



## Scotts House Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY331609
<b>Inspection date</b>	25 September 2006
<b>Inspector</b>	Gillian Little
<b>Setting Address</b>	Scotts House School, Eynsham Park, North Leigh, WITNEY, Oxfordshire, OX29 6PR
<b>Telephone number</b>	01993 883217
<b>E-mail</b>	
<b>Registered person</b>	Bright Horizons Family Solutions 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?

Scotts House Day Nursery is one of several nurseries run by Bright Horizons Family Solutions Ltd, which took over the registration of the nursery in 2006. The nursery has four classrooms and a hall in private and extensive rural grounds near Witney. All children share access to a secure, enclosed outdoor play area. A maximum of 119 children may attend the nursery at any one time. The nursery is open Monday to Friday from 08:00 to 18:00 all year, except at Christmas and on Bank Holidays.

There are currently 80 children aged from six months to under four years on roll. Of these, 16 children receive funding for nursery education. Children come from a wide catchment area. The nursery does not currently have on roll children with learning difficulties or disabilities, or children who speak English as an additional language.

The nursery employs 16 staff. Of these, 11 staff including the manager, hold appropriate early years qualifications, and three staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children enjoy and benefit from regular physical activity as they have good opportunities to play outside and also enjoy walks in the extensive and beautiful grounds. Older children enjoy hunting for toy animals hidden in the garden, riding confidently on tractors and bikes, or throwing quoits onto a stand. However, staff do not consistently ensure that children wear sunhats and sun cream in warm weather, which increases the risk of sun damage.

Effective procedures are in place to ensure that children receive good quality care in the event of an accident or illness. For example, staff gain detailed information about children's health requirements and are familiar with the nursery's comprehensive policies.

Children are able to play in a generally clean environment as most areas of the premises are appropriately clean; there are hygienic procedures in place for nappy changing and food is stored safely. Staff generally ensure that children wash or wipe their hands at appropriate times, but sometimes forget to remind children before snack time, which increase the risk of infection. In addition, children use their fingers to select pieces of fruit or cheese from a bowl and this also increases the risk of infection.

Children receive a healthy diet and have regular meals and snack times. For example, they enjoy a good variety of fruit as well as nutritional meals such as vegetable pie, chicken and rice. Older children learn about healthy eating through topics, and all children enjoy meal times as relaxed, social occasions. Babies are able to have bottles of milk according to their individual routines and staff cuddle them while feeding to help them feel safe and secure. Water is available at all times from "drinking stations" within each room. Staff are aware of children's special dietary requirements to ensure that they receive appropriate food and drinks.

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

The provision is good.

Children are able to play comfortably in an inviting environment, which has good facilities and the space for their needs. For example, rooms are spacious, bright, airy and colourful and space is used well for a variety of different activities. Children's risk of injury is reduced as all areas of the premises are safe with only minor points to address. High handles on doors, good supervision and regular visual and written risk assessments ensure that children can play and explore safely. Children are able to play with a good range of suitable and safe equipment, which staff regularly clean and check for damage. Children can access resources easily and independently from a range of low-level storage. Staff effectively ensure that young children do not have access to toys with small parts.

Good fire prevention and evacuation procedures help to keep children safe in the event of an emergency. For example, staff carry out and assess fire drills regularly and equipment is checked as appropriate.

Children play safely outside as the playground is enclosed and free from hazards. They stay safe during walks around the grounds as staff follow effective procedures, such as carrying a mobile phone and first aid kit. Older children learn about road safety through the Footsteps programme and by carefully crossing the driveway to the hall.

Children's risk of harm from others is minimised as staff have a good understanding of their roles in child protection.

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

The provision is satisfactory.

Care, learning and play provision for children within the Foundation Stage is satisfactory, with some weaknesses in the educational provision.

Children under three engage in a good range of suitable and age appropriate activities. Babies enjoy exploring their welcoming and inviting room where mirrors, wooden cogs, musical toys, bathroom accessories and toys hanging from ribbons attached to the ceiling encourage them to develop a good range of skills. Older toddlers enjoy singing songs, joining in with some words and actions; they become interested in books, listen attentively to stories and develop physical skills, such as pushing toy buggies. They have lots of time to explore their own ideas and interests.

Children receive good support from staff who use effective interaction to encourage children to think and to communicate. For example, they talk to children about how to put a train track together or pretend to make a cup of tea with a tea pot in the sand pit. Staff make good use of observations and assessments, linking these effectively with the Birth to three framework, to ensure that all children under three have opportunities to progress well in all learning areas.

Across the nursery, most children are happy and settled and staff ensure that those who are not receive extra attention and support. All children are able to develop good relationships with staff and other children, and this is enhanced through regular opportunities to mix with different age groups.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children have regular opportunities to become independent as they pour their own drinks at snack time and put dirty cups and plates in the sink. They settle quickly to activities, play well together and enjoy building friendships. They listen carefully to stories and respond well to questions. They have regular opportunities to learn early reading and writing skills but resources are not always organised well enough to encourage and sustain their interest.

Children have appropriate opportunities to develop skills in number and calculation through regular reference by staff to numbers in the everyday environment and through singing number songs. They learn about patterns and measurements using peg boards and construction toys. However, maths activities are sometimes poorly planned and, as a result, resources and concepts are beyond the understanding of the children.

Children enjoy learning about the world around them. They engage eagerly in their topic about animals and confidently use computer programmes to further develop their understanding. They have some opportunities to appreciate different cultures and backgrounds by celebrating a variety of festivals, and they confidently talk about their own home lives and experiences. They enjoy expressing their ideas through a variety of media, such as paints, natural materials and clay, and show confidence and creativity in imaginative play. The organisation of time and resources however, sometimes inhibits the children's natural curiosity and creativity.

Overall, children are making sound progress towards the early learning goals within the Foundation Stage. Staff attend training regularly and use observations and assessments appropriately to develop children's individual skills. Staff often interact well with the children to encourage them to think and to develop their play.

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

The provision is satisfactory.

Children become aware of wider society and develop positive attitudes towards diversity as there are a reasonable range of resources reflecting different backgrounds, such as dolls and posters. All children have equal access to appropriate toys and equipment and staff treat them with equal concern. Children learn to share, care for, and respect each other. They learn to become independent and are able to make choices about activities that interest them. They learn about responsible behaviour as most staff use positive and consistent methods, such as distraction and discussion, depending on the ages and understanding of the children. Staff praise children frequently, recognising their small achievements, which helps to develop self-esteem. Occasionally, however, strategies used to manage behaviour are inappropriate and do not reflect the clear policy set out by the nursery. For children receiving funded nursery education, overall, their spiritual, moral, social and cultural development is fostered.

Staff know children well and are able to meet their individual needs effectively. For example, the staffing in rooms is consistent and an effective key worker system enables staff to develop a good understanding of children's individual routines, personalities, likes and dislikes. On occasions, however, some children do not have sufficient privacy for personal care needs.

The nursery works in close partnership with parents to enable good continuity between the home and care environments. Parents receive good information about the nursery provision and their children's progress within the Birth to three framework and the Foundation Stage. The nursery is pro-active in supporting children in their steps toward school, for example, by holding a "Ready for School" evening, to help parents help their children towards independence. Regular newsletters keep parents informed of general news and also contain good ideas for activities that parents can enjoy with their children at home, such as mixing colours using drops of food colouring. Questionnaires carried out by the nursery show that parents are happy with

the care their children receive. For children receiving funded nursery education, therefore, partnership with parents is good.

There are currently no children on roll with learning difficulties or disabilities but the nursery has comprehensive procedures and suitably trained staff in place to identify, assess, monitor and support children appropriately.

### **Organisation**

The organisation is satisfactory.

Leadership and management of the nursery is satisfactory. Staff work well together and have an appropriate understanding of childcare and early education, ensuring that children are able to make sound progress. Staff have suitable qualifications and their regular meetings, training opportunities and appraisals ensure that they are able to develop their knowledge and understanding of childcare practices appropriately. The nursery management is committed to improvement, act as good role models and have a clear ethos of meeting children's individual needs and supporting families. Some weaknesses in the educational programme, however, have not been identified.

Comprehensive and well-organised documentation, policies and procedures are in place and generally work well in practice. The behaviour policy, however, is not consistently followed by all staff. Good recruitment and induction procedures ensure that new staff are suitable to work with children and receive effective support from the nursery management. The nursery maintains the adult to child ratio at all times and ensures that staff are deployed effectively so that children receive good levels of supervision.

The nursery meets the needs of the range of children for whom it provides.

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

Not applicable.

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

Since the last registration 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.

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 good hygiene practices are followed at snack times (also applies to nursery education)
- ensure that children have adequate protection from the sun
- ensure that all staff use appropriate strategies to manage children's behaviour in line with the nursery's policy (also applies to nursery education).

### **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 the organisation of activities and resources allows children to fully explore their ideas and interests
- ensure that maths activities are achievable and relevant to the developmental stages of the 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](http://www.ofsted.gov.uk)