

# Forest Hall Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	310208
<b>Inspection date</b>	24 April 2007
<b>Inspector</b>	Ann Marie Lefevre
<b>Setting Address</b>	Springfield Park, Forest Hall, Newcastle upon Tyne, NE12 9AG
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<b>Registered person</b>	Northumbrian Trust Day Nurseries LTD
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Forest Hall Day Nursery has been registered since 1992. It is one of four private nurseries owned by Northumbrian Trust Day Nurseries. The setting is approved to care for a maximum of 79 children at any one time. The children are aged from three months to under five years. Children who have learning difficulties and / or disabilities are supported in the nursery. There are a small number of children attending for whom English is an additional language. There are currently 65 children on the roll. The nursery is open weekdays from 07.30 until 18.00 for 52 weeks of the year. Full and part-time places are available. The nursery participates in the Foundation Stage of Learning and there is provision for funded three and four year old children to attend.

Childcare is provided within purpose built premises which are located in North Tyneside in the Forest Hall area of Newcastle. The nursery serves the immediate and surrounding areas. Children are accommodated in four playrooms which include facilities for refreshments and naps. One playroom has an adjacent sleeping room for babies and toddlers. There are toilets and nappy changing facilities which are easily accessed from the playrooms. There is a staff office, staff

room and toilets, laundry and fully equipped kitchen. The premises are set in extensive grounds and designated outdoor activity areas are available for fully supervised activities.

Overall responsibility for the nursery lies with the company director/proprietor. There is a senior/area manager, nursery principal/manager, two assistant principals/managers, a senior nursery officer and 10 other care staff members. All staff are suitably qualified and experienced. There is also a cook and a domestic employed in the nursery. There are links with the school. The group benefits from link teacher support and input from an early years adviser. The nursery gained the 'Investors in People' award in 2002

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children have many positive opportunities to learn about the importance of health and hygiene in their daily routines and activities. They are encouraged to take age appropriate responsibility in relation to hygiene and wash their hands carefully before handling food and after messy play or going to the toilet. Liquid soap and clean towels are available in the washrooms which helps to prevent cross infection. They gain awareness of keeping their bodies clean and healthy in ongoing discussions with staff. Children also learn about general health and dental hygiene. Little tykes and early years children are able to clean their teeth after lunch in accordance with their parent's wishes. Boxes of tissues are easily accessible in each playroom so children may help themselves. Children learn about keeping their play areas tidy because staff act as very good role models.

Children's health requirements and needs are identified and well met through a range of detailed recording systems and effective policies. These are very well maintained and ensure that parents and staff members are kept informed about any health issues. Accidents are clearly recorded and staff ensure that any recurring accidents are well monitored and addressed. The medication recording system is effective and shows respect for confidentiality. All staff members have completed appropriate first aid and food hygiene training. There are well stocked first aid kits in each playroom and in the main kitchen which are formally checked and replenished when necessary. In addition, effective provision is made for outings. Staff are keen to ensure that children benefit from being cared for in a really clean and healthy environment.

Younger children and babies are sensitively and well cared for during nappy changing, sleep and feeding routines. Staff wear disposable gloves for each nappy change and ensure that nappy changing mats are thoroughly cleaned after use. Babies and toddlers enjoy naps in the designated sleeping room and are checked regularly by staff. There is a comfortable area with cushions in the playroom for two year olds and they are able to relax and take naps when feeling tired. Babies are well supported when having bottle feeds as they are gently held by staff. Toddlers benefit from joining other children and staff appropriately seated for meals which are seen as social events. Staff complete charts in relation to nappy changing, naps, and feeds as well as activities and they give detailed verbal feedback to parents carers at the end of each day.

Children benefit from the healthy eating policy in the setting. Children enjoy freshly prepared meals and the nursery kitchen follows the CHOMP programme which includes lots of fruit and vegetables. Children enjoy food, such as fresh fruit and raw vegetables at snack time. The provision of breakfast, lunch and tea time meals ensure that children have a balanced diet

throughout the day. Staff ensure that any special dietary needs are adhered to; they work closely with parents and obtain detailed information about the children to make sure that they have the necessary nutritional balance for positive growth. Children have regular drinks with their food, for example, of milk or water. In addition, jugs of water and glasses are available in each room so that children may help themselves.

Children develop their physical and emotional well-being as they participate in many stimulating activities and projects which exercise their bodies as well as develop their thinking skills. They are confident as they use the wide range of large and small play equipment in the setting. Children benefit from being outdoors in the fresh air as they use the well equipped outdoor play areas for planned activities or just running around and having fun. In addition, children do lots of exciting, energetic physical activities in the playroom as they enthusiastically join in movement, songs and rhymes to help them with their learning as well as exercising their bodies. Children benefit from going to places of interest in the community, for example, visiting a country park where they talk about the things they see and bring back items for craft activities. Children also develop emotionally as they build extremely positive relationships and socialise with other children and adults.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The premises are very comfortable and welcoming and the playrooms are really well organised for children to use safely. Children access the designated childcare areas with effective, close, age-appropriate supervision and support from the staff. They are encouraged to be aware of safety, both inside and outside the setting, in daily routines and activities. Staff ensure the premises are safe and secure so that children are protected. Many safety measures have been taken, for example there is a secure entry system to the building including CCTV, however, the door fastening does not always fully engage. Heaters are securely guarded, there are finger-safe-strips to each door in the childcare areas and electric sockets are out of child reach. The internal doors are kept closed in line with fire regulations, however, a couple of the door springs are strong and the doors close quickly which could potentially result in fingers getting caught.

The children learn about keeping safe in practical ways, for example, being careful when using equipment in the setting. Children are closely supervised in the outdoor play areas where they can enjoy lots of energetic activities. There is a high fence and the entrance gate has a high latch and a notice to keep the gate closed. Parents gain access through this gate so there is a potential for the latch to not fully close and staff are considering further measures to ensure additional security. Children also learn about road safety as staff prepare them for outings and gain practical experience of keeping safe during their outings in the community.

Staff take measures to ensure that children do not gain access to hazardous areas or materials. Formal risk assessments are undertaken in the setting each session to make sure the premises and grounds are kept safe for the children. Fire exit signs and appropriate fire fighting equipment are in place, and fire drills are undertaken on a regular basis. Staff are vigilant and take steps to ensure that play resources, equipment and furniture are maintained in a safe and clean condition for the children attending; all items are checked frequently. Staff ensure that the toys and activities comply with safety standards and are appropriate for the age and stage of development of each child.

Children are very well protected as there is carefully planned and maintained documentation in relation to child safety in the setting. Recording systems are used in conjunction with written parental consents to ensure consistency of care for each child. Children are also protected as staff continue to develop their awareness, knowledge and skills by participating in training, including child protection. There is a child protection policy and procedure in place. Although staff have had no concerns to date in relation to child protection issues arising in the setting, they have a clear understanding of what to be aware of, who to contact and what to record.

### **Helping children achieve well and enjoy what they do**

The provision is good.

All children thrive and progress well as they participate in a wealth of activities and projects that introduce new learning experiences as well as develop their existing skills. Babies, toddlers and two year olds are very well supported and enjoy activities in keeping with their ages and stage of development. Children explore and use their imaginations in many enjoyable and educational ways as they are sensitively guided and encouraged by the staff members. They are fully supported in the setting allowing them to settle and benefit from the staff's affectionate and calm approach to their care and learning. Staff have a sound awareness of the 'Birth to three matters' framework and this is reflected in the actual care of all the children who attend. Children build extremely positive relationships with staff who respond skilfully to the age range of the children attending and their individual needs. Younger children are enthusiastic as they learn through the many play opportunities which are available throughout each day. They enjoy activities, such as creating lovely artwork, completing puzzles, participating in games of pretend and joining in exciting story time. They also form positive relationships with their peers as they develop their growing sense of independence.

### **Nursery Education**

The quality of teaching and learning is good. Staff demonstrate a clear understanding of the Foundation Stage of learning. There is effective planning in place which is used well in the setting. Staff use many effective teaching methods and tools, for example, in their organisation of the play areas to fully reflect the six areas of learning and in the consistent use of upper and lower case letters for labelling, They provide exciting wall display, posters and display a varied selection of children's work. Play resources are used skilfully to provide many learning and life experiences, however, learning experiences are not always further extended to provide practical experience in activities and routines, such as snack time. There are planned and incidental education opportunities occurring throughout each day. Staff carefully monitor the children as they participate in activities and make notes of what the children are doing; this informs future planning and practice.

Children freely access many stimulating activities and projects which enhance their existing skills and help them to learn new ones. These are organised to allow for flexibility and spontaneity, which enables each child to choose what they want to do and introduce their own ideas. Children are very enthusiastic in their use of the play areas which allows them to develop in fun and exciting ways. They confidently use the play resources with staff and their peers. They enjoy engaging in discussions and working well in large and small groups or having space to focus on individual tasks.

Children build confidence in relating to their peers and adults as they are encouraged to take a very active role in the group. They express their ideas and thoughts and communicate well. They become familiar with the written and spoken word in many ways and listen attentively to

guidance from adults. Children practice mark making and develop their formative writing skills using a variety of tools and media. They enjoy story time and take a very active role in discussions.

Children learn about numbers and simple mathematical concepts as they are incorporated in a variety of activities. They develop their number recognition and counting skills while learning about simple addition and subtraction using a range of resources. They learn to identify shapes and patterns as well as gain an awareness of concepts relating to dimension. Creative development features highly in the setting as children engage in lots of music, movement and rhymes as well as in many varied art and craft projects.

Children benefit from the positive community spirit in setting as well as building an awareness of the wider world and different cultures. They develop their knowledge and understanding of the natural world as they learn about animals and growing things. There are practical experiences as they participate in planting and tending plants. Children have some opportunities to learn about modern technology and equipment. They confidently use the computer mouse to navigate the screens in learning programmes and gain an insight into how a printer is used. However, computer time is limited and there are few opportunities for children to gain experience of modern technology.

Staff are skilled at using clear and simple language and effective guidance which enables the children to learn and progress. They have a clear understanding of how children gain independence. They help children consolidate what they have learnt and extend their awareness. Staff ensure that the setting is well organised with resources which allow the children to have effective learning experiences as well as lots of fun. There is a balanced range of activities and designated play areas reinforce children's understanding and knowledge. Children receive age appropriate levels of challenge without undue pressure being put upon them.

Staff prepare very well for each day and ensure that all necessary materials and equipment are in place both for the planned activities and additional free-play. Staff are sensitive to the differing needs of each child. There is a close partnership between staff, parents and the school to ensure that each child really benefits from their placement in this setting.

### **Helping children make a positive contribution**

The provision is good.

Children benefit from the staff's very positive attitude towards equal opportunities and respecting individual and differing needs. There are opportunities for children to develop their awareness of local and wider communities. Children experience celebrations and festivals, such as learning about the nativity at Christmas and joining in Easter events. They also learn about less familiar religious and cultural celebrations, for example, enjoying making lanterns in relation to the Chinese New Year, creating colourful artwork to reflect the Hindu Holi festival and making musical instruments to reflect the Jewish spring festival of Purim. There is a wealth of resources in the setting which reflect differing backgrounds and abilities. Stereotyping is discouraged and all children have the opportunity to participate in age appropriate activities according to their stages of development.

Children learn about sharing and valuing others from the role models provided by the staff. Staff gently and sensitively support, praise and encourage all children in their daily routines and activities which helps them to develop their self-esteem, confidence and sense of belonging. The children are very polite and well behaved. They are very happy and relaxed in the group

and they respond well to the clear guidance from the staff. Children freely make choices in their play and daily routines and are confident as they select playthings and participate in activities. Staff are adept at encouraging children to share their opinions and take a very active role in the group. All children are clearly valued by the staff, who have a sound knowledge of the children to ensure there is consistency and continuity so that each child can thrive and progress effectively. There are strong links with the local school and the nursery receives teacher support.

The partnership with parents and carers is good. Parents participate in the exchange of information necessary for their child's care. They are kept very well informed about daily issues and are aware of planning and topics for activities. There is an attractive website with information about the children's care and learning. Children's development files are available for parents to see how their children are progressing. Parent evenings occur at two points each year. Many lovely examples of the children's work are displayed in the setting and children take lots of their art and other craft projects home to show what they have achieved. Parents are very positive in their comments about how their children are progressing and are very happy with the care provided in the setting.

The setting fosters children's spiritual, moral, social and cultural development.

### **Organisation**

The organisation is good.

Leadership and management is good and ensures that smooth, consistent practice is in place for the benefit of all the children and their parents and carers. Staff are very professional, caring and dedicated in their approach to their work in the daily care and education of the children. This is reflected in all aspects in the setting; in the well organised child care areas, in the many safety measures taken and in the range of high quality resources, activities and equipment provided which help children learn and develop effectively. Clearly defined and sensitive daily routines enable children to settle well and feel secure.

Informative files, notice boards and many other excellent means are available to enlighten staff and parents. A wide range of policies and procedures such as child protection, behaviour management and equal opportunities are used to inform practice and protect the children. There are detailed recording systems in place including individual child records. Staff continue to update and develop these for the benefit of children attending, their parents and for the staff team. There are clear procedures to record child, staff and visitor attendance.

Children clearly benefit from the care provided and from the staff's positive attitude towards their own training and personal development. Staff members have completed a range of relevant training relating to the health, welfare, safety and educational needs of the children. They continue to look at further development to enhance their existing good practice.

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

### **Improvements since the last inspection**

There were two recommendations imposed at the last care inspection relating to providing outdoor toys that offer sufficient challenge for older children, and the organisation of sleeping arrangements for the two year olds to avoid disturbance. These have been met as there is a

wealth of outdoor toys and equipment available for the children, and sleeping arrangements allow children to have comfortable and undisturbed naps.

There was one recommendation imposed at the last education inspection relating to greater opportunities being developed for children to explore their natural environment by extending outdoor activities. This has been met as children now have many opportunities to participate in activities which develop their awareness of the natural world.

### **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 the 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):

- ensure that the security systems to the nursery entrance door and the entrance gate to the grounds are effective so children do not leave without supervision. Ensure that the springs to the internal doors, accessible to children, are not too vigorous, but continue to comply with fire safety regulations.

#### **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 opportunities for children to consolidate learning and gain new skills in practical ways during nursery routines
- further develop opportunities for children to gain an understanding of modern technology.

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](http://www.ofsted.gov.uk)