



## **Bolland Hall Day Nursery**

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 301758   |
| <b>Inspection date</b>         | 22 January 2007  |
| <b>Inspector</b>               | Ann Marie Lefevre  |
| <b>Setting Address</b>         | Bolland Hall, Bullers Green, Morpeth, Northumberland, NE61 1DF |
| <b>Telephone number</b>        | 01670 511977   |
| <b>E-mail</b>                  |  |
| <b>Registered person</b>       | Bolland Hall Day Nursery 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 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?

Bolland Hall Day Nursery has been registered since 1992. The setting is approved to care for a maximum of 30 children at any one time. The children may attend the nursery from the age of 12 months until five years. There are currently 45 children on the roll. The nursery is a registered provider of nursery education and follows the Curriculum guidance for the foundation stage. There are currently seven children, aged three and four years old, in receipt of funding.

The nursery serves the immediate and wider communities. It is open Monday to Friday, 08.30 to 17.30, all year round, except for bank holidays and the week between Christmas and New Year. The nursery provision is accommodated on the first floor of a two storey building which is in its own grounds. The building is located close to the centre of the town of Morpeth and close to local amenities. Childcare is provided in one large playroom which is divided into play

areas. There is also a sleep room. There is an office, a fully equipped kitchen, and toilet facilities for children and staff. An enclosed outdoor play area is adjacent to the premises.

Overall responsibility for the nursery lies with the proprietor who is also the care manager. There is a deputy manager and seven other regular members of staff who work with the children on a rota basis. The staff team are suitably qualified and experienced. Students have placements in the setting. The nursery receives support from an early years adviser and is a member of the National Day Nursery Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn about the importance of health and hygiene in some of their daily routines and receive guidance from the staff members. They are encouraged to take age-appropriate responsibility in relation to hygiene and washing their hands, for example, after messy play or after going to the toilet and also after lunch. However, they do not wash their hands before snacks and lunch. There are strategies in place to encourage children to gain awareness of keeping their bodies healthy, for example, as they dress suitably for the weather or do activities about dental health. Children are encouraged to help keep their play areas tidy in accordance with their age and stage of development. They respond well to a tidy up song prompt, to help put small toys away and give willing assistance.

Nappy changing and sleep routines are in place for the younger children. They are made comfortable and are well protected as they have naps in the designated sleep room. Sleeping children are checked on a regular basis. Younger children are given assistance at meal times, in keeping with their age and stage of development. Staff are affectionate and provide support during these routines.

Children's health requirements are highlighted in the recording systems and policies in relation to their needs. These are maintained to ensure that parents and staff members are kept fully informed about any health issues. Accidents are recorded and there is a medication recording system in place. Staff members have completed appropriate first aid and food hygiene training. There is a suitably stocked first aid kit which is checked and replenished when necessary, and provision is made for outings. Staff are keen to ensure that children benefit from being cared for in a clean and healthy environment.

Children benefit from the healthy eating policy in the setting. Parents are kept informed about the provision of meals for their children. There is a well equipped kitchen which means that hot and cold meals can be prepared on the premises. Children enjoy fresh fruit and biscuits during snack times. They have freshly cooked meals which may include pasta, broccoli, green beans and peas for lunch. In addition, children have some practical opportunities to learn about the many stages food goes through before it arrives on the table, for example, as they help to prepare vegetables for soup or make biscuits. Staff ensure that any special dietary needs are adhered to; they work closely with parents and obtain relevant information about the children to make sure that they have the necessary nutritional balance for positive growth. Information

about the children's dietary needs is displayed in the kitchen as an immediate reminder for staff. Children have regular drinks throughout the day and are provided with water or sugar/additive free juice.

Children develop their physical and emotional well-being. They participate in a range of activities which exercise their bodies as well as develop their thinking skills. Children have regular access to large and small play equipment in the setting and in the enclosed outdoor play area. They participate in energetic physical activities in the playrooms as they happily join in songs, music and rhyme activities to help them with their learning as well as exercising their bodies. They benefit from being outdoors and enjoy games, play ball, use sit-and-ride toys or just run around and have fun. They gain plenty of fresh air as they go for walks in the local area or visit a children's activity farm. Children also develop emotionally as they build positive relationships and have many opportunities to socialise with other children and adults.

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

The provision is satisfactory.

The premises are comfortable, welcoming and well organised for children to use safely. Children access the designated childcare areas freely with 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 premises, safety gates are in place to the three staircases and sockets are covered. However, a floorboard in the play room is loose and could potentially allow access to the hot pipes underneath.

Children learn about keeping safe in practical ways, for example, being careful when using play equipment. They also learn about road safety during walks and outdoor play. Staff take appropriate measures to ensure that children do not gain access to hazardous areas or materials. Visual risk assessments are undertaken in the setting, each session, to make sure the premises are kept safe for the children. Fire exit signs and appropriate fire fighting equipment are in place and fire drills are undertaken. Staff 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 also protected as staff continue to develop their awareness, knowledge and skills by participating in relevant training, including child protection. There is a child protection policy in place. Although staff have had no concerns to date in relation to child protection issues arising in the setting, there is 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 participate in many exciting activities and projects that introduce new learning experiences as well as develop their existing skills. Toddlers and older children benefit from the care and continuity as they progress through the nursery. They explore and use their imaginations in many fun and educational ways as they are guided and encouraged by the staff members. Children are well supported in the setting, allowing them to settle and benefit from the staff's affectionate and calm approach to their care and learning. Staff are aware of the 'Birth to three matters' framework and this is reflected in the actual care of the children. Children build positive relationships with staff who respond skilfully to their differing needs.

Younger children are able to participate fully as they are supported in activities which develop their coordination, promote cognitive development and enhance their formative social skills. They enthusiastically participate in art and craft projects, for example, as they enjoy painting sea life pictures or cut and paste to make aquariums out of cardboard boxes. They find out about different shapes, colours and textures as they use a variety of objects and materials during their play. Children happily participate in exciting music, movement and interactive games or relax with staff and look at a picture book. There is a wide age range in the children attending, however, staff members have a good overall knowledge and understanding of how children develop; this is clearly reflected in their practice.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children gain confidence in their abilities and build positive relationships while they interact with their peers and with staff. They participate in imaginative activities and are encouraged to take an active role in the group. Staff are skilled at using clear and simple language and guidance, which enables the children to learn and progress appropriately.

Staff have an awareness of the Foundation Stage of learning. Planning is in place and this is used as a guide for the activities, however, there is flexibility to allow for children's preferences. Staff use a range of teaching methods and tools, for example, the organisation of the play areas reflects the areas of learning, there are colourful wall displays of children's work and posters, there is consistent use of upper and lower case letters for labelling, and play resources are used to provide learning and life experiences. There are planned and incidental learning opportunities occurring throughout each session. However, there is no formal system in place to monitor and assess the children's progress and development in order to inform future planning and practice.

Children are able to explore and investigate in many stimulating projects which enhance their existing skills and provide new learning opportunities. 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 their imagination 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 groups, or

having space to focus on an individual task. However, there are missed opportunities to extend learning in practical ways, for example, during snack times.

Children build confidence as they relate to their peers and adults. They express their ideas and thoughts and communicate well. Children become familiar with written and spoken words in a variety of ways. They listen attentively to guidance from adults. Children practise 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 principles, and develop their number recognition and counting skills. They learn to identify shapes and patterns as well as concepts in relation to dimension. Creative development features highly in the setting as children engage in singing and rhyme activities as well as many art and craft projects.

Children benefit from the positive community spirit in their immediate home area and in the nursery setting, as well as building an awareness of the wider world and different cultures. Children develop their knowledge and understanding of the natural world as they learn about animals and other growing things, for example, they learn how to care for the nursery goldfish. Children have some opportunities to learn about modern technology and equipment. They may use the computer mouse to navigate the screens in learning programs, however, the use of the computer lacks focus as several children at a time group around the equipment. They use a digital camera to take photographs and are able to occupy themselves with play equipment, such as phones.

Staff ensure that the setting is organised with resources which allow the children to have learning experiences as well as lots of fun. There is a balanced range of activities in keeping with the six areas of learning, and designated play areas reinforce children's understanding and knowledge. Children receive some challenge, however, older children do not always have opportunities to progress further. Learning experiences are not always further extended to provide practical experience in activities and routines. Staff prepare well for the sessions and ensure that all necessary materials and equipment are in place both for the planned activities and additional free-play. There is a close partnership between staff and parents to ensure that each child benefits from their placement.

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

The provision is good.

Children really benefit from the staff's positive attitude towards equal opportunities and respecting individual and differing needs. There are many opportunities for children to develop their awareness of local and wider communities. Children experience celebrations and festivals, such as Christmas and Easter. They find out about the reason these celebrations take place as well as participating in relevant craft activities and song times. They also learn about other religious and cultural festivals, for example, they tried different types of food and listened to stories in relation to Diwali and Hannukah. There is a range of resources in the setting which reflect differing backgrounds and abilities, for example, musical instruments, books and playthings. 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 good role models provided by the staff. Staff sensitively support, praise and encourage all children in their daily routines and activities which help them to develop their self-esteem, confidence and sense of belonging. The children are very polite and well behaved. They are happy and relaxed in the group and respond well to guidance from the staff. Children freely make choices in their play and are confident as they select playthings and participate in activities. Staff are skilled at encouraging children to share their opinions and take an active role in the group. Children are clearly valued by the staff, who have a sound knowledge of the children and their families to ensure there is consistency and continuity, so that each child can thrive.

The partnership with parents and carers is satisfactory in relation to the provision of education. However, it is good in the overall care of the children. Parents participate fully in the exchange of information necessary for their child's daily care. They are kept well informed about daily issues and are aware of topics for activities. There is a detailed brochure to inform new parents about the setting. There are files in place with examples of the children's work. However, the files contain limited information in relation to the funded children, do not give a chronology of progress and are not actively shared with parents. Verbal communication between staff and parents in relation to the children's care and education is positive and parents receive feedback at the end of each session. Many examples of the children's work are displayed in the setting and children take much of their art and other projects home to show what they have achieved. Parents are very complimentary in their comments about how their children are cared for and are very happy with the nursery. They speak highly of the staff, how they are friendly and approachable and about the way their children are progressing in the setting.

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

## **Organisation**

The organisation is satisfactory.

Leadership and management are satisfactory and ensure that the staff team provides a childcare service which benefits the children and their parents and carers. The proprietor is also the care manager in the setting and she takes an active role in the overall management and planning for the care and education of the children attending. Staff are affectionate and supportive as they interact with the children. They are calm and focussed in their approach to their work. This is reflected in organisation of resources and childcare areas in the nursery, in the safety measures that have been taken and in the actual care and education of the children. Clearly defined daily routines enable children to settle well and feel secure.

Informative files, policies and procedures are available to enlighten staff and parents. Public liability insurance has been obtained, the register of child attendance is well maintained and the presence of visitors in the nursery is suitably documented. Although records are generally maintained as required, some lack clarity and the organisation does not always ensure confidentiality. Parents are informed verbally about food intake, nappy changing and sleep pattern issues. However, there is no permanent written record to inform staff so that they can monitor any ongoing changes or difficulties.

All staff are qualified and appropriately experienced. They have participated in a range of courses relating to the health, safety and care of children. There are strategies in place for staff to continue taking part in ongoing training to enhance their existing knowledge and skills.

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

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

There were three recommendations made at the last care inspection relating to improving the child protection information, the appropriate organisation of groups of children, and improving safety in the setting.

The recommendations have been met. The child protection policy documentation shows social services contact details, and procedures to be followed in the event of allegations of abused being made. Children are now grouped appropriately. Measures have been taken to ensure that the staff staircase is inaccessible and that rugs do not present a trip hazard.

There were three recommendations made at the last education inspection relating to the appropriate grouping of children and the effective deployment of staff, developing the programme for physical development, and providing regular opportunities for children to solve problems using simple calculating skills.

The recommendations have been met. Circle times are now shorter and there are some opportunities for children to participate in smaller group activities. There has been some staff training on physical education linked to the areas of learning and activities have been developed to include more gross and fine motor skills/movement. There are now more opportunities for children to participate in simple calculating activities.

### **Complaints since the last inspection**

Since 1 April 2004, a complaint was received in relation to National Standards 1, 8 and 11. A childcare inspector visited the provision. Actions were raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

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 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):

- ensure that children have opportunities to wash hands prior to handling food
- ensure that the loose floorboard in the play room is made safe
- improve recording systems to ensure that confidentiality is protected and that records are clear and easy to understand. Ensure that records are in place in relation to nappy changing, sleep patterns and food intake in relation to the younger children.

### **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 children have opportunities to extend and further develop their skills and knowledge in daily routines and activities
- develop the monitoring and assessment systems so that records clearly show how the children are progressing and use these to inform future planning and practice.

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)