



North View Day Nursery

Inspection report for early years provision

Unique Reference Number	206285
Inspection date	05 December 2006
Inspector	Yvonne Layton
Setting Address	2 North Road, Glossop, Derbyshire, SK13 7AS
Telephone number	01457 857857
E-mail	
Registered person	Debbie Gough
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 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?

North View Nursery opened in 1995. It operates from self-contained converted premises in Glossop, Derbyshire. The provision serves both the local and surrounding community. A maximum of 70 children may attend the provision at any one time. The provision is open each weekday from 07.30 to 18.00 all year round, with the exception of bank holidays. After school care is also provided. All children have access to a secure enclosed outdoor play area.

There are currently 87 children aged between four months and eight years on roll. Of these 24 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and or disabilities.

The nursery employs 13 members of staff. All staff hold appropriate early years qualifications. The setting receives support from a development worker from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health within the setting is actively supported by the staff's positive hygiene practices. They consistently follow established procedures such as a rota for laundry and wearing gloves and aprons for changing nappies. The children are well used to the established routines and procedures, for example, babies accept their hands being washed prior to eating. Older children are beginning to develop and understand personal hygiene practices as staff consistently remind them to wash their hands after using the toilet and before eating.

All children are able to rest and sleep according to their needs in a comfortable, safe environment, with established hygiene routines which ensure their well-being.

The needs of children are met effectively if they have an accident. Staff hold appropriate first aid certificates, first aid boxes are readily accessible. Accident records are suitably maintained and shared with parents. Medication requirements are met appropriately. However, children's welfare is potentially compromised as written consent for emergency treatment does not contain sufficient information and is not taken on outings.

Balanced and nutritious meals and snacks ensure children are well nourished. Snacks and meals include home-made dishes with fruit and vegetables from local shops. Individual health and dietary needs are well met because practitioners work together with parents, all allergies are recorded. Babies enjoy a weaning diet which is prepared from home-made meals. Children learn about healthy eating and living through planned themes such as food topics and baking with staff.

Children's physical development and learning about their bodies is strongly supported through an effective programme which promotes challenge and assists in promoting children's health and emotional well-being. Opportunities to play outdoors both free play and planned activities are eagerly enjoyed by all of the children. They regularly enjoy walks including to a secure field, where they can run freely, climb and explore. Swimming sessions are held and children eagerly participate.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a welcoming and clean environment where the rooms are decorated with posters, themed displays and their own creative work. To ensure children's safety is maintained some areas of the premises requires attention, however, the provider is clear what work is required and there is a definite date booked for the completion of the work. Children have access to a wide range of appropriate toys and equipment that meet their developmental needs well. The staff monitor and keep records of the maintenance of play materials, equipment and resources to ensure they are safe and clean for the children to use.

Children are cared for in a setting where risks are identified and minimised and all reasonable steps are taken to ensure they are cared for in a secure environment. They are protected by the effective security of the premises both indoors and outside. Comprehensive safety policies, procedures and risk assessments, which staff adhere to well, ensure children remain safe.

Established fire evacuation procedures, fire drill practices and subsequent evaluations ensure children develop an understanding of the need for fire safety and are kept safe, including different risk scenarios are practiced.

Children's welfare is protected as the staff have a sound knowledge and understanding of their responsibilities with regard to child protection procedures. All the staff have attended training. The written statement relating to the child protection policies and procedures is made available for parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled, they respond well to adults who are interested in what they say and do. Interactions are good and all children benefit from caring, warm staff. The verbal skills of staff encourage children to think, they use positive questioning and provide opportunity for the children to express themselves. Overall the children share, show concern and co-operate with each other.

Children are well-occupied; each area offers activities that are planned using Birth to three matters. Staff have good understanding of the framework, its use and purpose. Appropriate focussed activities are provided and assessments of children's development and progress are well-maintained. Children play independently and in groups, well supported by the staff.

The baby and toddler areas of the provision provide opportunities for them to explore and experiment. They are able to move around freely and enjoy a wide range of activities including creative. All children, including babies benefit from staff that converse and cuddle them.

Children are confident, motivated and keen to access the play activities. Their play is purposeful. Children experience continued opportunities for free expression and creative activities are child-initiated. Activities have substance and provide appropriate stimulation.

In the after school care children are encouraged to participate in a broad range of purposeful and developmentally appropriate activities which provide good levels of challenge appropriate to their age and stage of development. Adults provide a varied mix of free choice and planned activities. Plans are flexible and readily adapted to meet children's ideas and requests. The focus of the provision is to enable children to make their own choices, enriching their personal development.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals as staff have a good understanding of the Foundation Stage. Planning documents

cover the six areas of learning and the early learning goals well. All areas are re-visited over a period of time to ensure children's learning is sound. Staff demonstrate they know which aspect of learning the activities are related to and record children's achievements on an ongoing basis. Age differentiation is well-considered in planned, focussed and adult-led activities. All this ensures the children are purposefully occupied. However, the continued development of relating free choice and routine activities to the early learning goals will enhance children's development.

Assessments record children's achievements and future learning. Evidence is obtained and recorded using focussed, planned and free play activities. This evidence of what children can do is used to progress children's learning.

Children are challenged by staff that use open-ended questions to develop potential effectively. They are responsive and show interest in a range of activities. Children develop their imagination, sense of curiosity and ability to concentrate at a level appropriate to their stage of development. They are settled and behave well. Interactions are good, they relate well to their peers, staff and visitors, demonstrating confident personalities. They co-operate, are able to negotiate with each other and problem solve together. Personal independence and self confidence is enhanced as staff offer good support and encourage them to develop their own ideas, particularly in creative activities.

Children learn about their own community well as they undertake themes and are involved in local and family life activities. Activities and celebrations relating to the wider world are undertaken as focussed activities but staff are not fully confident regarding diversity.

Children are good communicators and have many opportunities to develop their skills. They are developing a love of books through planned and free choice story time, for example two children sat together in the book corner telling each other a story. Children are learning terminology for books. A staff member asked a group of two four-year-olds and a three-year-old, 'who writes the book?' The children replied confidently 'the author'. 'Who draws the pictures?' The children responded 'the illustrator'.

Opportunity for children to access a range of mark-making resources enhances their development. Some children form recognisable letters and can write their name competently. Varied activities are used to expand children's skills, for example writing in the sand.

Children benefit from the rich numeric environment. They spontaneously use their knowledge effectively during play. This includes language for calculating, for example; how many animals, largest and smallest in an animal activity and stitching around shapes. Access to a range of technology resources including a computer enhances their skills, as they operate the computer using the mouse and programmes.

Physical development is promoted through a balanced range of activities and themes. Their fine manipulative skills are significantly enhanced through the use of an extensive range of small resources, such as using scissors during craft activities and sewing. Outdoor play is included in the planning.

Children have a wide range of opportunity to explore different media and materials. They are developing their skills as they name, recognise colour and enjoy a good mix of adult-led and free creative activities; including free painting. All creative activities are child-initiated. They are learning about shade, such as light and dark colours, and texture, for example during a creative activity children used expressive language such as 'goeey' and 'spongey'.

Children enjoy music and singing encouraged by the variety of music available including a music session where they learn about rhythm and different instruments. They use their imaginations well during play in the imaginative play area.

Helping children make a positive contribution

The provision is good.

Children are welcomed and valued as the staff use discussion with parents, carers and outside agencies when necessary, to ensure individual requirements are met. The ongoing completion of documentation including the 'Home to Nursery' diaries produced by the setting requesting details from parents ensures a profile of the child is provided to assist in meeting their needs.

An appropriate policy is in place regarding children with learning disabilities or difficulties which details how the service will be provided. There are children currently attending the setting who have learning disabilities the staff are able to provide care which includes them in the life of the setting through discussing their needs with parents. They work with parents and other professionals to meet each child's needs.

Children are beginning to develop an understanding of how everyone positively contributes in society. Some resources which promote and represent the wider community are available, however the continued expansion of resources is required to widen children's learning. Some of the staff are not confident regarding their own skills and knowledge of diversity to enable them to further develop the children's awareness.

Children develop a strong sense of independence and self-worth as they are encouraged to share, take turns and follow rules as they progress through the developmental stages. They are settled and they are confident in the setting. Children are beginning to understand the reasons for the rules and respond to the firm reminders and consistent expectations of the staff, including to play harmoniously together and to share. The use of praise, encouragement and positive reinforcement contributes effectively to the children developing good social skills and a sense of belonging to a wider family group.

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

Partnership with parents and carers is good. All parents and carers receive detailed information about the services provided and how their child will be cared for. They receive an information book and have access to a portfolio of policies and procedures. Notice boards with information about Birth to three matters and activity plans linked to the framework are on display in each room. The ongoing sharing of information ensures continuity of care and gives parents a clear picture of the opportunities for children to learn and develop.

The partnership with parents and carers of nursery funded children is good. They are kept well informed about their child's progress and themes to be undertaken. However, to further develop partnership with parents and aid children's experiences the opportunities for parents to be involved in relevant activities at home is to be promoted. Preparation for school activities and a formal progress report is provided at the end of the placements to aid children's transfer to full-time education.

Organisation

The organisation is good.

Overall, the provision meets the needs of the range of children for whom it provides. The provision is successful at making sure that the outcomes for children are positive. The childcare practice is sound, well supported by the management and clear staff procedures. Staff meetings and a positive attitude to training ensure that children receive care from suitable adults. The three and four year olds are making good progress towards the early learning goals.

Children are in the care of qualified, experienced staff that support them well to ensure they are happy and settled in the nursery. Staff are deployed well within the setting and they move around to ensure all children are included. Continuity of children's care is enhanced by the appropriate organisation of the management, staff and the good use of the premises.

Leadership and management for nursery education is good. The provider and manager recognise the provision's strengths and weaknesses and there is a commitment to address areas for improvement. Staff have opportunities to develop their skills by accessing relevant training.

The welfare, care and learning of the children is promoted through the maintenance of records, policies and procedures which are required for the efficient and safe management of the provision. Documents are stored securely and safely in order to ensure children's privacy.

Improvements since the last inspection

At the last inspection recommendations were raised in relation to; ensuring children had access to a suitable area with sufficient equipment for rests. A review of snack time, drinks routines and the utensils used by the children at lunch. The provision of information about the setting to parents.

Children's rests are part of the daily routine, they are able to rest in suitable areas, each area has a section which is closed off to enable children to rest quietly. They rest on suitable equipment, each child has individual sheets which are appropriately maintained. Individual needs are well met.

Independence is promoted as children have access to child-sized plastic utensils for all meals and snacks. Snacks are part of the normal routine and children's health is protected as all of the children have access to water routinely.

Parents are well informed and children's welfare supported as parents receive a detailed information book about the setting and there are notice boards throughout the setting providing parents with up-to-date details.

At the previous education inspection the setting agreed to develop staff's understanding of the stepping stones towards the early learning goals and the clusters of learning. To ensure the planning incorporates the stepping stones towards the early learning goals. Children's assessment records demonstrate their progress and are made available to the child's parents and carers. Provide parents with written information about the educational programme.

Children benefit as the staff demonstrate clear understanding of the early learning goals, planning is linked to the areas of learning and assessments identify aims for activities, what children learn, achieve and future progress.

Children's learning is supported as parents receive written information about nursery education within the setting booklet and there is detailed information on notice boards in relation to each area of learning.

Complaints since the last inspection

Since 1 April 2004 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

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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):

- ensure emergency medical treatment consent contains appropriate details and is available in all situations
- develop staff knowledge of diversity to ensure they are confident regarding providing of activities and positive image resources are further developed (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):

- further develop partnership with parents by the sharing of relevant activities to be continued at home
- continue to develop planning with regard to recognition of the areas of learning in daily routine and free play activities.

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