



# School House Private Day Nursery Ltd

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 205179  |
| <b>Inspection date</b>         | 13 October 2006   |
| <b>Inspector</b>               | Ann Doreen Burford  |
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| <b>Registered person</b>       | School House Private 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

School House Private Day Nursery opened in 1991 and is one of two nurseries owned by this provider. It operates from a two-storey building in its own grounds with after school care being provided in the adjacent primary school. The nursery is in a rural setting in the village of Dodford near Bromsgrove. A maximum of 44 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 77 children aged from three months to eight years on roll. Of these, 18 children receive funding for early education. Children attend for a variety of sessions. Support is provided for children with learning difficulties and/or disabilities. Procedures are in place to support children who speak English as an additional language.

The nursery employs 20 full-time and part-time staff who work with the children on a rota basis. Of these, 18 hold early years qualifications and two hold degrees in associated areas.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is outstanding.

Children enjoy a wide range of experiences which contribute to their understanding of a healthy lifestyle. This is achieved in several ways. The premises and equipment are maintained to a very good standard of cleanliness. Exemplary hygiene procedures are consistently followed by children and staff. The toilet area is easily accessed by older children with all facilities being at child height. This means children soon learn how to take care of their own personal needs independently. Comprehensive written nappy changing procedures ensure staff understand their responsibility in maintaining high standards of cleanliness for the babies and toddlers and prevent infection. Children eagerly help with appropriate tasks to keep the rooms and equipment very clean and tidy. When children are taken ill, they are well cared for and every step is taken to minimise the risk of cross-infection. Children are protected from the harmful effects of the sun in hot weather because staff are pro-active in their approach. Written permission for staff to apply sun protection cream is in place.

All the children enjoy the extremely well organised lunch and snack times. A lovely atmosphere is created by staff because they sit with the children and encourage excellent conversations and manners. Children with food allergies or requiring special diets are well catered for. Fresh fruit is provided for snack time. Children have a nutritious cooked meal at lunch times and children are also provided with a high tea if they are staying all day or using the out of school club. Fresh ingredients are used to create a range of delicious meals cooked by an outside caterer. Children flourish because of the attention given to the balanced diet for all the children. This has been achieved because the management have recently changed their caterer so that children have an improved choice of weekly menus. This has had a positive effect on the children's health and behaviour.

Children benefit from the opportunities for daily fresh air and exercise. There are three well equipped separate outdoor play areas. Each has its own theme which promotes a different aspect of physical play. One area compliments the idea of an outdoor classroom where children can use their imaginations as they learn about their natural environment. Another area is used for children to hone their skills on a choice of sit-on and peddle toys. The third area provides challenge where children can climb and extend their physical dexterity. Suitable equipment is provided so younger children can develop their mobility skills, for example push along toys to aid walking.

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

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. The layout of the nursery creates a very attractive, stimulating area for the children. Furniture and equipment is set out to enable children to move freely and safely. Different age groups have

their own base room which is designed and equipped to meet the needs of that age group. The youngest children are cared for on the first floor. All the equipment and facilities needed for the care of young babies is easily accessed by staff and babies. They have their own nappy changing area and a milk kitchen on the same floor. Children independently select activities from a wide range of high quality toys and equipment, which meet safety requirements. The child-height storage units enable children to self-select toys safely.

Children's safety is one of the top priorities. All safety features are in place including safety gates and smoke alarms. Children regularly practise the emergency evacuation procedure, which is regularly monitored and adapted to ensure all staff are aware of their responsibilities and children are aware of what to do in an emergency. Age-appropriate equipment is available for children needing to sleep. Effective procedures are in place to ensure sleeping children are regularly monitored. Baby monitors are used or staff stay with the sleeping child. Risk assessments are regularly completed on the premises and the management are currently working on a system to identify how to promote challenges for children within acceptable boundaries.

Children's welfare is safeguarded because staff have a very good understanding of child protection procedures. The staff are aware of their duties in relation to child protection. All of the staff have attended appropriate training to ensure they fully understand their roles and responsibilities in protecting children and keeping them safe.

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

The provision is good.

Children are involved in a wide variety of interesting and stimulating activities that support them making good progress. The warm caring relationships between adults and children are evident. This is achieved because of the effective key worker system and the appropriate grouping of children. Staff have a sound knowledge of child development and regularly access relevant training. They use the 'Birth to three matters' framework to plan a suitable range of activities for the younger children. The staff working with the toddlers and the senior staff working with the babies use this framework effectively to complete younger children's individual play plans and assessments. The less experienced staff working with the babies are not as familiar with the framework so are more reliant on guidance from the senior staff in their care of the babies. Staff and management liaise closely with outside agencies, such as the local authority to ensure their knowledge and understanding of current good practice is maintained. They all have a strong commitment to continue to develop their own knowledge of childcare and education.

### **Nursery Education**

The quality of teaching and learning is outstanding. Children's personal, social and emotional development underpins the rest of the learning. Children understand the room's rules and strategies are in place to help children develop their ability to share and take turns. Children's self-esteem and thoughtfulness towards each other is exceptional. Each day there is a 'special person' this person has extra responsibility. A particularly lovely activity is when the 'special child' stands at the front of the group and each child in the group says something they like about the 'special person'. The comments are written down by staff and given to the parents.

This has an extraordinary impact on the children as they have a sense of pride in themselves and each other.

Communication, language and literacy are excellent. Children see a wealth of labels and posters so understand the importance of the written word. Familiar trade names are displayed as children recognise and make their first steps into reading familiar signs. Children give meaning to their mark making and see its importance because it is used as labels to displays in the room. Most children are starting to form letters correctly and some can write their own names. Children enjoy stories and excitedly join in with predicting what happens next. The book corner is an attractive inviting area where children can sit and enjoy the books by themselves or as a group with an adult.

Mathematical development is very good. The excellent range of resources supports children developing a sound understanding of mathematical concepts. They can do simple addition and subtraction. They understand there are larger numbers. They weigh, measure and use mathematical language spontaneously in their play. They use these concepts in everyday situations. For example, after lunch the children work out how many children can go to the toilet depending on how many toilets are vacant. They use shape names accurately as a form of description of everyday objects.

Knowledge and understanding of the world is a particular strength. Children can construct their own models and use them in their imaginative play. This includes large box constructions such as rockets to visit the moon. Children use computer technology with increasing ease. They have time to learn new skills under close guidance by a member of staff as well as opportunities to experiment independently for themselves. They listen intently to each other telling details of their family and home experiences. Children's understanding of the natural world and caring for the environment is promoted through the provision of optimum opportunities. Children sort waste paper for recycling. They are involved in 'Autumn Watch' a television series about plants and wildlife. These forward thinking activities enable children to become future ambassadors and carers of the world.

Creative play is promoted well and is fun as children use their imaginations during the many different role-play opportunities. They have a home corner they love to play in. Music sessions are frequently provided by an outside provider and enable children to use different musical instruments as well as being able to follow a rhythm. These sessions are followed up by the staff and re-enforce children's enjoyment of this skill. Children love to sing in groups or give a solo performance. Children have excellent opportunities to use their senses. They experiment with a wide range of natural materials to touch, feel and smell. Children have excellent understanding of expressing their emotions through listening to music and experiencing the effect of fibre optic lights.

Physical play for children is very good. There are many resources for children to use to develop their hand and eye coordination. They are skilled at using a variety of tools and equipment. The outdoor areas are attractive and meet the different aspects of physical play. The nursery is in a rural location so children frequently go for walks in the countryside. They have just started having yoga lessons.

Overall, children make outstanding progress in all areas of learning because of staff's significant knowledge and understanding of the foundation stage. The effectiveness of curriculum planning and assessment for all funded children is very good and ensures children's starting point is known and what they need to learn next identified. The staff plan interesting activities including how to extend the activity to provide challenge for older and more able children. As a result, children are motivated and make many excellent links in their learning. Additional professional experts come to the nursery to provide yoga, French and music activities. The staff's imaginative approach to providing new ideas means children are captivated by an extensive range of stimulating, relevant activities for indoors and outdoors. All children are eager to learn, self-assured in their play and confident to try new experiences. For example, at circle time children only spoke if they were holding teddy. This helped children to take turns and respectfully listen when someone is talking.

There is a comprehensive range of resources within the play rooms covering all areas of development which is constantly being expanded. Adults consistently and positively interact with the children to encourage their interest, involvement and learning. There are folders of photographs of two of the nursery soft toys that can go home with the children. The photograph albums are full of the adventures of these toys. These are used in the home links so children understand how family life is important. There are strong strategies in place to support children with special needs. Staff work closely with parents and other professionals to ensure children reach their full potential and adapt activities to include all children. There are effective procedures in place to ensure children who have English as an additional language are given full support. Staff achieve a balance between supervised activities and allowing children the freedom to initiate their own learning. Children can self-select many resources independently and their ideas influence staff's extension of activities.

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

The provision is outstanding.

Children have a strong sense of belonging and of their own identity within the group. A key worker system is in place so children can build a strong bond with the staff. The wonderful array of photographs all around the nursery capture the magical moments when all the children participate in a wide range of activities that engage them in imaginative and inspiring experiences. The doors to every room are imaginatively used to provide a wealth of information about the activities children have participated in as well as the ones about to be embarked upon. This gives each room its own character and heightens children's excitement and anticipation before they have even entered the room. Children participate in a wealth of activities to promote their understanding of others within the group and the diverse community. Children frequently participate in activities in the local village as well as having regular visitors from the community. The excellent range of inspiring posters and positive images around the nursery mean all the nursery children are developing a keen sense of their place in the wide world. There are versatile strategies in place to support children with special educational needs. Key staff have accessed relevant training and cascade this to other staff throughout the nursery. Links have been forged with outside agencies that can offer help and advice. The staff are proactive in their support of parents to ensure children's individual needs are identified and every reasonable step is taken to meet them.

Children's understanding of the rules and how they should behave is given strong emphasis. This works well as children's behaviour is very good throughout the nursery. Children hold strong opinions and they are encouraged to express them in a polite manner. They share and takes turns from an early age because of the close staff supervision. This is made even more effective because of the professional attitude of all the staff at enabling children to develop their own strategies to resolve conflict without confrontation. The calm manner of the staff draws the children in and they too become happy, cooperative members of the group. Children understand and follow the clear rules within the setting. Rules are simple and made easy for children to understand. All the children are extremely thoughtful and caring towards each other. The provision fosters children's spiritual, moral, social and cultural development well.

Partnership with parents and carers is outstanding. Relationships with parents are relaxed and very friendly. Senior staff greet parents at the door where a verbal exchange of information and fun banter takes place. Parents are provided with a wealth of relevant information items. The photographs of children are used in displays informing parents about the six different areas of learning. Each room has a notice board on the door to keep parents informed about events of the day. There is an additional parents' notice board in the reception hallway which is regularly updated and includes more general information items about childcare and education. As part of the setting's parent support a mobile hairdresser regularly visits the nursery so parents can give specific written instruction and have their child's hair cut. Parents are given regular newsletters about the topics being used with the children and ideas they can try at home with their child. Parents feel they are extremely well informed about their child's progress and how the assessment of their child is organised. They are involved in the decisions of how to help their child take the next step in their progress. This means that children receive consistent high quality care and education.

## **Organisation**

The organisation is good.

Children's care and education is enhanced because of the expertise of the committed, highly qualified staff. They access relevant on-going training both in-house and external courses. Appraisal systems help staff to identify further training to help their own personal development as well as training that further enhances the quality of care and education. This means practitioners have high regard for the well-being of all children. Excellent induction and in-service training is in place to ensure staff have ongoing support so they fully understand the National Standards. The written documentation and their own self-evaluation system gives staff a clear understanding of the background to 'Every Child Matters' and the importance this has to understanding the outcomes for children.

The management and staff have identified their weaknesses. This means the setting continues to improve its practice and embraces change. They aim extremely high and never stop in their focus to provide best care. All staff are committed to continuous improvement and development. All parents are requested to complete an in-depth exit survey. This is used to assess the childcare and education of the provider. The management have found this the most effective way of obtaining parents feelings and suggestions as they reflect on the care of their child before embarking on new horizons. This means parents are involved in identifying improvements. The

key worker system is effective and the organisation and deployment of the staff means children are always well supervised and supported. There is a rigorous vetting system for staff which contributes towards children being protected.

The policies and procedures work in practice to promote children's health, safety and well-being. There are many detailed documents in place. These are regularly reviewed and updated taking into consideration current legislation affecting the care of children. All of the required documentation is readily available and stored securely.

Leadership and management is outstanding. The leadership of the setting is inspirational and forward thinking. Where a weakness in provision has been identified the staff and management work together to improve that particular area as they constantly strive to provide best practice. The owner and manager are pro-active in their support of staff and implement innovative ideas, for example they have an employee of the month system to keep staff morale high. Staff are highly motivated and are fully supported in accessing ongoing relevant training. All the staff and management complete purposeful evaluations of the provision to ensure the care and education is continually developed. They liaise with other agencies to identify new ideas and are always open to suggestions for improvements. They are currently working on improvements to the arrangements for children's snack time. This approach ensures the nursery fulfils its vision to provide a high quality standard of care for children and provides maximum learning opportunities. The dedicated staff work as a dynamic team and all are very good role-models. Overall, children's needs are met.

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

At the last inspection the provider was asked to improve the fire safety procedures. These included after school club children participating in emergency evacuation drills and regular checks carried out on fire extinguishers. The management have put in place strategies to make sure these concerns are addressed. All children regularly participate in the emergency evacuation drill. All fire prevention and fire fighting equipment is frequently checked and updated as necessary. This means children's safety in an emergency has been enhanced.

The management of the setting also agreed at the last nursery education inspection to improve the interaction between children and less experienced staff. They were also asked to involve the less experienced staff in the planning of activities. All of the staff are well experienced and familiar with the principles of nursery education. They all get involved in planning and the interaction between all the staff and children is superb.

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

Since 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 the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.



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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):

- improve outcomes for children from birth to three by ensuring all staff are familiar with an approach in line with 'Birth to three matters'.

#### The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)