



## Grange PDN (The)

Inspection report for early years provision

<b>Unique Reference Number</b>	206256
<b>Inspection date</b>	05 October 2006
<b>Inspector</b>	Sheena Gibson
<b>Setting Address</b>	Marshall Street, Alfreton, Derbyshire, DE55 7BW
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<b>Registered person</b>	Sharon Reynolds
<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 good.

### WHAT SORT OF SETTING IS IT?

The Grange Day Nursery opened in 1992. It is situated in the centre of Alfreton and operates from three self contained buildings. All children share access to a secure enclosed outdoor play area. Children attend the nursery from the local and wider area. It is open each weekday from 08:00 to 18:00 for 51 weeks of the year. A maximum of 70 children from six months to under eight years may attend the nursery at any one time. There are currently 97 children on roll. Of these, 31 children receive funding for nursery education.

The nursery currently supports a child with special needs; no children attend whose first language is not English. The nursery employs 20 staff, 13 of whom hold appropriate early years qualifications and four staff are working towards a qualification; there are also support staff employed. The nursery receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a setting that has very high standards of hygiene. The environment is kept clean, toys are frequently washed and staff follow procedures that ensure the risk of cross infection is minimised. For example, a hand gel is used after any occasion where staff may feel that germs could be spread. A no shoe policy, in the baby unit, maintains clean carpets and minimises the risk of germs being brought into areas where they crawl and play on the floor. Children are beginning to understand the importance of good hygiene and can recall that germs are 'nasties'. Children are well cared for if they have an accident. Most staff are trained in paediatric first aid and there is a complete and accessible first aid box in each of the childcare buildings. Accident records are in place and accurately recorded with parent's signature to acknowledge that they have been told. This ensures that children's needs continue to be attended to.

Children are active and enjoy daily outdoor play. They use tricycles, bikes with stabilisers, push toys, balls and a wide range of other toys and equipment. Physical play is well planned for all ages of children and therefore children's physical development is suitably promoted. However, for older and more able children, in some aspects of physical play, there is currently insufficient challenge. Children are well nourished. The setting's cook has undertaken food hygiene training and demonstrates a good understanding of providing meals and snacks for young children. Menus are displayed and show a variety of home-cooked, nutritious meals. Children enjoy snacks of, for example, fruit and bread sticks, which helps them to begin to understand healthy options.

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

The provision is good.

Children are welcomed into a bright and friendly setting. They are warmly welcomed by staff, who smile and take time to greet them and their parents. Their pictures and photos are displayed around the rooms, which helps them to feel part of the setting and as a result most settle well. They benefit from well organised rooms, which are designed to reflect their developmental needs. For example, younger children sleep comfortably in a separate side room and are appropriately monitored. Children benefit from access to a wide range of resources that are of good quality and suitable for the purpose. They can easily reach these from safe, low level trolleys and clear boxes, promoting choice and independence. For babies, staff place a selection of well thought out toys at floor level, to enable them to make choices, also encouraging their mobility as they reach out for toys.

Risk assessments are on-going and they are clearly detailed with appropriate information and actions. The outside area is checked daily and children are vigilantly supervised during outdoor play, ensuring that any potential risk of an accident is minimised. Health and safety requirements are understood by all staff members so that children are kept safe in line with regulations. Children gain an awareness of how to take responsibility for their own safety through activities and topics. For example, they discussed how to stay safe in the event of a fire, they carried out

a fire drill and looked at a fire engine; they also discussed the importance of wearing seatbelts. Staff demonstrate a sound understanding of the indicators of child abuse and their role within child protection, which supports children's welfare.

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

The provision is good.

Children enjoy their time at the setting and benefit from a warm relationship with staff. A key worker system ensures that they develop bonds with staff who know them well. The setting implements the 'Birth to three matters' framework and staff have a good understanding of how to effectively use the framework to benefit children's learning and development. Children enjoy participating in a range of activities that stimulate their learning and are in line with their interests. For example, young children learn to recognise themselves as individuals when looking in a mirror and staff use their favourite toys to encourage conversation. Children are developing independence and confidence, as they access resources for themselves, using their initiative and taking responsibility; young babies also freely access some toy boxes and floor toys. Younger children learn about right from wrong through learning about boundaries, where they can and cannot go. For example, a staff member gently moves a young child when he attempts to climb onto a small chair, showing him how to sit appropriately on it. Young children become excited at the prospect of painting and mark-making with large paint brushes.

The quality of teaching and learning is good. Children progress well towards the early learning goals because staff have a clear understanding of the foundation stage curriculum. Planning and assessment support most children's learning across all six areas. Assessment is effective. It is clear and uses observations and children's interests to inform planning. Planning indicates a broad and balanced curriculum and in most cases illustrates where children are offered extension or support. Staff use a variety of suitable methods to support children's learning. For example, they use open questioning, sensitively guide children during an activity and demonstrate tasks to enable children to copy. There is a suitable use of time within the sessions. There is a combination of structure and incidental learning, which is beneficial. However, during free play some children are not sufficiently guided and at group time children are expected to sit for long periods of time, which results in some becoming bored and wandering. Staff manage children's behaviour effectively and show them how to negotiate for popular items.

Children are confident, enthusiastic and well motivated. They have good personal independence skills. For example, they ably manage their own toileting needs, pour their drink or wipe their noses. They have good relationships with staff and each other, working co-operatively to tidy away before lunch. They are confident and curious, approaching staff and visitors for answers to their many questions. They are well mannered and try hard to remember, for example, please and thank you. Children interact with each other and chatter with their peers about their experiences outside the setting, such as a friend's birthday party. They use the book corner frequently and use books appropriately, understanding that pages move from left to right. Most listen attentively when adults read a story and enjoy the interaction when, for example, staff ask questions. Some children capably answer complex questions such as 'why can the giraffe kiss the cloud with his cheek', responding with 'because he's so tall'. They are beginning to demonstrate early writing skills and an understanding of letters and letter sounds. They have

regular opportunities to practise these both through focussed activities and through free play. For example, using shopping lists or diaries in the home corner.

Children learn to count by rote through everyday activities during play and many children can comfortably count to five. They begin to recognise numbers whilst using an appropriately placed number line. They use and understand some mathematical language such as big and small. For example, during dressing up staff ask 'why don't they are fit, are they too big or small?'. Daily routines, such as counting out cups at snack time, are used to consolidate counting skills. Children enjoy physical activity and can capably move around negotiating static objects, such as tables. They competently handle tools such as scissors and construction materials. They enjoy handling malleable materials such as play-dough and capably use tools such as cutters and rolling pins. Some larger scale equipment is used and children can balance and climb, although this is not always sufficiently challenging for the older and more able children. They regularly take part in a variety of music activities and enjoy visitors bringing in instruments for them to try. They investigate and explore objects and materials, using their senses, For example, when food tasting. They build using a variety of assembling and joining materials such as masking tape and glue. Some are very capable on the computer, using it to create art work. Children explore colour and shape through, painting, collage and using the local environment. They collect items, from the environment, that have different textures, such as twigs and place them on the 'texture table'. They enjoy bug hunting, taking their magnifying glass out into the garden to see what they can find; also studying the lifecycle of a frog to understand the influence of the passing of time.

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

The provision is good.

All children are welcomed into the setting and most settle quickly. Nervous children are well attended to by staff, which helps them to feel happy and secure. Children have their individual needs identified and met well as detailed records are shared with all staff and on-going verbal communication informs of any changes. For example, babies eat and sleep according to their usual routines and parental wishes. Staff encourage children to be respectful and value other people. They do this through discussion and activities. Children's understanding of diversity and other people is effectively promoted through a wide range of resources that are available, plus activities such as the celebration of religious and cultural festivals. The setting demonstrates a strong commitment to inclusion. All children are effectively included into the setting; children with special needs are well supported. The environment is relaxed, happy and children are able to form positive relationships with adults and play co-operatively with their friends in small groups. Staff use positive language with children and praise boosts their self-esteem. Therefore they behave well and any minor squabbles are quickly and appropriately diffused. As a result their social, moral, spiritual and cultural development is fostered.

Children are well supported by the positive relationship between their parents and the staff. Parents are given detailed information in the setting's brochure and a variety of information is displayed on the notice boards; parents of younger children are given daily information about their child's care in a communication book. The partnership with parents and carers of children who receive nursery education is good. They receive clear, comprehensive information about

the funded education, verbally and in writing. Children's assessments are shared with parents, who take them home to read and they are encouraged to be involved with children's progress by responding to the assessment. They are given some very good information about how to support their child at home through taking home learning bags that include various items and a clear format of what can be done with them, including, for example vocabulary to use.

## **Organisation**

The organisation is good.

Children's care benefits from the nursery management team being well qualified and experienced. They demonstrate a good understanding of the requirements for day care and are pro-active in keeping up-to-date with information. The staff group work well together as a team, to provide a professional and welcoming service for families. Good staff numbers enable them to spend time working closely with children, as individuals or in small groups, therefore helping to establish secure relationships. Good use of space within the rooms enable children to play happily, eat comfortably and sleep peacefully. Their welfare is maintained, as staff receive a comprehensive induction, followed by regular appraisals. As a result, staff are aware of their roles and responsibilities. Regulatory documentation is in place, detailed and accessible. Policies and procedures are in place. They are periodically reviewed although some are not currently complying with the most recent regulations.

The leadership and management of the funded education is good. The setting takes steps to evaluate their strengths and weaknesses, working co-operatively with external support. The nursery owner is pro-active in promoting positive progress with the care and education. She is regularly in the pre-school and frequently helps with ideas and identifying practice issues. The owner is knowledgeable and skilled in practice and able to effectively motivate staff. The supervisor of the funded education is skilled and confident in her role and supports staff with all aspects of the funded education. However, some staff are less skilled in aspects of planning and delivery. They are not as effectively monitored and their practice not always evaluated, which may result in children's learning potential not being maximised. As a result the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last Children Act inspection recommendations were given around: ensuring that children are protected from direct sunlight when playing and or sleeping; ensuring all staff are aware of their responsibility with regard to recording accidents. These have been well addressed. Blinds have been placed at the windows, where applicable and accidents are recorded. As a result children's welfare is effectively maintained.

At the last nursery education inspection key issues were given around: using daily routines to develop and consolidate children's independence and self-help skills and understanding of mathematics; reviewing the use of the role-play area to provide sufficient opportunities for children to develop their imagination using everyday home-life experiences. Points for consideration were given around: evaluating large group sessions to ensure they are appropriate to the age and ability of all children attending; developing opportunities for parents and carers

to share their child's progress and assessments on a regular basis. These have been well addressed, which effectively supports children's progress.

### **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 good. 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):

- consider further, the planning and organisation for physical play to ensure that there is sufficient challenge for all ages and abilities of children
- review policies and procedures to ensure that they are up-to-date and comply with the most recent regulations.

#### **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):

- consider the use of time within the sessions, with particular regard to the length of time children sit during some activities
- develop further, the systems in place for monitoring and reviewing the nursery education to ensure that all staff are confident and secure in their knowledge of planning and delivering the Foundation Stage curriculum.

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