



Saltway Day Nursery

Inspection report for early years provision

Unique Reference Number	133626
Inspection date	14 November 2006
Inspector	Jan Leo
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Registered person	Kathryn and Timothy O'Connor
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?

Saltway Day Nursery registered in 1995. It operates from the ground floor of a Victorian vicarage which stands back from the main road leading into the village of Bodicote, Oxfordshire. It is run by a private provider and her husband who live on site with their family above the ground floor. There is a separate enclosed play area for outdoor play. The nursery serves the local area and many surrounding villages.

The setting is registered to care for up to 43 children under the age of eight years at any one time and there are currently 102 children from six months to five years on roll. This includes 41 children who receive funding for early education. There are currently three children with special needs but none who speak English as an additional language. Children attend for a variety of sessions.

The nursery opens five days a week for 50 weeks a year. Sessions are from 08.00 until 18.00, Monday to Friday. There are 13 staff working directly with the children, all of whom have, or are studying for, a nationally recognised qualification equivalent to level 2 or above.

The nursery receives support from the Local Authority and has a Certificate of Quality Assurance. They are members of the Pre-School Learning Alliance and form close links with the reception class at the local school.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good hygiene from an early age in order to keep themselves healthy. They competently wash their hands with little supervision, routinely clean their teeth after lunch, and learn to avoid the spread of germs by catching sneezes in a tissue. Staff use inventive methods to promote good practice, providing a teddy with a tissue and singing about the 'cold in his head'. As a result, children remember what they learn to prepare them for later life. Children spend the day within their designated clean environment under the watchful eye of their key worker. This helps children form strong bonds with adults and swiftly become emotionally secure within the setting. Young children sleep according to their individual needs, some falling asleep in pushchairs while outside for fresh air, others snuggling into their own covers within a restful curtained area. All children benefit from regular fresh air and exercise, making good use of the location. For example, children walk to visit nearby horses, grow strawberries in the garden, and use outdoor equipment to develop their physical skills. Staff make sure they have full details relating to children's health and they follow strict procedures when administering medicine. They keep detailed accident and medication records which they share with parents and carers to keep them well informed about their children's health issues. Children eat varied and nutritious meals and snacks to sustain them throughout the day. The setting employs a cook to prepare food on site. She provides two menus, one to suit children from six to 12 months old and the other for children over a year in age. She caters for special diets and uses a system of coloured plates as part of the stringent procedures to ensure children receive the food and drink intended for them.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play within a safe environment where they can spread out and move around freely. Staff supplement supervision with a number of physical barriers to control where children go and they monitor visitors entering the premises. They routinely keep a record of all adults who are on site and escort them around the building to protect children from harm. Children have free access to a range of safe equipment stored at low level, and staff keep additional resources up high to avoid limiting play space. All the equipment is in good condition and children learn to use it sensibly in order to avoid injury. Staff complete risk assessments for activities on and off site to identify and address hazards. They practice fire drills regularly to make sure all children know how to evacuate the building in an emergency. All staff read the child protection

procedure as part of their induction and they know what to do if they have concerns about a child. Reference material is readily available to ensure staff can refer concerns without delay.

Helping children achieve well and enjoy what they do

The provision is good.

Children feel good about themselves because they choose what to do, know what to expect, and feel part of the group. Staff offer a wide range of experiences for children each day, which they fit into the security of the normal routine. As a result, children confidently decide whether to delay making something until they have more time, or proceed to make a start and continue later. This understanding of the daily timetable helps children take some control over what they do and develop their independence. Much of the time is dedicated to free play opportunities to allow children time to share their ideas and learn from each other. Staff tirelessly join in to develop conversations, extend learning and help children make sense of things. The children value adult involvement and participate enthusiastically in everything, unaware they are increasing their skills and knowledge while they have fun. All but the babies meet together for meals and story time in order to socialise and make new friends. This prepares children for moving up through the nursery, but some children find circle time lengthy and lose concentration. Those who miss the start of the story find it difficult to settle.

Nursery Education

The quality of teaching and learning is good. Staff develop children's enthusiasm for learning by providing a varied and interesting programme including relevant practical activities and free play. Staff join in wholeheartedly and clearly display their own enthusiasm while participating. As a result, the children are very enthusiastic learners for the majority of the time but lose concentration when story time is lengthy. Staff plan over a six-day timetable to ensure all children have the same opportunities regardless of when they attend. They record children's progress on the Oxfordshire Profiles using observations made during the sessions, and they use this record to identify target areas for planning, in order to help children overcome difficulties. Some profiles are not up to date which compromises the accuracy of the information used to plan children's next steps and appropriate challenges.

Children are very sociable; they make friends easily and involve others in play. All separate from their parents and carers without difficulty and rapidly choose what to do, developing games independently from staff. The children readily learn simple rules for using equipment and protest loudly when others break the rules. They are very independent, confident and show a sense of belonging.

Children express themselves clearly when sharing ideas with friends, taking turns to speak and listening carefully to what others have to say. Some eagerly share their knowledge of how things work, describing to visitors in some detail the workings of a compact disc player. Children practice mark making freely using a variety of media and some form recognisable pictures and write their name. All enjoy books and several finish sentences of favourite stories, read aloud by staff, fully aware of what follows and eager to show their knowledge of the story. They happily ask for a second and third story, but are then ready for alternative activities.

Children count throughout the day and staff introduce numbers into planning in order to reinforce what children know. For example, they set a maximum of three children in the home corner and children are often successful in working out how many friends can join them. Some try to challenge the rules by asking visitors for permission to join the three already in there, fully aware they will exceed the limit. Children develop an understanding of shape, space and measure through practical activities such as building cog systems, bridges and tracks. Children concentrate for extended periods and consider advice from their peers to achieve the desired result.

Children develop knowledge and understanding of the wider world through topic work, practical activities and role-play. They show great interest in things around them and eagerly share their knowledge with friends. For example, several children watched as one navigated through a computer program. One, looking on, advised 'slowly, slowly, click' in an attempt to help his friend succeed. Children talk about their home life and things that are important to them, and they develop a sense of time through following the daily routine.

Children have regular opportunities for outdoor activity, which offers appropriate challenges to develop physical skills and co-ordination. They move well in a number of ways, cycling, running and balancing without falling or colliding. Children are developing an awareness of their own needs and freely help themselves to a drink when they are thirsty. They handle small equipment safely and with confidence.

Children thoroughly enjoy free play in the home corner to act out things they see at home, such as, caring for baby, packing for an outing and making a den. They have well-developed imaginations and learn from each other. Children enjoy singing and action songs and have regular opportunities to join in musical activities. They have free access to a range of craft resources and the creative freedom to develop their own ideas.

Helping children make a positive contribution

The provision is good.

All children feel valued because staff openly talk about differences and display interest in diversity to help children feel special and raise their self-esteem. Staff fully include children with special needs by obtaining advice and additional support to enable them to reach their potential. Staff work closely with parents and carers to adopt consistent strategies and set achievable goals. Children learn to share and take turns during play and they willingly help tidy away when activities change. Staff promote positive behaviour by giving praise and encouragement, and they act as good role models for children to follow. As a result, children play very well together, and have good manners. The partnership with parents and carers is good. Families visit prior to children starting at the provision and staff are very sensitive to their anxiety when leaving children for the first time. Parents and carers receive photographic evidence of how children settle and what their first day is like, to relieve some of the concerns. Staff display essential information prominently and they make themselves available for informal discussion at hand over time. Children's key workers supply families with information about the education programme and the progress children make. They hold parent's meetings and ensure children's records are available to involve the family in children's learning and development.

Spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Staff organise the day well to give children a balanced and varied programme. They keep groups small to ensure children have ample space and attention to develop and learn safely. The staff work very well together as a team, joining in play to develop children's enthusiasm for learning and helping children feel part of the group. The leadership and management of the provision are good. The setting has clear policies to reflect how the group operates in practice and the provider continually monitors documentation to ensure it remains effective and up to date. Staff use a six-day rota for activity planning and menus to ensure part time children are not disadvantaged. All of the documentation, required by regulation, is in place and generally of a high standard. However, the complaints procedure is rather brief and does not include reference to recent regulatory changes. Staff and management work closely together to implement improvements and raise standards. The provider encourages staff to continue their personal development in order to increase their knowledge and skills in the hope that they will bring new ideas to the group and keep the setting fresh.

Improvements since the last inspection

There were two recommendations made at the last care inspection, and one at the last nursery education inspection. The provision was asked to include details of staff presence on the register, improve the availability of fresh drinking water, and make better use of reference books. All these points have been satisfactorily addressed by the provider. As a result, the register of attendance is now an accurate record of who is present; children, in all but the baby room, have a water jug and beakers provided in order to help themselves to drinks whenever they are thirsty; and some reference books are always in class for children to refer to, with additional relevant literature provided for specific topics.

Complaints since the last inspection

Since the last inspection the provider has received two complaints from parents. The first relating to standard 11: Behaviour. This involved the behaviour of a specific child. Staff monitored the child and obtained help to assist the child in managing their behaviour. The second complaint related to Standards 7: Health and Standard 8: Food and Drink. This involved a child being given particular refreshments at morning snack time, contrary to parents instructions. The provider reviewed and adapted the policy and procedures relating to Food and Drink in order to avoid future mistakes. Ofsted is satisfied that by taking these steps the provider meets the National Standards and 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):

- develop the complaints procedure to reflect recent changes in regulation
- limit the duration of circle time to avoid children losing interest (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):

- ensure children's progress records are kept up to date to provide an accurate picture of their rate of progress to assist planning

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