



## York House Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	145968
<b>Inspection date</b>	08 December 2006
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<b>Registered person</b>	Bramleys Nurseries
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

York House Nursery opened in 1993. It is privately owned and one of a group of six nurseries. It operates from converted house premises close to the centre of Salisbury, Wiltshire. The nursery serves families from a wide area.

York House Nursery is registered to provide full day care for 46 children up to the age of five years. There are currently 83 children on roll. This includes 17 children who receive funding for nursery education. The nursery supports children who have learning difficulties or disabilities. None of the children speak English as an additional language.

York House Nursery is open between 08.00 and 18.00 every weekday, for 51 weeks of the year.

There are 11 full-time staff and five regular bank staff who work with the children. All staff hold an appropriate early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The children's good health is well supported through the action of the staff and they are helped to develop healthy lifestyles. The staff have a good understanding of ways to minimise the spread of infection between children and they implement effective measures. The premises, toys and equipment are clean and hygienic. There are daily cleaning rotas for the kitchens which the staff generally put into operation appropriately. Paper towels are used for hand drying and individual face cloths and bedding are available for each child. Good hygiene measures are in place to protect the children. For example, outdoor shoes are not worn in the youngest children's rooms and there are robust nappy changing procedures. There is a suitable policy for excluding any children who are ill or infectious and staff quickly contact their parents if children become unwell. This ensures that they receive appropriate attention. Suitable consents are obtained to make sure that any medication is administered safely to the children. Children's first aid needs are met because staff have taken suitable training and some have been trained to administer specific emergency treatment if required. The children learn good hand hygiene routines and wash their hands before snacks and after going to the toilet.

A good range of healthy and nutritious food is available for the children. A freshly cooked hot meal is provided daily and the children eat nourishing snacks which often include a variety of fresh fruit. Jugs of water and cups are readily available so that the older children can serve themselves when they are thirsty, and drinks of milk or water are provided for all at snack and mealtimes. Food is stored appropriately in the refrigerators and baby equipment is sterilised as required. Any specific dietary requirements, such as allergies, are met well by the staff and alternative food is provided for children where appropriate. The staff are flexible to the individual needs of the babies and younger children who follow their usual sleeping and eating routines where possible. This ensures there is continuity in their care and that they are settled and comfortable. The children begin to learn about the importance of eating a healthy diet through discussions with the staff and activities. Recently this has included growing beans which they picked and sampled with their meal.

The children have frequent opportunities for exercise throughout the day and this helps them to stay fit. Most children play outside in the garden where they use a range of age-appropriate equipment. They show a developing awareness of space when they are sitting or playing together, or riding on wheeled toys. They are developing control and coordination of their movements and safely negotiate the stairs. Many children take part in additional optional activities, including ballet and swimming classes, which are paid for by their parents. The babies are given support and encouragement to sit, crawl and to take their first steps. Equipment, including a small slide and a ball pool, are available for the under threes to use inside the premises. Staff take advantage of facilities nearby and the children often go for walks, sometimes visiting the local park where there is more challenging climbing and play apparatus to promote

the older children's development. The children enjoy these activities and this encourages them to become active and healthy.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The children feel comfortable and settled because the premises are made welcoming for them with many displays of their artwork and posters. Children have named trays for their belongings and toys and activities are readily available for them to use. The premises are kept secure and staff supervise entry hence promoting the children's safety. There is suitable space for the children and the rooms are used effectively to meet their developmental needs and allow them to take part in a wide range of activities. There are two sleeping rooms so that the babies can rest undisturbed.

The premises are generally well maintained and warm. The children's safety is promoted by the staff who use suitable equipment to prevent them accessing potentially dangerous areas. This includes socket covers and gates to prevent access to the kitchen and stairs. However, often the gates are not secured and some of the bolt fixings have become worn and this poses a potential risk of accidental injury particularly to the younger children. There are suitable fire safety procedures in place and notices clearly displayed. However, staff do not always mark children in and out of the register promptly so it may not be an accurate record of who is present in the event of an emergency. The children are protected when out because staff ensure that there is a plenty of adult supervision to keep them safe near the roads. There is a robust system, involving the use of passwords, to make sure that children are only collected by authorised adults. The children are well supervised by the staff who check sleeping babies regularly to ensure they are safe.

The staff have a clear understanding of their role in protecting children from abuse or neglect and know what action to take if they are concerned about the welfare of a child at the nursery. There is a comprehensive statement regarding this procedure which is made readily available to the parents. This contributes effectively to safeguarding children from harm.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The children are confident and happy and have a warm relationship with staff, who genuinely care for them and give their care and comfort high priority. There is plenty of conversation and interaction between them and this supports the children's communication skills effectively.

The children receive praise and encouragement; their achievements are valued and celebrated in the many displays on the walls. This promotes their self-esteem and confidence. The children take part in a wide range of activities and their progress is monitored frequently. Staff use this information to help them plan weekly objectives for each child. These plans make reference to the Foundation Stage curriculum or the Birth to three matters framework as appropriate, and generally the activities match the children's abilities effectively. Toys and activities are always available but sometimes the choice is limited and the children do not have the opportunity to make their own choices about what they play with so that they can follow their own interests.

Although there are regular routines to the nursery day, the babies and youngest children's personal routines are respected wherever possible. They have a wide range of experiences. For example, they investigate treasure baskets, which contain a wide range of interesting items such as shiny fabrics, brushes and coconut shells. Under the close supervision of staff, they explore other materials such as sand, cornflour and water or cooked pasta. They use their own ideas and experiment as they wish in creative art activities such as painting, collage or dough. Many children show developing levels of concentration and involvement in self-chosen activities, such as puzzles and pretend play. They enjoy looking at books and listening to stories or taking part in music and singing activities. Staff are flexible in their approach to the younger children and respect their decisions, giving them the opportunity to take part in group activities but allowing them to continue if they are involved in their own play if they prefer. For example, a child continues to investigate the sand rather than joining the main group to listen to a story. All children go out for walks to the nearby city centre and this widens their experiences. For instance, some children and staff were going into the nearby city centre to see the Christmas lights and a display of decorated trees which some of them had helped to make.

### Nursery education

The quality of the teaching and children's learning is good and consequently the children are making good progress towards the early learning goals. The children speak clearly and confidently, taking turns and initiating conversations with others. They talk about imaginary ideas, particularly when involved in pretend play with their peers and they often introduce a story to their play. They readily express their reasoning and ideas; for example, when looking at a photograph of the Arctic a child says "I think it's cold because everything looks white like frost". They are beginning to link sounds to letters and some more able children are beginning to recognise familiar words, for instance, when matching pictures and words in a card game. The children enjoy drawing and using paints and are able to try out their own ideas and use their imaginations. They painted their own representations of a penguin after listening to a story and looking at photographs. The children are developing good hand-eye coordination and use simple tools such as scissors. They use white boards and marker pens to practise forming letters. As a result of these activities, some are beginning to form recognisable letters and to write their names. However, they are not encouraged to put these skills to practical use, for example, by writing their own names on their pictures and paintings. The children use technology to support their learning, including tape recorders and a computer.

The children benefit from the staff's sound knowledge and understanding of the Foundation Stage curriculum which allows them to plan and provide a broad and balanced curriculum which covers all areas of the children's learning. The staff observe the children daily, effectively monitoring what they can do and record their children's progress towards the early learning goals. They use this information to identify objectives for every child's learning each week and adapt the activities accordingly. Often the children are grouped according to their ability and generally this ensures that the activities match their individual needs. Occasionally some activities, such as stories, are too complex for the younger children to understand and they lose interest. The children understand that there are times to sit quietly and usually they show good concentration and persistence on self-chosen and adult-led activities. However, often children do not all pay attention during the large group times, which can be disorganised. For

example, during the registration time, a member of staff interrupted some children to put on their slippers and this distracted others.

Many children quickly learn the words to songs. They enjoy singing and music and were busy practising for the nativity play they were staging for their parents. The children are interested in numbers and readily use them in their conversations. They are beginning to count competently and correctly. The staff use practical activities effectively to support the children's learning. For example, a child counts the number of legs on toy camels and works out how many there are in total on two or three animals. The children have opportunities to find out about the world around them and how things work or change. They visit the local fire station, talk about nature, take part in cooking activities and investigate how magnets work. They begin to find out about the wider world and talk about animals, different countries and space travel. The children are well occupied and motivated to learn because they enjoy what they do.

### **Helping children make a positive contribution**

The provision is good.

The children's spiritual, moral, social and cultural development is fostered. The children behave well and play cooperatively together. They are learning to consider the needs of others and the older children share fairly and take turns. The staff are good role models for the children and treat them with courtesy and consideration at all times. The children follow this example and the older ones are spontaneously polite, saying "please", "thank you" and "excuse me" when appropriate. The children are rewarded with praise and encouragement when they behave well and this helps them to understand what is expected of them. The staff have age-appropriate expectations for the children's behaviour and use distraction to good effect with the younger ones. They gently explain why sometimes their behaviour is unwanted or that they may hurt themselves or others. This helps the children learn to manage their own behaviour well.

The special educational needs coordinator has a sound understanding of how to support children who have any additional needs including learning difficulties or disabilities. The staff monitor all children's development effectively and bring any concerns to the attention of their parents and this allows them to seek professional advice or support if necessary. There is continuity in the children's care and their individual needs are met well because there is good communication and sharing of information between staff and parents. There is a strong key person system and parents receive comprehensive written information daily about their child's care and activities, as well as having the opportunity to talk with their allocated member of staff. A good settling-in procedure ensures that new children are familiar with their new surroundings so they settle quickly. The children use a broad range of toys and resources which reflect the diversity in society. The older children take part in activities so that they begin to find out about different cultures and traditions. Recently they have been learning about customs associated with the festival of Diwali and now they are preparing for Christmas. This approach contributes well towards encouraging children to develop an accepting attitude towards others.

The partnership with parents and carers is good and this effectively supports the children's learning and progress. Parents receive comprehensive information about the nursery and its policies and procedures so that they understand what is on offer for their child. Many notice boards display information about the Foundation Stage curriculum and the Birth to three

framework, as well as the activity plans for the coming week. Consequently the parents know and understand what their child will be doing and how they will be learning. The parents have many opportunities to find out about their child's progress either through informal meetings with their child's key person or through the twice yearly consultation meetings. They have opportunities to take their child's development files home to study at their leisure. Many records are in an easily understood format; there is a narrative summary of their child's progress in each area of learning and a scrap book with photographs and examples of their child's work. Parents are encouraged to share what they know about their child's learning and to help their child at home, perhaps by looking for resources with them connected with the current theme.

## **Organisation**

The organisation is satisfactory.

The nursery meets the needs of the range of children for whom it provides. The policies and procedures required to promote children's care, welfare and development are in place and implemented effectively. Most of the necessary records are maintained. However, the register does not meet the requirement to record the times of children's attendance and is not always kept accurately. The manager has acted promptly on comments made during the inspection and has begun to introduce a revised system. There are sound procedures in place to ensure the staff are suitable to work with children. All staff hold a suitable childcare qualification and many are continuing to undertake further training and this benefits the children. Satisfactory adult to child ratios are maintained and staff are deployed appropriately so the children have suitable levels of attention and support. The organisation of the premises and activities promotes the children's care effectively. The sessions run smoothly for the children because staff are clear about their roles and responsibilities and work cooperatively together. Time is made available for staff to complete children's development records and plan activities and this ensures that they provide appropriate experiences for the children which support their development well.

The leadership and management is good. There are established procedures for monitoring children's learning and the effectiveness of the teaching, and the staff use this information to help them plan next week's activities. They monitor the breadth of the curriculum to ensure that they are covering all areas of the children's learning. Generally, this works effectively and ensures that children are given appropriate levels of challenge which help them make good progress. The staff evaluate the quality of the nursery education and the children's experiences and this has allowed them to identify some areas they wish to develop. For example, they intend to extend the use of the outdoor area and they are drawing up plans for this. The staff are committed to their personal development and regularly attend courses including those on curriculum matters. This attitude benefits the children and enhances their learning and enjoyment.

## **Improvements since the last inspection**

At the previous inspection the provider agreed to increase children's safety in the outdoor area; to make copies of the policies and procedures readily available to parents and to extend the scope of the safeguarding children procedures. The provider also agreed to ensure that the staff frequently assess and record the children's progress to help them plan suitable levels of

challenge to support their learning, giving particular attention to their mathematical and physical development.

The children are well supervised when playing outside and there are no obvious risks to their safety in the area being used. The scope of the safeguarding children procedures has been extended to cover any allegations made against a member of staff at the nursery. This action has contributed well towards keeping the children safe. The partnership with parents and carers has been enhanced through making a file containing all the nursery's policies and procedures readily available for them in the entrance hall.

The staff monitor the children's development frequently, choosing a small group of children each day to observe and then recording what they can do. They use this information to help plan the next steps in their learning. Generally, this is effective and allows them to gauge the correct level of challenge for each child and adapt activities so they make good progress. Planning has been extended to include the children's physical development. Children take part in planned activities to help them learn about shape but staff also take advantage of unplanned opportunities as they arise in their play. For example, children are encouraged to talk about the patterns made by textured rolling pins as they make salt-dough shapes, and they play games where they have to find and stand on a specific shape tile. As a result of these changes, the children are making good progress in all areas of their learning.

### **Complaints since the last inspection**

Since 1 April 2004, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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 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):

- continue to monitor the system for recording the times of children's attendance and ensure that records are completed promptly as children enter and leave the nursery

- review the effectiveness of measures to keep children safe near the stairs

### **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):

- review the organisation of some group activities to encourage all children to participate fully
- make sure that all activities provide appropriate levels of challenge for the children

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](http://www.ofsted.gov.uk)