



Pretty Windows Day Nursery

Inspection report for early years provision

Unique Reference Number	254634
Inspection date	24 January 2007
Inspector	Patricia King
Setting Address	9-10 Avenue A, Gedling Street, Sneinton Market Square, Nottingham, NG1 1DS
Telephone number	0115 9881429
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Registered person	Pretty Windows 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 good.

WHAT SORT OF SETTING IS IT?

Pretty Windows Day Nursery is one of two nurseries operated by the owner. It opened in 1997 and operates from two converted units in the Sneinton area of Nottingham. A maximum of 75 children may attend at any one time. The nursery is open Monday to Friday 07.30 until 18.30, all year except for the bank holidays and Christmas. All children share access to a secure enclosed outdoor play area.

There are currently 66 children aged from birth to under eight on roll. Of these 15 children receive funding for early education. The nursery is able to support children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 14 members of staff. Of these 11 hold early years qualifications and 3 are working towards relevant qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy good health and a healthy lifestyle because they are learning about personal hygiene and self-care. For example, younger children are helped with hand washing whilst older children use the toilet and wash their hands with confidence and explain why this is important to stop dirt and germs causing sickness. Children are proud of their developing independence, for example, some use tissues kept within easy reach to wipe their noses and show how they dispose of a used tissue safely in the bin provided. Good hygiene standards are demonstrated by the staff, such as wiping down tables before and after food and talking about what they are doing and why. This results in children's health being maintained whilst they learn about healthy practices. Staff have clear understanding of the records and procedures in place to support the health and welfare of the children with regards to medication, seeking medical help and meeting individual needs.

Children enjoy a good variety of nourishing meals planned and prepared to meet their individual nutritional and dietary needs. Staff make good use of meal times as a social opportunity to help children learn about the importance of having a healthy and varied diet and trying different tastes. For example, at least one lunch per week is planned to reflect another culture or country. This meal provides typical food from a country and traditional crockery, utensils, decorations and music are used to inform and enrich the learning opportunity for the children. Children are learning to recognise their own needs and are able to help themselves to water. Parents are kept informed of their children's daily food and drink intake, sleeping patterns and nappy changes by daily diary sheets.

The accommodation and daily routines are well-organised and arranged to provide opportunities for children to rest and sleep according to their individual needs. Children have access to a good range of equipment for developing physical skills and they enjoy being outside daily. They enthusiastically use quality and exciting opportunities to balance, climb, ride and exercise their bodies. Spontaneous opportunities, such as a snowy day are captured efficiently by staff to talk about the impact upon movement, safety and self-care with regards to clothing and footwear.

Children under three benefit from effective practice in line with the 'Birth to three matters' framework to offer positive opportunities for children to learn how to become healthy individuals. For example by talking about healthy eating and personal hygiene and having quality times to play and exercise outdoors daily.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are kept secure in the premises by robust security systems to monitor visitors to the building. There are good systems to supervise the arrival, collection and departure of children and to ensure that children are only collected by their parents or authorised adults. The environment is arranged effectively to reflect the children's developmental needs with toys and activities within easy reach at children's height to promote independence and choice. This means that children move around safely, freely and confidently making good use of the areas used. There are many displays and colourful posters to inform and encourage learning and offer information to the parents. Children are learning simple rules for their safety, such as not to run indoors or push, and know why these are important to prevent accidents. They are proud when staff recognise and praise their safe behaviour and gently remind each other if they see an example of dangerous behaviour.

Children's safety and welfare are suitably promoted because the staff have knowledge of their child protection responsibilities and know whom to share their concerns with both in the setting and externally. However, the written child protection procedures are not fully in line with the Local Safeguarding Children Board guidance which means that in the event of an allegation against staff members and volunteers children's welfare is potentially compromised.

Children under three benefit from good practice in line with the 'Birth to three matters' framework to offer positive opportunities for children to learn how to keep safe in daily activities and routines such as learning safe behaviour.

Helping children achieve well and enjoy what they do

The provision is good.

Children are cared for in developmentally appropriate groups within their own rooms which are well supplied with good quality equipment. The substantial range of quality toys, activities and resources is used creatively and effectively to provide positive opportunities for children to develop and learn. Careful attention is paid to ensure that children's individual care needs are identified which means that staff know the children well. Staff maintain records of what children can do and use early years guidance, for example, 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage' to plan a wide range of interesting and challenging activities. For example, babies communicate their pleasure when feeling the different textures and shapes in treasure baskets and enjoy the closeness and involvement of a simple story or feely books. Young children move between activities confidently, for example, completing simple puzzles, experimenting with the sounds of different musical instruments and acting out familiar rhymes using puppets. Staff spend quality time interacting with the children, for example, a child praised for his performance of Incey Wincey Spider using a puppet was eager to count the legs and talk about where spiders live. This means the children feel valued and develop positive self-esteem which supports their learning and development. Children are proud to show the display of the pictures and collages they have made. They are learning about the world around them, for example, going on outings into the local community and have real opportunities to become competent learners and communicators.

Nursery education

Children are self-assured and demonstrate a sense of belonging because they enter the nursery happily and settle into the daily routines with interest. They are forming positive relationships with each other and with adults. For example, they played harmoniously in baby clinic, share tools and equipment and confidently talk to visitors about their activities and routines. They are learning to manage their own behaviour, for example, they keep simple rules such as helping to tidy toys and show concern for each other, such as saying sorry when a chair was accidentally placed on another child's foot. Children are learning about other cultures and lifestyles and enjoy trips to find out about their local community. For example, visits to the local castle, shopping centre and around the local area. Children are finding out about the wider world by talking about different beliefs and lifestyles, listening to stories and celebrating significant events from other cultures, such as Diwali.

Children listen intently to a familiar story in a small group, join in and animatedly repeat favourite phrases, such as "I'll blow your house down". They eagerly ask and respond to questions, for example, they want to know how the Genie got into the bottle in the first place. Children show keen interest in books, they bring in their own stories and books from home and take turns to share these with others. Children make good use of the wide variety of mark making opportunities, such as lists in the baby clinic, damp sand, corn flour and glitter-glue. They thoroughly enjoy writing their names on the scrap books they were making.

Children are consistently encouraged by adults to develop their mathematical learning in well-planned and imaginative activities. For example, using small mobilo blocks to count, sort, talk about size and shape and constructing a marble run. Staff make effective use of counting opportunities in daily routines, such as when lining up for outside play or counting plates and cups at meal times. This means that opportunities for the children to make progress in mathematical development are captured well. Children make effective use of props, such as puppets and small figures, to support imaginary play. For example, they used the baby clinic to act out nursing and weighing the dolls. They enjoy singing and dancing to musical rhymes and songs and confidently use good quality instruments and tapes to accompany this.

Children use a range of large physical play equipment outdoors, such as a climbing frame, slide, bicycles, cars, tyres, and balancing beams. They are learning to move confidently and with control as they play with the parachute and move around like different animals. They are learning the importance of healthy eating and explain that eating fruit and vegetables and drinking milk helps their bodies grow big and strong. They recognise the changes that take place in their bodies, such as when excising and explain why they put sun creams and hats when going to play on sunny days and conversely why they must wrap up in the cold weather.

Children use a wide range of objects and materials imaginatively to design and make models and collages which they are proud to display around the room. Children are confident in the use of information technology and programmable toys and some children use the computer skilfully. They enjoy exploring and investigating different materials, such as wet and dry sand and searching the leaves in the mini beasts area to look at insects and creatures through a magnifying glass. Imaginative use of taped animals sounds and questions supports this learning experience. Children have a good sense of time and place and enjoy talking about themselves,

their families and the community around them. For example, they eagerly talk about older and younger family members remembering when they were smaller and talking about when they get bigger.

The quality of teaching and learning is good. Planning covers all areas of learning and systems are in place to ensure that children's progress is well recorded and checked to ensure that learning is secure. Assessment profiles are completed which show what the children have learned and what they need to learn next. Good levels of adult support ensure that children receive a good balance of child initiated and adult led activities which allows them to enjoy their time at the nursery. Staff know the children well and use effective questions in well planned and presented activities to challenge and promote children's learning. Staff are enthusiastic and provide an atmosphere in which children can enjoy learning.

Helping children make a positive contribution

The provision is good.

Children's individual care needs are met effectively because care is taken to record all relevant details and information at their time of entry and keep these details up to date. Children are forming positive relationships with each other and with adults. For example, they are soothed and settled when separation from their carer is difficult. Suitable systems are in place to support children with learning difficulties and/or disabilities and provide an inclusive environment.

Children are learning to manage their own behaviour, for example, they keep simple rules such as helping to tidy toys, sharing and taking turns. They respond happily to reminders from staff and their peers when behaviour is unacceptable are proud when good behaviour is recognised and praised. The setting pays careful attention to any complaints and makes relevant information available to parents, however, because names are included this has the potential to identify individuals which compromises confidentiality.

Children are learning about the wider world and different lifestyles through a well-planned and resourced range of activities. For example, the use of meal times to explore different diets and cultural practices and celebrating significant events in the lives of others.

Partnership with parents and carers is good. Parents receive comprehensive information about the playgroup and the Foundation Stage. This includes operational details, information about how the children learn and encourages parental involvement. Parents are fully informed and included in the learning and development of their children at the playgroup, however, they are not routinely asked to share what their children can do when entering funded education. Consequently, staff cannot build on this to progress children's learning.

Children's spiritual, moral, social and cultural development is fostered. They behave well and show concern for each other. They are learning about their community and the wider world and are developing a real sense of belonging and self-esteem.

Organisation

The organisation is satisfactory.

Robust systems are in place for the recruitment, training and development of staff which ensures that all adults working with the children or having access to them are qualified and suitable to do so. Effective appraisals ensure that appropriate training is undertaken so that children are well cared for and protected. A comprehensive range of policies and procedures to support the safe and efficient management of the setting are in place and are easily accessible to the parents. However, the procedure to inform Ofsted of significant events has not been fully implemented. All legally required records and agreements that contribute to the children's health, safety and well-being are in place and regularly reviewed to ensure that their needs are consistently met. Overall the provision meets the needs of the range of children for whom it provides.

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The quality of leadership and management of the nursery education is good. The owner and manager are effective leaders with a good vision about how to provide a quality service to children and parents that meets their individual needs. Training and development of staff is made a priority to secure knowledge and keep up to date with developments. The nursery is currently involved in an Integrated Quality scheme which is designed to promote good practice. The manager spends time in each room daily. She is involved in all planning and evaluation of delivery to ensure that all children have good support and are offered challenge to make progress. The educational provision is effectively monitored to ensure that teaching and learning are delivered efficiently to the children.

Improvements since the last inspection

At the last inspection the provider agreed to share current child protection procedures with parents. Children's welfare and safety is enhanced because parents are informed and reminded that child protection procedures are kept in the policies folder which is easily accessible in the table in the reception area.

At the last nursery education inspection the provider agreed further improve the opportunities for four-year-olds and more able children to develop mathematical skills. There are opportunities for all children to fully develop mathematical language and skills in their planned activities and

daily routines, such as measuring for cooking, building three dimensional structures and when lining up for different activities.

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 satisfactory. 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 that the child protection procedures are in accord with the Local Safeguarding Children Board with regard to the procedures to be followed in the event of an allegation being made against a staff member
- ensure that the appropriate information available to parents from the record of complaints does not include confidential information
- ensure that Ofsted are informed of all significant events at the earliest opportunity.

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 parents have the opportunity to be a part of their child's learning by contributing to an assessment of their learning and abilities when entering funded education to establish what children can already do and inform planning for what they need to do next.

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