



Wishing Well Private Day Nursery

Inspection report for early years provision

Unique Reference Number	302073
Inspection date	12 December 2006
Inspector	Rachel Ayo
Setting Address	Crow Nest Road, Bingley, BD16 4HQ
Telephone number	01274 774494
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Registered person	Dargan Childcare 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?

Wishing Well Private Day Nursery was registered in 1996 and is run by Dargan Childcare Ltd. It operates from a converted school building, supported by two terrapin classrooms in the nursery grounds. The nursery is situated close to Bingley town centre, in Bradford, West Yorkshire. A maximum of 66 children under five years 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 have access to two outdoor play areas, one of which is a grassed area.

There are currently 75 children aged from seven months to four years on roll, of whom 13 receive funding for nursery education. Children come from the local and wider area. The nursery currently supports a number of children with learning difficulties or disabilities.

The nursery employs 20 staff, seven of whom work part time. Most staff hold appropriate early years qualifications, with two staff members working towards this. The setting receives support from the local authority and the early years designated nursery school. The setting is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are sufficiently protected from infection in some aspects because staff generally follow current and appropriate environmental health and hygiene guidelines, policies and procedures. Staff use aprons and gloves to change nappies and the mat is cleaned with an anti-bacterial solution afterwards. Cleaning rotas ensure that the premises and equipment are maintained appropriately. Separate bedding is provided for babies and very young children in the 'tiny steps' room and sterilizing equipment is provided in their own adjoining kitchen, along with detailed displayed instructions. However, sleeping arrangements for children in the 'walkers and talkers' room, do not sufficiently minimise cross-infection.

Children in the 'walkers and talkers' room and 'three plus' room are involved in good hand washing routines to help them learn to understand simple good health and hygiene practices. Staff show them how to use the soap and rub their hands together to make bubbles, to get rid of germs. However, babies' and very young children's hands are not washed by staff in the 'small steps' room before meals, which means that their all round good health is not being actively supported. Additionally, staff within the nursery do not consistently implement effective hand washing practices at mealtimes and when toileting children. Thus, not effectively promoting good hygiene.

Accident and medicine procedures are generally implemented suitably to ensure that children are well taken care of. For example, all staff are required to attend first aid training thus promoting children's welfare, and detailed medicine records are maintained, along with appropriate signed parental consent forms.

Children are helped to be well nourished. Children are offered a good range of meals and snacks throughout the day to promote their all round good health. Meals are well planned, changed seasonally and fresh fruit, vegetables, fish and meats are supplied by local butchers and greengrocers. This ensures that meals are freshly prepared by the nursery cook, well balanced and nutritious. Children clearly enjoy their meals, for example, as they heartily tuck into the fish pie, sweetcorn and peas. Good training opportunities are provided for the nursery cook, and children's individual dietary requirements are extremely effectively met. Children over three years freely access water throughout the day and other age groups are offered drinks with meals and snacks.

Children's individual rest or sleep needs are met appropriately to promote their all round good health. These are in line with home routines and parents' wishes. Children over 20 months old are involved in a good range of physical activity. They access the outdoor areas daily, weather permitting, to benefit from fresh air and exercise. Younger children excitedly run around and

squeal with delight as they attempt to chase the hoop, as it rolls down the playground. They show good hand-eye coordination as they place the small rubber hoops onto the cones. Older children confidently throw the beanbags into the baskets and play chasing games. They move their bodies in a range of ways, for example, as they carry out star jumps, and count how many giant steps it takes to go from one end of the yard to the other. Children in the 'tiny steps' room have some indoor equipment to help them develop physical skills, such as a small climbing frame and slide and tunnels. However, there are insufficient outdoor play opportunities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children in the 'three plus' room are cared for in a very welcoming environment. Space and resources are extremely well organised, to enable children to make independent choices about their play and learning and move around safely and freely. For example, resources are set out invitingly on tables, on the floor and in low-level storage equipment. Children's artwork is displayed attractively, along with bright posters, tabletop displays and a vast array of information. Thus, creating a strong visual impact and helping children to develop a sense of belonging. Space is organised satisfactorily for children under three years, with some visual images, and resources are sufficiently set out by staff. Parents and children are greeted in a warm friendly manner, to create a welcoming environment. However, some rooms are not maintained at an adequate temperature, in particular, when young children are engaging in water play and have wet clothes.

A generally suitable range of equipment and furniture is provided to meet the needs of the children attending. Children in the 'three plus' room are provided with a very good range of resources, which promote all areas of their development. However, the range of resources for children under three years is limited, in particular, children aged one year to 20 months in the 'tiny steps' room. This results in them not being sufficiently challenged and stimulated. Additionally, resources are not organised sufficiently to enable young children to explore and investigate, make choices or use their initiative.

Children are cared for in a safe and secure environment. Excellent systems are in place for managing access to the premises. There are good arrival and departure procedures for staff, children, parents and any visitors, which incorporate identity checks, such as passwords. Staff demonstrate satisfactory supervision levels, and detailed risk assessments identify and minimise risks effectively. Effective safety procedures are in place for taking children on outings, including the procedures for transporting children in the nursery mini coach. Staff help children to learn to keep themselves safe through explanations and gentle reminders, such as how to carry scissors or chairs carefully and how to hold onto the rail when going up and down the steps to the outdoor area.

Children are adequately safeguarded because staff demonstrate a sufficient understanding of child protection. Staff are aware that they must pass on concerns to the designated person or a senior staff member and all concerns are recorded. The setting holds the most recent child protection procedures, including contact numbers, which promotes children's safety and welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are well settled and present as happy. Parents are invited to settle their children into the new environment. Staff encourage them to bring their child for as many visits as is necessary, until parents and staff feel that children are secure enough to be left. Staff in the under threes' rooms plan activities, which are clearly linked to the 'Birth to three matters' framework. Children's records are detailed and clearly show how they are making progress. They include observations and photographs to inform parents about how their children are learning.

Staff in the 'first steps' room set up a satisfactory range of resources on the floor for babies and very young children. These include a slide, wooden blocks, plastic early learning toys, such as rattles and shape sorters, and musical and activity toys. Tables are set up with puzzles and threading and a directed painting activity, which entails making Christmas puddings with paint and glitter. Babies develop their physical skills as they freely crawl around, attempting to pull themselves up on furniture. Staff support babies becoming mobile as they hold onto their hands and help them to take steps across the carpet area. Babies, learning to sit up, sit inside soft rings which support their development and prevent them from toppling over. Children over one year flit around the room to access the toys on offer and particularly enjoy knocking the towers of blocks down. Staff communicate warmly with the children and give good eye contact. For example, one staff member says to a baby, 'Are you having some dinner? Yum, yum, yum.' Babies respond with smiles and attempt to communicate back with gestures and sounds.

Children in the 'walkers and talkers' room thoroughly enjoy the water play as they splash, fill and pour, using a range of containers. They develop creativity as they choose their own colours to free paint or print with Christmas shapes, and feel the texture of the sand as it runs through their fingers when they pour it through the sieve. A sufficient range of general resources are set out by staff for children to access on the carpet. Children over three years have access to a wide range of highly accessible resources and activities. Staff place coloured materials on tables to make activities more interesting, ensuring that children are fully engaged. For example, a blue cloth is wrapped up to make a pond for the ducks in the small world farm. Children explore and investigate all resources freely, for example, as they clearly enjoy making Christmas cards in the collage area, build models with construction toys or pretend to read a story.

Children respond well to staff who are interested in what they say and do. Staff sit and support children at activities and talk to them about what they are doing. For example, children sit on one staff member's knee as they are shown how to use the computer and another staff member helps children to complete puzzles. Children relate well to others, even the youngest children greet their peers in a warm, friendly manner.

Nursery Education

The quality of teaching and learning is good. All staff, in particular key staff, demonstrate a very good knowledge and understanding of the Foundation Stage and are very clear about their roles and how to deliver the nursery education programme effectively. Planning is generally detailed and ensures a broad and balanced range of activities to help children make progress in all areas of learning. However, there is currently no clear evaluation system or information

to confirm how staff plan for the inclusion of all children. Although, staff explain that they are aware of the children who may need more support or challenge. Staff make effective use of time and resources, including accommodation, and use good questioning techniques to support and extend children's learning. Children's records show clear starting points, and observations, along with photographs, are used towards regular assessments. This ensures that a clear picture of progress is maintained, although records do not reflect children's next steps for learning.

Children are motivated and interested to learn. They display high levels of involvement in activities and persist for extended periods of time, for example, as they use the climbing apparatus and computer, or as they concentrate to complete the challenging puzzles. Children have high levels of confidence and self-esteem. They enter the setting willingly and immediately start playing with an activity of their choosing, such as the sand. Children are clearly aware of the boundaries and behaviour expectations within the setting. For example, one child explains that you have to set the egg timer to take turns on the computer. Staff act as excellent role models as they show respect for children and use good manners. Good techniques are used to support children's behaviour. For example, staff prepare children for tidy up time with the use of the egg timer; they explain that children have five minutes left to play. This limits conflict and frustration, therefore, averting any unwanted behaviour. Children respond to staff requests, such as lining up to put their coats on or waiting for their name to be called, before choosing something to play with. Children are developing very good levels of independence. They confidently put on their coats and hats, butter their toast at breakfast and pour their own drinks, from the freely accessible jug of water.

Children have ample opportunities to explore their environment and describe simple journeys. For example, they go on a train to the park where they collect leaves, observe squirrels running up the tree and talk about the bare trees and holly bush. Staff also use spontaneous events for learning opportunities, such as observing spiders' webs. Children express feelings about significant personal events, such as their birthday or birth of a sibling, with support from staff. A good range of activities is planned by staff to promote children's enjoyment in cultural and religious differences, and children observe positive visual images of diversity through posters and resources.

Children use language confidently to express themselves, ask questions and initiate conversations with others. For example, they approach the inspector to talk about the laptop, extending this to talking about their own mummy or daddy having one of these at home. Children explain that they are going to take part in the Christmas nativity and tell the inspector what they are going to say, such as 'there's no room at the inn'. Children talk activities through as they explain that they are making a Christmas card for their grandma or that they are completing the register to see who is here. Staff support children in linking sounds and letters within the daily routine, along with planned activities. For example, staff talk to children about the animals set out in the small world farm, asking 'What's this? It's a lamb. What does lamb begin with? That's right, L for lamb.' Children handle books carefully and clearly enjoy accessing the reading materials, including magazines, in the book area. They confidently recognise their names as they find their place to sit down for lunch.

Children talk about shapes, for example, as they engage in a collage activity, and experiment with the jigsaw pieces by turning them around to successfully complete a puzzle. Children build

with a range of construction materials, copying models reflected in pictures or that have been made by staff. They use a range of box craft materials, such as tubes and a cereal box, to make a vehicle. Children count competently and point and count past five objects, such as when counting the shapes on the abacus or the triangles on their picture. Children confidently sort coloured shapes into the correct boxes at tidy up time and learn about weight and balance as they place the conkers on the scales. Children show an interest in technology as they enthusiastically, and competently, operate simple computer programs and pretend to hold a conversation on the mobile phone.

Children move confidently in a range of ways. They run around outside playing chasing games, generally negotiating space successfully, and carefully balance as they walk along the large indoor construction materials. Children walk backwards and sideways to experiment with different ways of making their bodies work. Children engage in a range of activities requiring hand-eye coordination. For example, they competently use mark-making materials to attempt to write for different purposes, confidently use scissors and skilfully manoeuvre the mouse when playing on the computer. Children explore a wide range of media and materials, for example, as they pat the sand with their hand to make sandcastles or excitedly watch the slime, made with cornflour, dripping between their fingers. Children say that this is slimy and cold. Children enact a range of stories to develop good imagination. For example, they dress up in a range of props, as they pretend to be the witch in the 'Room on the broom' story and are currently practising for their forthcoming Christmas nativity.

Helping children make a positive contribution

The provision is good.

High priority is given to working in partnership with parents and carers to ensure that all children are fully valued and included and have their individual needs met. Good information is provided before placement along with a range of displayed information in the rooms and the main entrance. This includes photographs of staff and their qualifications and mostly up to date policies and procedures. All required documentation, including appropriate consent forms, are completed before placement, to ensure that parents' wishes are adhered to fully and children's individual needs are met. Ongoing information is shared effectively through children's records, plans are displayed of activities and day sheets which include information, such as food intake, sleeps and nappy changes. Staff also invite parents to attend more formal consultation sessions, to enable them to discuss any aspects of their child's care or education.

Staff highly meet the needs of children with a learning difficulty or disability. They work effectively with parents and other professionals, where necessary, to follow detailed, individual care or education plans. This means that all children can take an active part in the setting. Children are helped to feel secure, as consistency is maintained between home and the setting, for example, staff working together with parents to support and manage particular behavioural issues. Parents' comments are extremely positive about the setting. They express that they are very happy with the care of their children, are able to approach the nursery owner or manager at any time to discuss any issues and feel confident that their children are in safe, capable hands.

Children are helped to feel a sense of belonging because of the positive relationships established with staff. They benefit from a range of posters, activities and non-stereotypical resources that help them to learn about diversity. All children are encouraged to have equal access to all resources. Children learn to respond to appropriate expectations for their behaviour because staff use a good range of strategies. For example, staff distract very young children and babies waiting for their lunch, by singing, and support children in learning to sit down for story by taking them by the hand and sitting with them. Staff encourage good behaviour and help children to develop self-esteem by using a range of positive reinforcements. For example, they offer stickers to young children when they sit nicely for story and offer positive comments, such as 'well done for walking beautifully' and 'what a lovely picture you've painted'.

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

Partnership with parents and carers, in relation to the nursery education, is good. They are provided with good quality information about the setting and provision. This is via the nursery prospectus and through separate, more detailed information, specifically relating to the Foundation Stage and areas of learning. Newsletters are provided monthly and include information about topics. A separate form is provided to inform parents of particular trips or visits. A day sheet is provided to parents and includes a range of care information, along with details of the focussed activity of the day. The setting operates an open door policy, meaning that parents can access their child's records at any time or talk to their child's key worker. This ensures that parents are well informed about their children's achievement and progress.

Key workers initially talk to parents to obtain information to use when assessing children's starting points, and settling-in visits ensure that positive relationships are built. Parents are actively encouraged to be involved with their child's learning. For example, they are asked to contribute to topics, accompany staff and children on trips and come into the setting to talk about their job as part of a topic, such as 'people who help us'.

Organisation

The organisation is satisfactory.

Although there are currently no formal systems for evaluating the practice, the provider demonstrates, through discussion, that she is committed to continual improvement. They have recently re-organised areas to meet the changing demand and the needs of the children, which are currently still being developed along with establishing new staff teams.

Recruitment and vetting procedures contribute well to children being protected and cared for by staff with knowledge and understanding of child development. Formal recruitment procedures take place and application forms are detailed and include requests for specific information regarding criminal convictions and health. Applicants must confirm their identity through documentation, which has also been used to support their Criminal Records Bureau application, completed by an outside organisation. Clear induction procedures are in place, including informing staff of the detailed, well devised policies and procedures. However, some are not being implemented effectively in certain aspects, resulting in weaknesses within the provision. A high percentage of staff are qualified and ongoing training is fully encouraged and supported. Yearly appraisals contribute well to staff development and help staff to identify their own

strengths and any areas for improvement. Staff have regular meetings to assess their practice and look at forthcoming events. These are also used for in-house training, such as managing behaviour.

All rooms have a qualified leader and staff deployment contributes to promoting positive outcomes for children. For example, a number of staff move around the nursery as required and other staff stay in their designated room to promote continuity of care. For example, those caring for babies and very young children. Good routines ensure that children develop security and staff talk to children to prepare them for what happens next throughout the day. Record keeping systems are generally maintained appropriately and kept up to date to promote the efficient and safe management of the provision, promote children's well-being and meet individual needs.

Overall, the provision meets the needs of the range of the children for whom it provides.

Leadership and management, in relation to nursery education, is good. The nursery owner and manager take a very active part in the setting, including the planning and provision of the nursery education programme. They take a very hands-on approach and act as good role models as they spend time directly working in the rooms. Staff are well supported in their roles, including having access to good training opportunities. Key staff have time allocated for them to plan and update children's records and all staff are now taking on this role and receiving good support in this. Staff are kept up to date with new initiatives and are well supported in incorporating them into the curriculum.

Good links are made with schools to ensure a smooth transitional period for children leaving the setting, ensuring that they develop security and confidence. Suggestion boxes enable parents to be included in the evaluation of the provision and staff evaluate activities, although this is currently done informally. The nursery owner is proactive in seeking new ways of building on the improvement of the care and education and a range of resources support them in this. For example, staff share ideas from nursery education publications and use information from outside assessments of the provision to address any areas for improvement.

Improvements since the last inspection

At the last inspection, a number of recommendations were raised in relation to documentation. The setting has now set up satisfactory systems to record incidents of physical intervention, existing injuries and any significant events. The registration system has been reviewed and parents now record the exact time of their children's arrival and departure. Improvements in record keeping now enhance the safe and efficient management of the setting, promote children's welfare and promote working in partnership with parents.

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):

- improve hygiene practices by reviewing the arrangements for hand washing and sleeping children
- provide more outdoor play opportunities for children in the 'tiny steps' room
- ensure that rooms are maintained at an adequate temperature
- improve the range and accessibility of resources for children under three years
- review the complaints policy and the complaints log to ensure that they are in line with 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):

- continue to develop the planning systems, to include differentiation and evaluations
- develop children's progress records to include next steps for learning.

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