



Stork Day Nursery

Inspection report for early years provision

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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

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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?

Stork Day Nursery opened in 2002 and is one of three privately-owned nurseries run by joint proprietors in the Hinckley and Bosworth district of Leicestershire. It operates from three rooms in a converted detached bungalow on the outskirts of Hinckley and serves the local community. There is an enclosed garden for outdoor play.

A maximum of 24 children under 8 years may attend the nursery at any one time. There are 42 children on roll. Of these, 12 children receive funding for early education. The nursery is open each weekday from 07:30 to 18:00 fifty one weeks of the year. Children attend a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

There are nine regular childcare staff including the manager of whom seven hold recognised childcare qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about personal hygiene through daily routines. Older children independently access the toilet and wash and dry their hands with the electric dryer. They are reminded to wash their hands before snacks and meals. Adults use anti-bacterial spray to wipe tables after activities and before meals. They assist in promoting children's health through good practices such as wearing protective clothing for nappy changing, serving food and babies bedding being stored in separate bags. However this is undermined to a degree as younger children do not always have their hands washed before eating, and on occasions a communal bowl is used. Although babies have their individual drinking cups they are not all labelled with their names. A communal towel is also used in the staff toilet. These practices increase the risk of cross-infection to children and within the setting.

The Policies and procedures for promoting good health care are in place. Appropriate records for accidents and medication are in place as well as arrangements for handling emergencies should children become ill. Staff comfort children and care for them sensitively until their parent arrives. This ensures that children are cared for according to their needs and parents' wishes. A notice is displayed to parents warning them of any infectious diseases that have occurred within the setting.

Children receive healthy choices of food at meal and snack times, which ensure that they are well nourished. They like to choose between apples, pears and raisins and other fruits at snack time. Their understanding about healthy eating is well developed because adults are active in talking about healthy choices. A balanced menu is planned and displayed for parents. Children enjoy their meals; food is well presented and sufficient in quantity. Second helpings are offered to children if needed. Children sit together for their main meals which have developed into social occasions as they talk to each other and to adults about events in their lives. Their independence is being encouraged as they take it in turns to act as waiters to serve the food and learn to use knives and forks. Younger children are offered drinks regularly while older children can help themselves to drinking water and learn the importance of taking regular drinks as a way of maintaining their health. Young children are fed appropriately; adults sit alongside their high chairs giving children eye contact and time to eat their meal while encouraging them to use a spoon. This ensures meal times are a pleasurable social occasions for children.

Children are encouraged to be physically active on a daily basis in this setting. The outdoor area is available and used daily so that children can get out in the fresh air, they enjoy being able to run and use the wheel toys. Most children are developing effective skills in avoiding each other as they run and many are starting to use the pedals on the pedal cars. Adults provide opportunities for young toddlers to have access to the outside area frequently with a range of small sized equipment which ensures that they are starting to develop confidence in learning

to walk and use wheel toys, pushing and pulling. This aids children growth and development and gives them an opportunity to enjoy fresh air and exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a, secure indoor and outdoor environment. Systems to monitor the safe arrival and departure of children are effective because details of adults authorised to collect children are in place. There are sound procedures to vet all persons who visit the setting, including a signing in sheet used at reception. Most equipment is in a satisfactory condition. However the outside storage shed is currently not in use due to storm damage, this means larger equipment and wheel toys are left outside and although safe some have become weathered and dirty. Indoor equipment is mostly sufficient and sound with the exception of the sandpit that had very little sand making it difficult for children to get full learning advantage of this resource. On occasions rooms are not always organised to promote children's independent access to resources and their freedom of movement, particularly when numbers have increased in the preschool rooms.

Formal risk assessments are completed. However these do not include an action plan with timescales that identifies action to be taken to minimise identified risks and maintenance of the buildings. The grassed area and climbing frame is not always accessible to children due to ground being low lying and becoming muddy in wet weather. To compensate for this the paved area has been extended, in order to ensure children have space in this restricted area adults rotate small groups of children. They are able to move around freely and safely, making effective use of the available resources.

Fire appliances are checked regularly. Full emergency procedures are displayed for staff and parents in each room. Procedures for recording accidents are good and ensure parents are informed promptly. All adults have a satisfactory understanding of issues and procedures relating to child protection. This contributes to the welfare, safety and protection of children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are developing positive relationships with adults. Staff show kindness towards them and are caring in their approach. All children's independence and confidence is promoted through everyday routines such as, putting on their own coats or shoes and acting as helpers at snack time. Generally children enjoy a satisfactory range of resources and activities. Adults support more nervous children who are initially reluctant to separate from their carer and join in group activities. Children are gaining increasing confidence to show curiosity and interest in new experiences. They particularly enjoy messy play and exploring the consistency of different textures, such as mixing porridge with water and pretending they are making chocolate cake. They use tools in a pile of compost and enjoy painting the paved area with glitter paint. The large dolls house is a popular activity where children play well together with the small world people.

More able children speak openly and confidently. They receive regular opportunities to sing rhymes and are keen to participate in story time, recalling past events and sharing what they know. Occasionally children are separated into small groups for stories, while this is good sometimes space is limited, the cloakroom area is also used as a passage way and learning is interrupted as people step over the group to access the toilet area. This makes it difficult for children and adults to be comfortable and concentrate. They benefit from visual signs around the room supporting their learning. They are encouraged to identify their name label from the door and write their name on their work. More able children learn to connect shapes and letters for example one child knew the O in their name is like a circle. Photographs are used imaginatively assisting children to identify their pegs and illustrate different activities taken place. Labelling of objects in displays, number and letter lines further enable children to demonstrate their knowledge. Some resources are stored at low-level to allow freedom of choice.

Staff use the 'Birth to three matters' framework for planning some activities and assessing children's progress. Written notebooks are kept for parents but this largely relates to their physical care. Although some resources are set out for very young children, the range is limited, resulting in some children walking aimlessly up and down the room trying to climb on tables and holding their comfort blanket. This means on occasions young children are under stimulated and do not have a full range of resources to enhance all areas of their development and learning.

Nursery education.

The quality of teaching and learning is satisfactory. Some good teaching means that more able children are making good progress in the areas of personal social and emotional development, communication language and literacy and maths. For example some children are learning to identify to write their name and recognise shapes of letters. Opportunities for children to self select and make independent choices outside of the activities provided by staff are limited due to the organisation of the rooms. This limits children's opportunity to fully develop their imagination, and act out their experiences and learning through role play. Some role play areas set out such as the post office and the book corner were less frequently used by children.

Mangers and staff are working hard with the mentor teacher to develop their skills and knowledge of the foundation stage and stepping stones. They have recently implemented a new system of planning and all staff are involved in making observations of the children's achievements to aid planning for their next steps. Overall children are making satisfactory progress through the stepping stones.

Counting is a regular feature of the setting; for example, children use number language during singing and play. More able children write their name and name numbers. For example one child wrote 18 and then said 'that's says eighteen'. Simple calculation is successfully introduced through adult led activities and songs such as 'Five Current Buns' Children receive regular opportunities to recreate patterns through practical activities, for example through the use of pegs and boards. Children enjoy exploring space and shape by taking part in construction activities, making train tracks, building towers of bricks. They begin to learn about science as they concentrate on making necklaces from magnets and one child remarks 'look it's a magic necklace' Most children have a clear understanding of the routine and gain a sense of time as

staff talk of what is happening next. In addition children are able to recall past events and day to day experiences. They are beginning to learn about the natural world and names of animals during story time. Children explore different levels of sound when they sing and whisper some of their nursery rhymes. They have fun learning to use the whole of their bodies doing action rhymes and using musical instruments. Children have the opportunity to develop their large muscle movements during outdoor play each day. They learn about their environment as they go on outings to the park, post letters and visit the local railway station.

Initial and ongoing assessments are dated and clearly show how children are progressing. Parents are consulted and information is freely exchanged. Overall Children are keen to learn; interested in their activities and well behaved. Planning is clear, covers all areas of learning and all staff are involved. However daily activity plans lacks specific focus to guide less experienced staff and does not indicate which individual children the activity is particularly appropriate for. This compromises children's learning and developmental progress.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed into the setting where they settle quickly and are keen to embark on a range of activities. Relationships are developing between children, their peers and the staff. As a result, children are generally happy and approach adults with ease. Staff are positive in their interactions, engage with children and endeavour to treat the children with equal concern. The children are valued and respected. Individual photographs of all the children including children engaged in various activities are displayed and children point to these to identify themselves and others. This together with the positive re-enforcement and praise received from staff help to give children a sense of belonging and aids their self esteem. Children and parents take part in raising funds for 'Children In Need'. Festivals are celebrated from around the world with children and staff dressing up in costumes for Divali and food is brought in. There is access to a range of toys and resources that reflect the diversity of society in a positive way, provide children with opportunities to learn about difference in culture, belief, tradition and disability. Children's spiritual, moral, social and cultural development is fostered.

The special needs co-ordinator continues to develop her knowledge and understanding of the code of practice and she liaises appropriately with outside agencies to promote positive outcomes for children. Children with exceptional needs are well supported by staff. Parents are consulted and all information is shared. All children benefit from the positive relationship staff have developed with parents.

Children are well behaved and procedures for managing unwanted behaviour take account of children's ages and stages of development. Staff intervene to settle their minor disputes over toys and any inappropriate language. This helps children to learn right from wrong, to share and cooperate with each other.

Partnership with parents and carers who receive nursery education is satisfactory. The parents of children who receive nursery education benefit from a two-way sharing of information between parents and staff to enhance their children's learning. Parents are provided with access to their children's developmental records, they receive information about the Foundation Stage

curriculum. A key worker system is in place, and most parents of nursery children know their child's key worker and most are aware that the nursery has in place policies and procedures. However the information board in the entrance hall is not always completed to inform parents of ongoing activities. Although parents are sometimes asked to bring in items of interest from home they are not actively encouraged to be involved in their child's learning which compromises children's progress.

Organisation

The organisation is satisfactory.

The provision meets the needs of the range of children for whom it provides. The provider is able to show that all adults working at the setting have undergone checks to establish their suitability and at least half of the staff team are qualified early years practitioners. The registration certificate is displayed and the attendance register confirms that the provider complies with the conditions of registration.

Overall, the daily routine is generally well balanced to include quiet time, playtime, meal times and physical play. However space is not monitored sufficiently to ensure children of all age groups can move freely and independently access a wide range of resources inside and out in order to develop their imagination and learning through free play. Some resources are not available to children. These factors limit children's creative ability, development and learning.

All mandatory documentation and consent forms are in place and completed as required. The system of storing records for the safe and efficient management of the setting is satisfactory and ensures confidentiality is maintained. Recruitment and selection procedures are undertaken by the registered person, who takes full responsibility for ensuring systems for the recruitment and selection of new staff are rigorous and robust. However managers and staff are not always informed of the latest revisions to the National Standards which compromises their ability to ensure these are met in full and children's welfare protected.

Leadership and management of the setting are satisfactory. The supervisor and deputy demonstrate a sound commitment to improve the quality of care and education within the setting. Systems for monitoring the quality of the nursery education provision and evaluating its impact continue to evolve; as a result, weaknesses are being identified with a view to instigate change. Adults continue to develop their knowledge and understanding of the Foundation Stage curriculum. The nursery manager and deputy continue to work closely with other agencies to improve the quality of education provided in the setting; this includes further training for all staff.

Systems for monitoring, reviewing and evaluating practice throughout the nursery continue to progress. Planning is not yet fully effective because daily activity plans lack detail. All children's development records are kept up-to-date.

Improvements since the last inspection

Care.

At the last inspection the provider was asked to ensure the following issues are addressed; to ensure a key worker system, staff induction training and fire evacuation plans are implemented, that children's dietary needs are met and that meals are appropriate and sufficient, that resources and activities are readily accessible and allow children to develop in all areas of learning, to ensure that an equal opportunities policy is devised and to ensure that resources promote anti discriminatory practice for all children. She was also asked to ensure that strategies are in place to meet the needs of all children who attend with special needs and information is shared with parents and that significant incidents that occur are recorded in full.

The provider has implemented a key worker system in each room. The key worker is responsible for a specific children, completing their assessment records and liaising with parents and settling children in to the setting. An induction programme is in place for new staff with regular appraisals every six months. A clear equal opportunities policy is in place, children are encouraged to take part in festivals and further resources to promote diversity have been purchased. The provider has now a designated member of staff responsible for children with special needs who has received training and also liaises with parents and the local authority worker. The provider, managers and staff are aware that significant events are to be recorded notified to the regulator and intend to put in writing their intended plans to reorganise the rooms in the nursery. The provider monitors resources and issues staff with a shopping list, the staff consult with the teacher mentor for advice on resources. However there are still some areas to be developed in relation to children having resources readily available to develop all areas of their learning which have been addressed in this report.

Nursery Education.

At the last inspection for children receiving the nursery education grant the provider was asked to develop organisation and use of resources, available space activities and daily routines, to more effectively promote children's sustained and purposeful independent learning and exploration of their own ideas.

Managers and staff have worked with the teacher mentor to address these issues. This has been met in part. The daily routine is overall well balanced, children's independence is encouraged by acting as helpers and they can access their own café bar. Some activities and learning areas have been re-arranged to try to give children more space. Many purposeful activities are in place. However organisation of space and children's ability to fully explore their independent learning areas has not yet been fully developed.

The provider was also asked to develop use of children's assessment records within short-term planning to identify clear learning objectives which are well-matched to children's abilities and offer appropriate challenge and progression.

The manager and staff are working hard in this area together with the mentor teacher and have implemented a new system of planning and assessment. Short term planning overall does identify learning objectives but they are not yet linked to individual children's next steps in the daily plans, this area has been addressed above in this report.

In addition the provider was asked to develop more effective use of longer-term planning to ensure all aspects of learning receive appropriate balanced coverage.

The has been addressed fully in their new system of planning where all areas of the Early Learning Goals are covered.

The providers attention to the above issues has ensured that the quality of care is now of satisfactory standard throughout the setting.

Complaints since the last inspection

There has been one complaint made to Ofsted since 1 April 2004. Ofsted received a complaint which raised concerns about the safety of children being collected from school. Ofsted conducted an unannounced visit to the provision on 06/10/2004 to consider these concerns in relation to National Standard 6: Safety. The visit resulted in an action being raised under National Standard 6: safety – To ensure that positive steps to promote safety within the setting and on outings are taken. The provider responded to the allegations by implementing and new policy to ensure the safe collection of children from school. A satisfactory response to this action was received on 19/11/2004 and the provider remains qualified for registration.

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.

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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):

- ensure positive steps are taken to promote children's health and prevent the spread of infection; with reference to hand washing, labelling of individual feeding cups and the use of communal towels and bowls
- improve the condition, maintenance and storage of outside equipment to ensure children gain the most from their activities
- ensure the risk assessment of the premises is regularly reviewed including an action plan with timescales that identifies action to be taken to minimise risks and includes maintenance of the buildings.

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):

- provide an environment that makes good use of space and encourages all children to self-select resources, stimulating their investigative skills, imagination, role play and learning, also applies to care
- develop daily activity plans that consistently relate to the stepping stones and informs staff which individual children the activity is most appropriate. To enable staff to progress children's learning and identify their next steps
- improve staffs understanding of the early learning goals and develop planning documents to provide opportunities for parents to support children's learning at home.

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