inspection of nursery education identified five key issues for the setting to improve. These were in relation to planning, presentation and effectiveness of free play, opportunities for children to develop their writing skills, staff's ability to challenge children's thinking, challenges set for older and more able children and the frequency of children's assessments. Some of these issues have been addressed satisfactorily although the recording of children's assessments is still not carried out frequently enough to identify their progress and future learning needs.

Complaints since the last inspection

Since April 2004 there has been one complaint relating to National Standard 1 (Suitable person) and Standard 11 (Behaviour). These concerns were discussed with the provider who provided a full report. Ofsted is satisfied that the provision is complying with the national standards. 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.

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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 at least one member of staff with a current first aid certificate is on the premises at all times
- ensure the policy and procedure for child protection accurately reflects the Local Safeguarding Children Board's procedures and includes what to do about allegations about members of staff. Develop staff's knowledge and

understanding of child protection issues and the procedures to follow in the event of a concern

- ensure fire evacuation is regularly practised and recorded
- ensure there is a named deputy who is able to take charge in the absence of the manager
- keep an accurate record of all visitors to the nursery
- review the policies and procedures of the nursery to ensure they reflect current practice and make sure all staff are aware of these.

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):

- ensure that assessment records give a clear picture of children's progress across the six areas of learning and devise a system for sharing this progress with parents
- improve staff's knowledge and understanding of the Foundation Stage and the stepping stones to children's learning
- devise a system for monitoring and evaluating the effectiveness of the education provision to ensure strengths and areas for improvement are identified.

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