



# Northumberland Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY315776
<b>Inspection date</b>	10 July 2006
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<b>Registered person</b>	Complete Childcare Limited
<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 good.

### WHAT SORT OF SETTING IS IT?

Northumberland Day Nursery first opened in 1982. It is one of two day nurseries owned by Complete Childcare Limited and has been under the current ownership since October 2005. The nursery operates from a house in South Reading. A maximum of 60 children may attend at any one time. The nursery is open each weekday from 08:00 until 18:00. There is a fully enclosed area available for outside play.

There are currently 62 children on roll. This includes 20 children in receipt of nursery education funding. Children attend for a variety of sessions. The nursery serves the local and surrounding areas. The setting is able to support children with learning disabilities and English as an additional language. There are 14 members of staff working directly with the children. Of these, 12 hold relevant early years qualifications. A further one member of staff is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn to understand simple adequate health and hygiene practices. The older children wash their hands after playing in garden, using the toilet, and before eating. Most do this automatically and without prompting and are showing an awareness of why this is important. Staff promote independence adequately through sensitive support and providing suitable resources, such as potties, child sized toilets and sinks, liquid soap and tissues. However, in the toddler room, health and hygiene procedures are not always adhered to. For example, staff do not always ensure children carry out routine self care skills after using the potty. Children enjoy a wide range of physical activities, which contribute to maintaining a healthy lifestyle. They pedal, climb, run, throw and catch with increasing skill. They access the garden on a daily basis and older children can utilise this area throughout the sessions. Children play in a clean, well-ventilated environment.

First aid boxes are easily accessible and some staff hold suitable first aid certificates. This ensures children receive adequate attention in an emergency. Although there are suitable procedures to accurately record accidents and medication administered, staff do not always maintain these effectively. This does not always safeguard children's welfare. Children are well nourished. They eat healthy and nutritional snacks and meals, which are freshly prepared on the premises. Staff work effectively with parents and meet children's dietary and religious requirements well. Staff preparing and serving food are aware of these needs and consider all parental wishes. Babies receive caring individual attention when they take their bottles and staff are vigilant when preparing bottle feeds on site.

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

The provision is satisfactory.

Children are secure within the environment and staff follow most procedures to keep children safe. For example, recording the time of children's arrival and departure and ensuring only staff monitor entrance to the provision. However, children and staff do not practice emergency evacuation procedures regularly to ensure they understand how to leave the building safely. Older children learn how to keep themselves safe, and have a growing awareness of danger. They are aware of the garden rules and do not collect the ball when children are using the swings on the bark area. They confidently ask staff to retrieve the ball for them. This helps children learn to take

responsibility for keeping themselves safe.

Children access clean, age appropriate and stimulating equipment and activities, which provide many opportunities for them to explore and investigate in a secure and challenging environment. They move around safely and have independent access to additional resources and equipment. Rooms are warm and inviting and displays of children's work and photographs help children feel a sense of belonging. Children are protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. The child protection policy is available to staff, but has not been recently updated.

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

The provision is good.

Children are developing confidence and self-esteem; they are beginning to form good relationships with adults and other children. They are becoming independent and make choices in a positive environment. Babies receive good support from staff and benefit from the individual attention and daily routines in place. They are happy and contented in their environment and have opportunities to experience and enjoy activities and toys, which support and develop their skills and learning. Babies' early communication skills develop through staff constantly talking to them and responding to their sounds and gestures. They are beginning to introduce new words and language and reiterate what children want to say.

Children in the toddler room play happily along side one another and confidently ask staff to participate in their activities. For example, reading stories and talking about the pictures. Children gain confidence and self-esteem as staff praise and encourage their achievements and efforts. Children are involved in a broad range of planned activities and spontaneous events, which support their development and learning; such as, building sand castles and knocking them down within the sand play and building the train track. They express pleasure when they successfully connect pieces of track together and the other children share in their achievement and this delight.

Staff have a developing knowledge of the Birth to three matters framework and successfully introduce this into their planning. This ensures all children can participate in activities and their learning moves forward.

### **Nursery education**

Teaching and learning is good. Staff have a good understanding of the Foundation Stage and use this effectively in the planning to ensure children have opportunities to experience the curriculum. All staff are involved in observing and recording children's progress. However, currently only one member of staff plans, evaluates and updates children's records of achievements. Children are actively involved in their learning. They are confident, work well independently, take initiative and show increasing levels of concentration. They eagerly participate in well-planned activities and staff ask effective questions to help children think. This helps to move children's learning forward.

Staff are attentive to children's needs and support their learning effectively. They ensure children are occupied and positively interact. Children often welcome and invite them into their play. Children's self-care skills are good. They independently change their shoes, use the bathroom and access their drinking water when they are thirsty. Children are confident and articulate speakers. They share their news and views during group activities and listen well to others. They are inquisitive, curious and ask many questions. For example, they boldly approach visitors and ask what they are doing and what they are called. Children enjoy coming to the setting and are happy, contented and comfortable in the environment. All children can recognise their own names and most are beginning to write letters and words, labelling their own work. Staff introduce counting, number recognition and calculation within every day activities. For example, children count how many skittles they knock over, how many are left standing and how many there are altogether. Children use small tools and equipment, such as scissors, pencils, computer mouse and fishing rods safely and with increasing skill. They develop their climbing and balancing skills by accessing large apparatus in the garden. Children use the computer with confidence and skill and enjoy the wide range of suitable and educational programmes available.

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

The provision is good.

All children are warmly welcomed into the setting and play a full part in the nursery because staff value and respect their differences, individuality and family context. They are treated with equal concern and staff ensure resources positively represent the children who attend, as well as those from the wider community. Children are beginning to gain an understanding of the wider world through topic work and looking at some different festivals. Older children see text written in different languages and staff are very attentive to the needs of children who speak English as an additional language. Children's behaviour is very good. They respond positively to high expectations of staff and embrace the positive reinforcements such as being 'Top banana' of the day, and receiving stickers. Staff are good role models. They consistently manage boundaries, and praise and encourage children, boosting their self worth. Children develop good social skills. They are polite, share and take turns well. This fosters children's spiritual, moral, social and cultural development. There are good systems in place to support children who have special needs, although no children currently attend.

Partnership with parents is good and this contributes to children's wellbeing while at the setting. Relationships with parents are friendly and supportive. Parents feel welcome and staff encourage them to become involved with their child's learning and development. Staff ensure parents know about topics and how their children are progressing, through daily verbal exchanges, home books, notice boards and newsletters. Policies are available for parents to request and there are facilities to record complaints made by parents, including details of the regulator.

### **Organisation**

The organisation is satisfactory.

Children are happy, secure and enjoy their time in the setting because staff offer good care and attention to their needs. Staff ensure children are supervised at all times, that ratios are maintained throughout the sessions and children are never left unsupervised with persons not vetted. This supports their wellbeing. Leadership and management are good. They work well as a team and clear communication and guidance allows them to provide a stimulating, well-balanced and smooth flowing programme throughout the day. The appraisal systems ensure that staff are given the relevant training to support and improve their practice. The management team are beginning to identify and address some weaknesses. This helps to continually develop the provision. The premises layout is appropriately organised and children experience different areas to play in throughout the day, including the well-resourced garden. Written policies and procedures work in practice to promote children's health, safety and ability to make a positive contribution.

Staff use some record keeping systems well to meet children's needs; they ensure children's and parents' details are correct. However, accident and medication administered records are not always completed accurately. The certificate of registration is displayed during operating hours. The provision meets the needs of the range of children for whom it provides.

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

Not applicable.

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

There have been no complaints made to Ofsted since registration. 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.

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):

- make sure good hygiene procedures are maintained throughout the provision, particularly when children use the potties
- ensure emergency evacuation procedures are practised with children and staff regularly
- ensure medication administered and accident records are completed accurately and contain sufficient and necessary detail.

### **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):

- improve current systems to ensure all staff contribute to planning, assessments of children's achievements and evaluations.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)