



South View Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY216906
Inspection date	24 July 2006
Inspector	Karen Ann Byfleet
Setting Address	Southview Day Nursery, 26 Derby Street, Glossop, Derbyshire, SK13 8LP
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Registered person	Debbie Louise Gough
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?

Southview Day Nursery and Out of School Club was registered in 2002. It operates from a large two storey detached building close to Glossop town centre and is one of two settings owned by the proprietors.

A maximum of 140 children under the age of eight years may attend the nursery at any one time. There are currently 143 children under the age of eight years on the roll. Of these 21 children receive funding for nursery education. Children attend for a

variety of sessions. The provision is open each weekday from 07:30 to 18:30 except for Bank Holidays.

Nineteen staff are employed to work directly with the children. Of these, six hold relevant level three qualifications, one is working towards a level two and the remainder of the staff are qualified to level NVQ level two. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted through the effective procedures carried out by the staff. Children are developing their independence through hand washing routines and have a significant understanding of other health issues such as, applying sun creams and sun hats before going outside. Older children are independent in wiping their faces after lunch with individual face cloths and staff assist the toddlers and babies with this task, developing their understanding and independence. Nappy changing procedures are consistent as staff wear disposable gloves for each change and wipe down the changing mat after each use, preventing any cross-infection. All children are given effective care after any accidents as staff hold relevant first aid certificates and ensure accidents are recorded appropriately and that parents are informed. A comprehensive sick children's policy and an effective procedure for the administration of any medication ensures children's health is further maintained.

Children enjoy a balanced and nutritious diet as they are provided with a healthy menu of fresh fruit and vegetables, meat and fish. A cook is employed who holds a relevant food hygiene certificate. She plans a four weekly rolling menu and ensures the kitchen area is clean and well maintained for preparation of food through risk assessments of the equipment. For example, fridge and freezer temperatures are recorded daily to ensure food is stored correctly. Staff gather all dietary information from parents to ensure they are able to provide foods which meet with children's individual requirements and a list is displayed within the kitchen area for reference by the cook. Regular drinks of fresh water are provided throughout the day both at children's requests and at snack and meal times. Older children are able to help themselves from a jug which is placed within their reach.

Children are able to participate in a good range physical activities which enhance their development. They have access to an enclosed outdoor play space where they play ball games and use a range of large equipment for climbing, balancing and developing their hand-eye co-ordination. Indoors children enjoy the soft play area where they climb and play in the large ball pool.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, warm, welcoming environment. Staff ensure

children have access to suitable, safe toys and equipment, as they carry out thorough daily risk assessments. Children's safety is further maintained through the emergency evacuation drills which they practise regularly, ensuring they develop a good understanding of staying safe. Space is well organised, enabling children to move around in comfort and safety. During very hot weather the children in the upstairs toddler room are moved downstairs where the room is cooler, maintaining their well-being. Good security of the premises ensures staff are alerted to visitors by the door bell and all visitors are required to sign in and out of the building, safeguarding children.

Most staff are able to demonstrate a good understanding of child protection. Most know and understand the setting's policy and how to implement it. However, not all staff have this understanding or have attended training in this area. Management are aware of the Local Safeguarding Children Board procedures, ensuring children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children throughout the nursery form good positive relationships with the staff. They are happy and settled within the environment, seeking out their friends. Staff working with the babies and toddlers plan a good range of worthwhile activities, and use the 'Birth to three matters' framework well to enhance their planning and provide stimulating activities. For example, babies enjoy musical toys, mirrors and play mats which stimulate their senses. Through activities such as, story reading and singing, toddlers are beginning to understand the concept of sitting and listening for short periods of time. Simple mathematical ideas are delivered well by staff as they introduce number and colour activities. For example, staff talk to the toddlers about how many cars are parked in the garage and the different colours of the cars. They show curiosity as they play with programmable toys such as, a toy camera. A key worker system is in place and assessments of babies' and toddler's development records are maintained and used to inform future planning, ensuring progress is monitored. Daily diaries are completed by staff and inform parents of what the babies and toddlers have enjoyed doing.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. They form good relationships with their peers and the adults caring for them. They engage in a broad range of activities and are independent in their choices, freely selecting equipment for themselves and taking responsibility for their personal care. Children have good access to a range of books which they enjoy reading alone and together in a group at story time. Older children are able to recognise and write their own names. They find their name card on arrival and place it in the self registration box. However, all the cards contain children's first and second names and some of the younger children are confused by both names on the cards as they can only recognise their first name at this time. Children's contributions are valued by staff. Boxes of resources are easily available for children

to access and change as they wish, these have been labelled by the children using their pictures of the contents and staff have included the wording. Children display their work on the wall on a display board which is placed at their level, giving children a sense of achievement and pride. Children's access to appropriate writing materials is limited as the few pencils and crayons that are available are broken and there are few colours for the children to choose from. Planning provides children with opportunities for them to practise writing for a purpose in order to enhance their play and learning. For example within the role play area where they are playing hospitals, the play is developed by the children themselves over a week and they are able to decide what resources they require such as, paper and pencils to use as notebooks, prescription pads or appointment books. Through a variety of activities, children use and understand a good range of mathematical concepts. For example they use play money in 'the shop' to purchase items, and in sand and water play they are developing a good understanding of volume and capacity. They count with confidence and are able to match, compare and sort sizes and shapes.

Children use their imagination well in the role play area, acting out familiar roles. Through their use of a good variety of materials and mediums, children are able to express their creativity. In activities such as 'junk' modelling and construction they join materials to represent other objects. However they are limited in other areas as all paints are ready mixed and staff provide few opportunities for children to explore and experiment by mixing their own colours. For example, in a string painting activity, staff prepare all the resources and ask children not to mix up the paints. Children ask for purple paint and they tell staff that they could do it by mixing blue and red. Children have independent access to a computer, although this is currently broken and waiting to be repaired. Through planned topics, children are developing their knowledge and understanding of the wider world as they look at different cultures and celebrations. Children use a range of small tools with confidence and agility for example, they use scissors for cutting bandages in their role play and guide paint covered string over the paper in their creative activity.

The staff team are newly formed and have reasonable knowledge and understanding of the early learning goals. All are involved in the planning of varied activities for the children using the stepping stones. However, planning does not clearly identify the learning objectives for the focussed activities or include any differentiation. Assessment of children's progress does not identify the stage which children are at in their learning and what they need to learn next. Staff engage in children's play and activities, talking to them and asking appropriate questions. They offer praise and encouragement for their efforts and achievements and speak to the children in a calm manner.

Helping children make a positive contribution

The provision is good.

Children are well behaved and staff have a good policy in place which they all understand and implement with consistency, ensuring all children are treated equally. Children have equal access to the full range of age-appropriate toys and resources and are able to make independent choices.

Children are developing a sound understanding of the wider world as they learn about different cultural celebrations and talk about countries around the world. An effective special needs policy is in place. Staff have a good understanding of how to seek advice and support from other professionals with regard to the care of any children with special needs or those who have English as an additional language.

The partnership with parents and carers is good. They receive written and verbal information which provides them with relevant information about the setting and their children's progress. Appropriate communication between staff and parents support children's learning in both the setting and home. Parents are kept up to date with their children's progress on a daily basis. The setting has a good complaints procedure in place. Any concerns or complaints they may receive from parents are adequately dealt with and recorded to ensure children continue to be cared for in line with parental wishes. Positive comments from parents are received about the friendly, approachable, professional staff and how they are kept informed of their children's day in the nursery.

Children's spiritual, moral, social and cultural development is fostered. They are well behaved and respond well to the consistent expectations of the staff. Children are respected and treated as individuals, they are welcomed and valued. They are confident within the setting and show a sense of belonging to a wider group. Children show respect for others by listening to what others have to say and they share and take turns in group activities. Through planned topics, children have many opportunities to explore and gain awareness of different cultures and beliefs. Staff have ongoing discussions with parents and use information sheets completed by parents to ensure children's individual needs are met.

Organisation

The organisation is good.

Children are relaxed and happy within the organised environment. Staff have a good understanding of the provision's policies and they share information with parents regularly. However, although all documentation is in place and children are well cared for, daily registers of attendance in each of the rooms does not contain children's times of arrival or departure as this information is contained separately in the main register.

The leadership and management of nursery education is good. The management and staff recognise the provision's strengths and weaknesses and show commitment to addressing these areas for improvement to ensure children's progress continues. All staff are fully committed to ensuring children's needs are met and staff hold monthly meetings to discuss any issues and training. Equality of opportunity is promoted, ensuring all children are making good progress. All staff communicate well with parents and seek guidance and assistance from other professionals when required. Staff working in the setting are vetted to ensure children are cared for by adults who are suitable to do so. Until all checks are clear, staff are not left alone with children, ensuring their safety and well-being is promoted. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection a recommendation was raised with regard to staff's knowledge and understanding of the setting's policy on students on placement. Management have revised this policy and through staff meetings have ensured staff are fully aware of it and how to implement it to ensure children's safety. Students are not left alone with children and do not undertake procedures such as nappy changing or toileting of children.

The last education inspection had two key issues raised. Staff working with the funded education children are a newly formed team and along with management they are committed to ensuring they continue to develop their knowledge and application of the 'Foundation Stage'. Management intend to continue with the improvements by closer monitoring to ensure children continue to be provided with appropriate challenges and that their individual needs continue to be met. A more regular inclusion of all aspects of mathematics and literacy into the programme is now carried out. However, children continue to have little access to activities which allow them to practise writing for a purpose.

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 all staff are fully aware of child protection procedures and have up to date training
- ensure registers in nursery rooms are completed with children's times of

arrival and departure.

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):

- develop staff understanding of how to develop children's learning with appropriate challenges in the use of activities planned and provided
- ensure staff fully understand how to record assessments of children's learning and use these to inform future planning with appropriate learning objectives

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