

Castle View Private Day Nursery

Inspection report for early years provision

Unique Reference Number	314076
Inspection date	26 April 2007
Inspector	Eileen Rochford

Setting Address	Blind Lane, Chester le Street, Durham, DH3 4AF
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Telephone number	0191 3881118
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Registered person	Kathleen Healer
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Type of inspection	Integrated
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Type of care	Full day care
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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?

Castle View Nursery has been registered since 1997. It operates from seven rooms within a modernised building. The groups serves children from the local community and surrounding areas. There are currently 194 children on the roll up to four years eleven months of age, of these 68 children receive funding for nursery education. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities (LDD) and children who have English as an additional language.

The nursery is open from 07.30 to 18.00 fifty two weeks of the year.

There are thirty three members of staff work with the children. Twenty eight hold a relevant early years qualification to NVQ level two or three. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because of the good interaction with staff and the positive role models that they provide. Older children are becoming increasingly independent in their personal care, for instance when accessing the toilet with and without staff support. Understanding of hygiene is developed and for example, children wash their hands after toileting and before meals. However arrangements for this are not fully in place at snack time. There is very good provision in place for nappy changing. Staff wear aprons and gloves and they sterilise the changing areas after use. The procedures for nappy changing are displayed in all appropriate areas and ensures consistency and the prevention of cross infection. A wide range of documentation is in place to support children's welfare. For example, medication and accidents are recorded in the appropriate manner and a sick child policy is fully implemented within the setting. Parents are happy and confident with how these procedures are implemented.

Children are offered a varied and balanced diet. Menus are changed depending on the weather and there are winter and summer menus that are clearly displayed at various points throughout the nursery. Meals are served to children in a social setting that encourages them to develop social skills. Younger children's meals are served in their rooms and older children use the dining room. Nursery staff are alert to the effects of the allergies. The details of children with food allergies are known to all the staff and they know what to do in an emergency. Children are offered a choice of milk or water with snacks and are able to access water throughout the day. Staff monitor and record fluid intakes of younger children.

Children enjoy a wide range of physical activities indoors and outdoors, including a range of bikes, hoops and balls. They develop confidence in their physical skills as they use the equipment, as they move and negotiate space and as they manoeuvre bikes around the play area. Children discuss the physical activities available and make their preferred choice, supported by staff. Older children are beginning to understand the effect of the sun. For example, children ask for sun hats and understand the importance of wearing these.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe, warm and welcoming environment which is very effectively organised with well defined areas for play, for all ages of children. The premises are made welcoming with attractive displays of children's work, giving them ownership of the environment. There is a clear and well organised plan of maintenance in place. For example, there is a re-decoration programme and carpets and soft furnishings are regularly professionally cleaned. Equipment within the setting meets the needs of the range of children attending. For example, there is large comfortable furniture and furnishing for younger children within the baby areas, with smaller furniture within the areas used by children up to school age. Children enthusiastically select their own toys and equipment from clearly labelled boxes which are stored at children's level. This encourages children to develop their independence. Staff promote children's understanding of their environment through outings within the local community and through visitors to the group.

All safety issues are addressed and there are very good procedures in place to ensure children are safeguarded at all times. For example, risk assessments are undertaken prior to outings and

staff are effectively deployed to monitor children's safety at all times. Routines develop children's understanding regarding their own safety, for example they understand the importance of moving safely around the building, particularly when using the stairs. Children talk about walking slowly and using the hand rail. Older children are concerned about other children and will help them use the stairs when required. Older children are aware of road and bike safety and staff ensure that cycle helmets are worn when riding bikes, which raises children's awareness of safety.

Children are well protected from possible abuse or neglect. There is a detailed policy in place, which clearly details procedures in the event of allegations against staff. Staff have attended child protection training and show a good understanding of the procedure to follow should they have any concerns. They are clear about the signs and symptoms to look out for and the records they must keep.

Helping children achieve well and enjoy what they do

The provision is good.

All children enjoy their time in the group. They are settled, happy and confident because staff are welcoming and give them lots of attention. They benefit from very sound relationships with staff and their peers which increases their sense of trust. They are confident communicators using a variety of methods, both verbally and through body language. Children happily play together throughout the setting, sharing and taking turns. Throughout the nursery staff are implementing the 'Birth to three' matters framework with younger children. Staff have a very sound understanding of planning for the various ages ranges.

The rich stimulating environment provided within the group allows children to experience a wealth of activities and so develop a breadth of skills. Space within areas for younger and older children are very well organised, taking into consideration the needs of all children. Staff provide a range of activities for younger children which make full use of their senses. Staff make good use of both the indoor and outdoor areas and ensure that within the day all children have the opportunity for outdoor play, or for younger children to have some time outdoors. Children are able to move freely between all activities in the room, which are appropriate to their needs. Children within the two - three year room, have an exceptional interest in books and stories. They ask staff to read stories throughout the day, and are aware of when these have been abbreviated, being able to re tell favourite stories to other children. Children freely access resources from storage areas which are at the child's level. For example, children collect additional cars and trains for the train track.

Nursery Education

The quality of teaching and learning is good. Staff have a very sound knowledge of the early learning goals and ensure through detailed planning that children are able to experience a wide range of activities. All areas of learning are covered. However, although activities are available which provide challenges for older and more able children, these are not formally planned, and are not included on planning sheets.

Staff record children's progress over time. Observations are used to help staff assess what children can do. These are very effectively used to inform planning and ensure children are sufficiently challenged in their learning. Staff ensure that, at all times, the needs of the children are paramount. They quietly, calmly and confidently rearrange activities at children's request, at all times taking the lead from the children within the group.

Children work very well together, they develop a very sound understanding of their peers, form friendships and play confidently in small groups. Children have developed an understanding of other's feelings, and ensure children who are less able are supported. Children show a sense of belonging. Their behaviour is exceptionally good with children developing a sound understanding of right and wrong. Staff within the group are positive role models; they manage behaviour with a positive approach, and deal with any situations as they arise, in a calm and consistent manner. Children are learning about the consequences of actions and behaviour is good.

Within the nursery environment children are skilful communicators. They use a range of methods to communicate with staff and children. Children are confident in their speaking and listening skills; they initiate favourite songs in front of whole groups at circle time and listen to each other. However, the times when the whole group sit together are poorly organised and lack planning, therefore older children become restless and lose interest, which distracts others and limits the learning for all.

A well resourced book corner helps children develop pre-reading skills and understand that print carries meaning. Staff have introduced books in various languages to support children with English as an additional language. Children are beginning to recognise their own name, and the names of others within the group and they are beginning to write these with staff support. Children practise their early writing skills in various activities, for example, in the car park they look at registrations of cars and they write these down. Children recognise that numbers and letters are the same on the front as the back of the car. Most children count to 10 and some beyond, for example, as they count the number of children present at snack time. Children have a very sound understanding of shapes within the environment and identify shapes well

Children develop a range of investigation skills through the rich environment available. For example they develop an understanding of floating and sinking through well-resourced and well-organised activities. They investigate how boats they have made float, and what the effect is when they blow through straws to create 'wind'. Technology is available throughout the setting and children use this with confidence and independently. For example. children are able to change computer programmes, and demonstrate very good mouse skills.

Helping children make a positive contribution

The provision is good.

Throughout the whole nursery children are highly valued as individuals. They develop a positive attitude to others and gain a very good understanding about the wider world and community through having access to a wide range of play resources which show positive images of culture, ethnicity, gender and disability. Staff have developed particular resources to support children with English as an additional language and for example liaise with parents to write signs and labels in Japanese. A range of festivals is celebrated, for example, Chinese new year, Divali, and the Blossom festival, as well as tasting foods from various countries.

The individual needs of all children who attend are met. The setting has effective arrangements to care for children with learning difficulties and disabilities. Children are fully integrated into the group in line with their inclusion policy. Staff ensure that their individual needs are met and staff liaise with appropriate professionals and parents. Children behave exceptionally well. Staff manage behaviour in a calm quiet manner, providing positive role models for all children. Children begin to understand right and wrong because staff use consistent boundaries, give

praise and use age appropriate methods to manage behaviour. Older children have drawn up and implement their "group rules" which are clearly displayed on the wall. Children talk about what is acceptable with reference to "their rules". Staff encourage older children to resolve their own differences, which helps them learn to take turns and share. Currently the behaviour management policy does not include a named person.

Staff have sound relationships with parents. Parents arrive at the nursery happy and relaxed and talk both formally and informally with all staff members. They are clear about their child's key worker and how information is shared with them. For younger children a diary system is in place, to ensure parents are aware of the day's events, such as feeds, sleeps and nappy changes. All information is displayed for parents throughout the setting, with policies and procedures available at any time. Parents are aware of how to complain and the procedures they would follow and a complaints book is in place. However, the complaints policy does not contain the current address of Ofsted.

Partnership with parents and carers is good. Children benefit from the very good relationships and informal contact between their parents and staff. Extensive information on a range of subjects including the Foundation Stage curriculum are available for parents. Staff have implemented an open evening prior to children beginning nursery education. This provides staff with the opportunity to explain to parents the early learning goals and the baseline assessment. This is extended through monthly newsletters, daily chats and detailed notice boards, which helps staff and parents work together and enables parents to become involved in their child's learning both at the group and at home. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

All areas within the nursery are very well organised. Comprehensive, detailed and effective recruitment and induction procedures are in place that are implemented by the manager and overseen by the registered person. These ensure that children are cared for by suitable staff who are appropriately vetted and qualified. Commitment to staff training and development, together with support from various agencies, has enabled practitioners to reflect on their practice. This in turn has informed and developed practice throughout the setting. Staff have received training on the 'Birth to three' matters framework, and Foundation Stage. This has had a positive impact on practice throughout the setting.

All the required documentation is well maintained and organised to ensure confidentiality. All records are stored on computer, and the nursery is registered under the data protection act. Staff and management are supported through the wide range of comprehensive policies and procedures that are fully implemented within the setting. These are regularly reviewed by staff at team meetings.

The quality of leadership and management is good. Management and staff are aware of their roles and responsibilities, which results in smooth running sessions. The manager continually seeks to improve the quality of the nursery education, through regular evaluation and monitoring of activities and planning. This allows areas to be identified for development as well as what is working well. Key staff involved in the delivery of the Foundation Stage have attended appropriate training and plan to attend further training. This has led to very good organisation of resources and planning of the curriculum. There is a strong commitment to on going training and professional development and staff work very well together as a team. As a result, the

children make good progress towards the early learning goals. 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 issues were raised relating to child protection policy and the procedures to be followed in the event of an allegation against a staff member, and to request written consent from parents regarding seeking emergency medical treatment. The child protection policy clearly identifies this procedure, which is freely available to parents. Written consent is now in place from all parents to seek emergency medical treatment.

Issues were raised within the nursery education sector relating to developing problem solving and increasing children's sense of place. Children are now problem solving in a variety of ways, through simple maths of addition and subtraction and through investigations of floating and sinking materials. Children have developed a sound understanding and sense of space, they move confidently and competently within the whole nursery environment and manoeuvre equipment with ease.

These improvements contribute to the positive outcomes for children at the setting.

Complaints since the last inspection

Since the last inspection 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. There are no complaints to report.

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):

- improve hygiene issues in relation to hand washing
- ensure the behaviour management policy is in line with the guidance to the National Standards for under 8's day care and childminding
- ensure the complaints policy accurately reflects the details of the regulator.

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):

- review the planning for group activities and ensure they are age-appropriate and maximise the learning opportunities for all the children involved
- ensure planning clearly identifies activities for older and more able children.

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