



Shibden Head Day Nursery

Inspection report for early years provision

Unique Reference Number EY263028
Inspection date 27 February 2006
Inspector Dawn Bonica Brown

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Registered person Shibden Head Day Nursery Ltd
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?

Shibden Head Day Nursery is a privately owned day nursery. It opened in 2003 and operates from a converted school building in Queensbury, near Bradford. A maximum of 74 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 18.30 all year round, apart from one week at Christmas. All children share access to a secure enclosed outdoor play area.

There are currently 79 children aged from 5 months to under 5 years on roll. Of

these, 12 children receive funding for nursery education. The nursery currently supports children with special educational needs.

The nursery employs 19 staff. There are 11 staff, including the manager, who have appropriate early years qualifications. There are 9 staff working towards a level 2 qualification and 3 staff working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's welfare and well-being are suitably protected through satisfactory procedures that ensure they remain healthy. For example, they are suitably protected from infection because they understand that they must wash their hands after visiting the toilet and before eating. Their understanding is supported with child-centred visual cues, such as an illustration of a frog demonstrating what children should do, step by step, when using the toilet.

Children are appropriately cared for if they become ill; staff are alert to signs of illness so that they quickly recognise children's discomfort and take appropriate steps to promote their well-being. The setting acts in the best interests of all children to ensure they are suitably protected from the spread of contagious ailments because children who are infectious do not attend. Children are suitably protected; a high proportion of staff hold current first aid certificates. This means that they are able to promptly administer first aid in the event of an accident because they have the relevant knowledge.

Children are well nourished. They enjoy a balanced diet of freshly prepared meals that include a range of fresh fruit and vegetables. Menus are adjusted according to the season and children's understanding of a healthy diet is suitably fostered. They benefit from active play outdoors on a regular basis to help them remain healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are protected by adults who are suitable to care for them. They are well supervised in a clean and welcoming environment. However, room temperatures are not sufficiently well regulated to maintain sufficient heating for non-mobile children to remain comfortable.

Children gain independence and confidence and use equipment that is appropriate to their age and stage of development and is safe. They enjoy reasonable access to toys which provide suitable stimulation. They are protected from accidents through appropriate risk assessments and well placed safety equipment. For example, fire detection and prevention systems are good. However, timescales between emergency evacuation practises are sometimes too long.

The Birth to three framework is satisfactorily implemented so that babies and toddlers develop in confidence and physical skills. They benefit from good access to a suitable range of resources that encourage them to explore their environment.

Children are well protected from abuse because a significant number of staff have a good understanding of child protection issues. They are aware of their responsibilities and are able to recognise the signs and symptoms of abuse so that they can act quickly in the child's best interests.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and well settled as they relate well to each other and to familiar adults. They are cheerful, curious and interested in what is going on around them. They benefit from appropriate stimulation through suitable play opportunities and activities that support their overall learning. For example, mobile babies enjoy a range of messy play, such as finger painting, printing, playing with sand and water play, such as washing dolls. Babies are given suitable individual attention to help them progress, such as helping them to stand and balance and support to encourage their first steps.

The Birth to three framework is suitably implemented as babies have formed emotional attachments with familiar adults and respond well to being comforted by them. Toddlers are making friends with each other and sit in friendship groups at meal times. Their ability to concentrate at self chosen activities is satisfactorily promoted through child-centred activities, using natural materials, such as sand, water and simple role play.

The overall quality of teaching and learning is satisfactory with some good aspects.

Staff demonstrate an appropriate understanding of the early learning goals. They plan children's activities well, but the assessment of children's individual progress is not as consistently well managed. However, assessment of children's group activities is well implemented, 3-year-olds benefit from appropriate challenges. However, there are insufficient challenges provided for 4-year-olds to consolidate their understanding of maths concepts through everyday routines. Children's access to most resources are adequate. However, their independence at selecting books is hindered through poor management of resources. Teaching methods are suitable as children learn through their experiences and they are well behaved. They respond well to good behaviour management strategies used by skilled staff. Children with special needs are successfully included. The setting works effectively with professionals in special needs to improve their own knowledge and support children's progress well. Children are successfully encouraged to form friendships. This is facilitated by staff who use their skills effectively to encourage turn taking and cooperation. Staff work hard as a team to promote children's overall development. However, their efforts are not consistently effective as their deployment is poorly organised in some areas, leading to children waiting for long periods of time between structured activities.

Children's development in personal, social and emotional development is good. Children are interested in the activities provided and listen attentively in group games so that they make an effective contribution. They are helpful and show concern for others. The 3-year-olds model their behaviour on older children to successfully meet adult expectations, 4-year-olds participate confidently and logically in group conversations to clearly express their ideas and relate significant events in their lives.

Children's progress in communication, language and literacy is good. They are gaining an awareness of the meaning of letters as most 3-year-olds and all 4-year-olds recognise their names. Some children write their names on their own artwork using recognisable letters. All children listen to stories enthusiastically and their concentration is sustained well through effective story telling techniques. However, children's access to some of the books is hindered through inadequate organisation.

Children's progress in mathematics is satisfactory. The 3-year-olds use appropriate maths language to identify objects, such as a circle and they understand concepts, such as full and empty. They are gaining an appropriate understanding of numbers as they learn to count through child centred activities, such as nursery rhymes that use numbers to add and subtract. However, there are few opportunities for the more able children to consolidate their understanding of numbers through everyday routines. This means they have little opportunity to solve simple problems. For example, making the connection between the number of children at a table and relating that to the resources needed for each child.

Children's progress in knowledge and understanding of the world is satisfactory. They use programmable toys in their free play and examine objects and living things to find out more about them, 4-year-olds anticipate future activities. For example, they remember the activities planned for specific days such as Pancake Day. Many children recall significant events in their lives, such as birthdays. All children learn about the world about them through child-centred activities, such as exploring other cultures through festivals.

Children's physical development is good. Their physical skills are well fostered through a range of activities both indoors and out. They enjoy movement to music and 4-year-olds manoeuvre wheeled toys skilfully. Some children demonstrate a very good sense of balance as they use stilts successfully and balance on a variety of objects, such as tyres, tree stumps and crates.

Children's creative development is satisfactory. They express themselves creatively through a range of art based activities and participate in spontaneous role play. They learn new songs readily and know a variety of traditional nursery rhymes and action songs. They use malleable materials and explore natural substances, but have few opportunities to explore the tastes and textures of fruit and raw vegetables, or the changing properties of food after it is cooked.

Helping children make a positive contribution

The provision is satisfactory.

Children are treated with respect so that they develop self-esteem and confidence. They are well behaved and learn to respect others because they are listened to and their opinions are valued. They learn to consider others and know what is expected of them because they are given appropriate praise and encouragement for showing care and concern for others.

Toddlers demonstrate a sense of belonging because the Birth to three framework is suitably implemented; staff value children's individuality and know the children well. Toddlers are encouraged to become independent through suitable access to resources and activities that stimulate their interest.

Children with special needs are well supported and successfully included in the setting so that all children benefit from positive inclusion. Children are supported to value the range of people in society through resources that reflect positive images of cultural diversity, disability and positive gender roles.

Children's social, moral, spiritual and cultural development is successfully fostered.

Partnership with parents is satisfactory. Parents feel adequately included in their children's learning because they are given appropriate information about the setting. They receive adequate information about the topics their children are learning and how they can support their children at home. Parents are satisfied with the care their children receive and feel that staff are approachable and friendly. However, parents receive insufficient information about the early learning curriculum to enable them to follow their children's progress easily.

Organisation

The organisation is satisfactory.

Children are suitably protected because the adults who care for them are appropriately qualified to do so. Children enjoy sufficient adult support to feel secure and confident. They benefit from good supervision and suitable access to a stimulating range of resources and activities.

Children's overall welfare and well-being is suitably promoted through documentation that is well maintained and well organised. The provision meets the needs of the range of children for whom it provides.

Leadership and Management is satisfactory. The manager is clear about her role and has suitably high expectations of staff. Monitoring of the setting is appropriate in most areas. However, delegation is not sufficiently well managed to facilitate objective staff observations. The setting demonstrates a satisfactory commitment to improvement.

Improvements since the last inspection

At the last inspection the setting was asked to ensure that staff are able to carry out fire evacuation procedures, improve health and safety to ensure that all areas of the setting are free from hazards and that the setting is maintained at an even

temperature. They were also requested to improve staff deployment so that the manager remains supernumerary, obtain parental signatures from parents for medication given to children and obtain prior written parental consent to seek emergency medical treatment or advice.

Children's safety has improved through better risk assessments and clear exits to all fire doors. However, the heating in the baby room remains inconsistent and fire practices are too infrequent to maintain reliability in the event of a real emergency. The restructuring of staff duties means that the manager is supernumerary and documentation has improved to maintain children's welfare through better liaison with parents.

Complaints since the last inspection

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.

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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):

- continue to practise emergency procedures so that all staff are familiar with the practise.
- ensure that rooms are maintained at an adequate temperature at all times

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):

- encourage children to select books for themselves by improving their access to books
- improve staff deployment to provide greater opportunities for children to engage in spontaneous child-led activities

- improve children's overall learning through greater parental involvement with the early years curriculum.

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