



Waterloo House Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	303860
Inspection date	06 September 2006
Inspector	Helen Blackburn
Setting Address	3 West Parade, Halifax, West Yorkshire, HX1 2TE
Telephone number	01422 342999
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Registered person	Waterloo House Day Nursery Limited
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?

Waterloo House Day Nursery Limited is a managed by a company. The nursery registered in 1999 and operates from four rooms in a converted warehouse. It is situated close to the centre of Halifax. A maximum of 65 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure, enclosed, outdoor play area and indoor gym/soft play area.

There are currently 42 children aged from birth to under five years and one child over five years on roll. Of these, 11 children receive funding for early education. Children attend from the local catchment area. The nursery has procedures in place to support children with learning difficulties or disabilities and they support a number of children who speak English as an additional language.

The nursery employs 12 members of staff. Of these, 11 hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The environment for children is clean. Through appropriate hygiene procedures, such as regular cleaning routines the nursery maintains this. Staff take responsibility for cleaning and this includes them wiping food surfaces and cleaning toys and equipment. This contributes to minimising the risk of spreading infection and cross-contamination for children. The children's understanding of the importance of personal hygiene practices is good. Through practical activities, they know why they need to wash their hands and do so at appropriate times throughout the day. To support this understanding the younger children enjoy singing songs about keeping clean and older children take part in activities that talk about germs. Staff minimise the risk of infection to children by following appropriate hygiene practices. This includes the use of gloves when changing nappies and the use of clean bedding for each child.

The children's health and well-being needs are recognised and met appropriately. Children sleep and rest in line with their own routines and this provides continuity for them. Consideration to children's health ensures they are adequately cared for when they are ill. This includes recording appropriate information regarding any medicines given to children. To minimise the risk of infection to others, the nursery follows satisfactory procedures, this includes children remaining at home when they are ill.

The children access fresh air on a regular basis and take part in activities to promote their physical development. This supports the children in developing an understanding of the benefits of leading a healthy lifestyle and exercise. The children enjoy playing outdoors and in the indoor gym area. Both indoors and outdoors, children access a varied range of resources to encourage them to develop their physical skills. For instance, the children enjoy playing on slides, riding bikes, throwing and catching balls. Through regular music and movement activities, all children move their bodies in different ways, such as backwards, forwards, hopping and jumping. The education programme incorporates activities to raise the children's awareness of the effects of exercise. For instance, they talk about changes in breathing and sweating when they exercise. In addition, all children have the opportunity to access baby ballet sessions at the nursery.

Overall, the nursery understands the importance of promoting healthy eating to support children's growth and development. The children access a varied range of lunches that incorporate home-cooked meals, such as casseroles, chicken, pasta, fresh fruit and vegetables. However, afternoon tea is less varied and on some occasions, the nutritional balance of meals across all food groups is not fully considered to support children's health needs. For instance, on some days carbohydrates are prominent in most of the meals provided. Through liaison with parents the nursery recognises and adheres to any specific dietary needs, for instance, allergies and cultural requirements. This contributes to meeting children's individual needs. Mealtimes are a sociable and relaxing experience for children. They sit with a member of staff in a small group where they have the opportunity to interact. Younger children feed according to their

own routines and babies are encouraged to feed themselves. This supports their development in making healthy choices.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in an environment that is safe, secure and appropriately maintained and this includes the redecoration of some areas of the nursery. To keep children safe and to minimise accidents there are a number of appropriate safety precautions in place. These include the security of the premises, staff supervision and written documentation, such as risk assessments. The good practice of reviewing all accidents and medications records identifies potential concerns regarding children's safety or health, contributing to keeping children safe.

The children are developing an understanding of how they can keep themselves safe. For instance, children know of the dangers if they climb on furniture or ride their bikes too fast and older children talk about road safety. Regular fire evacuation practices, generally undertaken on a morning raise some children's awareness of what to do in an emergency. However, due to the timing of these practices this is more limited for children who only attend in the afternoons.

The children access a varied range of safe resources to meet their developmental needs. The appropriate maintenance of these resources ensures children play safely. The organisation of the rooms enables children to explore their environment in a safe manner. Toys stored on low units enable children to select activities safely and without hazards. This supports children in making choices and develops their independence skills.

The staff have a sound understanding of child protection and sufficient knowledge to protect children from harm. They know what to do if they have concerns about a child and follow appropriate procedures. Through training, some staff have extended their knowledge on changes relating to safeguarding children. This supports staff in protecting children and contributes to meeting their welfare needs. Appropriate recruitment and vetting procedures ensures staff caring for children are suitable to do so.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled in a welcoming environment. The friendly approach of the staff creates a relaxing atmosphere for children, supporting them in feeling secure. Children's work and posters displayed around the nursery contributes to this welcoming feel. This includes displays and resources at child height. Play areas and a selection of activities are set up for children's arrival, this supports children to leave their carers and become involved in their play.

The children access a varied range of resources to support their developmental needs. They enjoy what they do and become interested and involved in their play. This includes, a young baby laughing and moving excitedly to music and older children dressing up and pretending to go to birthday parties. The rooms are organised to encourage children to become independent learners. Resources stored at child height supports them in making their own choices in play.

They are able to move freely around the room, accessing provision across all areas of development. For example, creative, imaginative, quiet areas and sensory areas, this encourages children to use their initiative and builds on their own interests. For instance, a young child moves from the play dough activity to a building activity.

There are positive relationships between the staff and children. Staff become involved in children's play, interacting with them, appropriately supporting and encouraging their development. For instance, a young child takes a book to a member of staff, they look at the pictures and the child repeats some simple words. This supports the child in becoming a skilful communicator. Staff know the children well and because of this they are able to appropriately meet their individual needs. For instance, staff work into the nursery day children's individual routines and recent changes to the key worker system now contributes to this. A consistent member of staff is responsible for meeting individual children's care needs, such as nappy changes and feeding. This provides continuity for children and helps them to build up trusting relationships with staff. The children's relationships with each other are positive. Older children play well together and younger children are happy and content, playing alongside others within their groups.

To provide appropriate activities for children, staff plan according to their ages. For example, staff are beginning to use the 'Birth to three matters' framework for the younger children and they are established in using the 'Curriculum guidance for the foundation stage' for older children. Through basic training, staff have some knowledge of the 'Birth to three matters' framework and how using it promotes positive outcomes for children. They begin to reflect and incorporate the framework into their practice and children's progress records and begin to take into account children's next steps in learning. These systems are still evolving and developing as staff increase their understanding, however, they do not yet fully enhance opportunities for younger children. For older children the 'Curriculum guidance for the foundation stage' provides the basis of activities on offer for children, this contributes to supporting children's development across all areas of the curriculum.

Nursery education:

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the Foundation Stage, which they appropriately use to plan activities for children to support their development and progress. Staff work closely with the local authority and attend training to increase their understanding of the Foundation Stage. They then use this knowledge to explore ways to enhance opportunities for children. Through planning and continuous provision, children access a varied range of activities and experiences. Children become interested and involved in their play and enjoy what they do. For example, children enjoy playing in the sand and a child eagerly talks about turning the glue orange. These planning systems are still developing, for example, the introduction of all staff contributing to them. This enables staff working with the older children to understand what the learning intentions of an activity are and how they can support children to develop to their full potential.

Staff have positive relationships with the children and they interact with them and become involved in their play. The children respond well to this, for example, a group of children laugh and chat excitedly as they enjoy a game of dominoes with a staff member. Through the staff's

sound teaching methods they sufficiently support and challenge children's development. They ask appropriate questions, such as asking children how many they have or if they can find a domino with four dinosaurs. Staff observe children and now begin to record their progress linked to the stepping stones. Staff use these observations and records to identify children's next steps and are starting to incorporate these into future plans. These systems are still in the early stages of development and staff are unable to establish if they fully incorporate all areas of children's progress and development effectively.

Children make sound progress towards the stepping stones, given their capabilities and starting points. The children are confident to speak and they talk to staff about what they are doing and initiate conversations with other children during play. They enjoy a varied range of activities to support their early writing skills. They enjoy mark making activities, they draw, make their own books and have some opportunities to make lists and some older children begin to write their own names. Children's mathematical skills are developing. They use some mathematical language during play, for instance, a three-year-old child says, 'my bucket is full' and another says, 'I need a small baby to go in this small cot'. Through practical activities the children begin to develop their counting skills, such as counting children when coming in from outdoors and they enjoy singing songs about number. Children develop their imagination, they enjoy dressing up and role-play activities. For instance, when playing outdoors a three-year-old child takes her car to the garage to see the mechanic when it breaks down. Children explore a varied range of media, texture, musical instruments and art activities to develop their creativity. This supports children in expressing their feelings and ideas. Children's physical skills are developing and they enjoy a varied range of activities to support this. They play outdoors, ride bikes, climb slides, throw balls and run. They move to music in different ways and enjoy using the indoor gym area. They explore the space around them, manoeuvring around obstacles, all contributing to them developing an awareness of space. Children use a varied range of smaller tools and equipment to develop their coordination skills. For instance, children use scissors and a three-year-old child builds and constructs with Meccano blocks. Children begin to develop an understanding of the world in which they live. Through activities, they celebrate a varied range of cultural and religious festivals to develop their awareness of others. They learn about living things, they talk about mini-beasts and enjoy planting and growing activities. Children learn about simple technology, they begin to use their skills to use the computer and have opportunities to operate personal compact disc players. Their personal, social and emotional skills develop. They establish relationships with others, they play well together and they behave well. Children settle in their environment and this contributes to them being happy and secure. This supports children in having a positive attitude towards learning, they enjoy what they do and are eager to join in activities.

Helping children make a positive contribution

The provision is satisfactory.

Children behave well, they share and take turns. For example, children wait patiently during a game of dominoes. Staff provide children with clear explanations of why behaviour is unacceptable and praise children when they behave well. This contributes to children developing an understanding of right from wrong and provides clear boundaries of what is expected of them. Staff deal with minor disagreements appropriately, considering children's ages and stages

of development. For instance, a young child was easily distracted when he became upset over a certain coloured plate at lunchtime. The children respond well to the positive praise they receive from staff. For instance, children take pride in their achievements, proudly showing their stickers they have for behaving well. Written policies support these behaviour management strategies and ensure consistency between staff.

Staff recognise children's individual needs and they meet these appropriately. They incorporate the younger children's routines into the day, for example, sleeping and feeding. This supports children to feel secure in their environment and offers stability and continuity. Staff support a number of children who speak English as an additional language through their planning and observation systems. Appropriate written procedures and liaison with external agencies support children with disabilities or developmental delay.

The children's self-esteem and self-image are positive and they are confident in their environment. The children are raising their awareness of the wider society. They enjoy activities that involve the celebration of a range of cultural and religious festivals. A varied selection of resources in the nursery provides children with positive images of different groups of people within society. Through children making their own choices in play they are becoming independent learners.

Relationships with parents are sound and this contributes to meeting children's needs. Staff share and exchange information with parents about their child's day, routines and needs, providing continuity of care for children. When children start attending the nursery staff gain written information of younger children's routines and incorporate these into the day. Although information gained about children's developmental stages is more limited. However, staff encourage parents to contribute to nursery developmental records once children settle.

Appropriate written policies and procedures, notice boards and newsletters make parents aware of the service their child receives. There is a selection of children's work on display and photographs around the nursery. This shows parents the range of experiences their children enjoy. For example, photographs show children playing outdoors, painting and enjoying a number of parties and celebrations. The introduction of booklets on the 'Birth to three matters' framework will improve information available to parents about what experiences their children will benefit from.

Nursery education:

The partnership with parents and carers is satisfactory. Relationships between staff and parents are positive. Notice boards and activity planning contributes to parents knowing what education programme is in place for their child. The introduction of written information on the Foundation Stage enhances the information available for parents. Staff encourage parents to contribute to their child's learning by suggesting activities to do with their child, such as collecting leaves for autumn displays in nursery. Once children settle, staff encourage parents to contribute to their child's developmental records, encouraging them to share what their child can do at home, although not all parents do so. However, as children begin the education programme, information from parents about what children can already do is more limited to support staff to build on what children already know. Staff support children in becoming confident and independent

learners. Children develop a respect for themselves and others and this contributes to children's social, moral, spiritual and cultural development being fostered.

Organisation

The organisation is satisfactory.

Staff work well as team; they have a consistent approach to caring for the children. This provides an environment where children feel secure and settled. The appropriate deployment of staff contributes to adequately meeting children's needs. For example, they maintain adult to child ratios and they have contingency plans to cover for staff sickness and holidays. This contributes to the smooth operation of the day-to-day running of the nursery. The organisation of the nursery and use of space supports children's needs, learning and development, such as caring for children in groups according to their age. All rooms are set up to provide different experiences for children, such as creative, physical, imaginative and quiet areas. Children benefit from resources being organised and stored at child height. This enables them to select activities freely, encouraging children to become independent. This choice develops children's initiative and contributes to them having a sense of belonging within their environment.

Staff understand the benefits of training. Over recent months, they have attended a varied range of courses.

They have begun to value this training and use what they learn to influence their practice and opportunities provided for children. For instance, recent training on the 'Birth to three matters' framework and Foundation Stage results in staff evaluating how children learn and they continue to explore ways to increase their knowledge further. Staff and management are keen to improve the service provided for children, for instance, sensory areas have recently been introduced in all rooms. Future plans include the development of a relaxing parents' area and consideration to work towards a quality assurance scheme.

Sufficient documentation is in place and meets regulation requirements, this contributes to ensuring children are cared for appropriately. For instance, relevant written consents are in place and information on children's requirements, such as dietary needs. The recent review and update of all documentation demonstrates how the nursery promotes outcomes for children and the service they receive. Adequate recruitment and vetting procedures are in place to protect children, ensuring staff are suitable to care for them. Overall the provision meets the needs of the range of the children for whom it provides.

Nursery education:

The leadership and management of the nursery is satisfactory. Staff planning and delivering the education programme have a positive approach to improving opportunities for children. They attend training and begin to use this training to monitor and evaluate what they provide for children. As a result of this, planning records and the recording and observing of children's progress continue to change and develop. Appraisals and induction programmes support the monitoring of staff development and identify their training needs. These systems then influence how staff improve opportunities for children. Regular staff meetings and discussions contribute to staff reviewing their practice. For instance, recent meetings resulted in the re-organisation

of the play areas and improved children's access to resources. The staff are open to new ideas and they currently work closely with the local authority to improve the provision provided for children.

Improvements since the last inspection

At the last inspection, the provider was asked to improve management and staff's knowledge of the National Standards, and develop some documentation, ensuring it was all available for inspection. Improved documentation in relation to the medication policy and child protection procedures contributes to safeguarding children. Outcomes for children and practices within the nursery improve through staff having a better understanding of the National Standards. For instance, during staff meetings, staff discuss the standards and because of this many aspects of the nursery has improved to benefit children, such as the introduction of sensory areas. The improved organisation of documents ensures they are accessible for inspection and readily available to meet children's welfare and well-being needs.

Nursery education:

At the last inspection, the provider was asked to develop staff's understanding of how they can challenge children and develop systems for assessing children's progress. Through staff attending training and all staff now being involved in planning children's play, they develop their understanding of the Foundation Stage. Staff consider what they want children to learn and ways they can support the differing abilities of children. This contributes to appropriately challenging children's individual development. The recording of children's progress is developing, although these systems are still in the early stages to enable staff to evaluate their effectiveness.

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.

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.
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The quality and standards of the nursery education are satisfactory.
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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):

- review the nutritional content of the menus to ensure they are balanced to meet children's health, growth and development needs
- continue to explore ways to effectively implement the Birth to three matters framework to improve opportunities and outcomes for 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):

- explore meaningful ways parents contribute what they know about their child, especially their starting points as they start the education programme
- continue to monitor and review systems for recording children's progress to ensure they effectively incorporate all areas of development and learning.

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