



Field House Day Nursery

Inspection report for early years provision

Unique Reference Number	EY332404
Inspection date	04 January 2007
Inspector	Jacqueline Mason
Setting Address	Munro Street, Stoke-on-Trent, Staffordshire, ST4 5HA
Telephone number	01782 844 863
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Registered person	Field House Day Care Nursery Limited
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 inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Field House Day Care Nursery opened in 2006. It is privately owned and operates from a renovated old school building in Stoke-on-Trent. It is situated on a main road that leads into Stoke. A maximum of 70 children may attend at any one time. The nursery is open each weekday from 07:00 until 18:00 for 51 weeks a year. Children share access to secure enclosed outside play areas.

There are currently 32 children on roll aged from six months to three years. Eight children receive funding for early education.

There are currently nine staff working with the children. Of these, five have early years qualifications to Level 3, and four are working towards a Level 2 qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are able to rest and sleep according to their individual needs. A 'sleep room' has been put in place for babies' cots and this ensures a quiet, restful environment for sleeping. Older children have plentiful opportunities to be outdoors although this is not so readily available for children in the 'baby room' as they are not often taken outdoors for fresh air and exercise. Despite this, the physical skills of all children are developing well. There is a good range of outdoor toys available to encourage walking, running and pedalling. Older children enjoy playing with balls and are learning to throw and catch. Babies are offered energetic physical play indoors such as taking part in dancing to children's rhymes on the CD player.

Older children are developing a good awareness of the need for good hygiene to promote good health. Staff act as positive role models for personal hygiene, helping children to understand the importance of hand washing after toileting and before eating. Children know that washing their hands helps to get rid of germs and copy adult behaviour during role play as they pretend to spray surfaces with anti-bacterial sprays before they prepare 'play food'. The arrangements for sick children are good to ensure that the best interests of all children are met if they are unwell. Staff take positive steps to keep children healthy and reduce infection. For example, good nappy changing procedures are in place and children have individual face cloths and bedding that is laundered regularly.

Healthy eating is promoted well. The daily menu is displayed on the notice board for parents and carers although children do not always have what is listed on the menu. Despite this, children are well nourished as the meals provided are healthy and offer a varied and balanced diet. Fresh fruit and vegetables are offered each day and the use of processed foods is avoided. Through this children are helped to learn to make healthy choices about what they eat. Fresh drinking water is available to children at all times. They are offered drinks regularly to ensure that they do not become thirsty.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The physical environment is inviting to parents, carers and children and has a welcoming atmosphere. The building has been totally refurbished to offer a good quality environment in which children can flourish. Children are helped to develop a sense of belonging and self-esteem through the attractive presentation of their art and craft work and through the display of photographs of them at play. Furniture and equipment is comfortable and suitable for children to help them towards confidence and independence. Toys are mostly stored well to enable children to self-select, carry out activities and return the toy to its storage place. Cleaning rotas are in place for toys to ensure that they are safe, clean and suitable for their purpose.

Staff have a good awareness of the importance of keeping children safe when they are at nursery and take all necessary precautions to limit risks to children's safety. Staff help children to learn how to keep themselves safe. For example, older children, who are based in upstairs

rooms, are taught how to use the staircase safely. Gates at the top and bottom of the stairs help to prevent accidental injury. Staff have a good awareness of emergency evacuation procedures and practises are carried out regularly to ensure that everyone knows what to do to keep children, and themselves, safe.

Security of the premises is very good to prevent unauthorised access and to ensure that children are not able to leave unsupervised. There are robust procedures in place for the arrival and collection of children. Children are further protected because staff have a good knowledge and understanding of child protection issues. They are aware of the signs and symptoms of abuse and some staff have attended Level 1 child protection training. Staff are aware of the procedures that they should follow if they have a concern and they are confident to report suspicions to ensure that children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff have a sound understanding of how children develop and generally use the 'Birth to three matters' framework effectively to ensure good outcomes for children under the age of three years. Staff provide natural materials such as fabric and wood and babies enjoy exploring the properties of them, for example, playing peek-a-boo with pieces of chiffon fabric. Consistent routines are followed across the nursery and this helps children to be settled and confident, although the length of time that children between the age of one or two years spend sitting in 'circle-times' is sometimes too long, resulting in them losing concentration and becoming restless. Despite this, children enjoy their time in the nursery and thrive on the attention that staff pay them. Staff ensure that they spend most of their time working directly with the children and are actively involved in their play. They chat to the children and encourage vocabulary by helping children to repeat unfamiliar words, such as naming items in picture books.

Activities planned by staff are varied and interesting and build on children's natural curiosity as learners. Younger children enjoy messy play activities and even babies are encouraged to explore water, sand and paint. Staff provide a stimulating environment in which children can explore, such as providing small plastic bottles filled with coloured water, sequins, glitter and other materials. Babies are fascinated by these and turn the bottles upside down to make the materials move. They have trusting relationships with adults and take the bottles to them to share the experience. Toys and equipment are stored and set up to encourage children to play independently. They are able to self-select from a range of toys and activities that promote all areas of development.

Nursery Education

The quality of teaching and learning is inadequate. The timing of the funded session is not planned well. The session does not begin until 10.00 each morning and ends at 12.30. During this time routine activities such as snack time and lunch time, take place, resulting in there being limited time left for other activities. The time remaining is not planned effectively because staff do not build on what children already know when planning activities. The learning intention of each adult-led activity is directly linked to the stepping stones. However, because children

are not assessed or monitored it is not possible to plan to each child's individual educational need nor to ensure they are making progress along the stepping stones. Free-play activities are not planned at all and because of this children do not have a balanced range of activities each day to promote all areas of learning.

Children are encouraged towards independence as they are able to choose what free-choice toys they want out, selecting, carrying out activities and returning toys independently. Other toys are put out by staff on an ad-hoc basis. This results in children not being guaranteed a variety of play experiences. For example, staff do not plan for role play to enable children to play imaginatively based on their own experiences and adult input. The role play area remains a 'home corner' and there are no opportunities for them to take part in other role play activities, such as a shop, doctors surgery or hairdressers. Art and craft activities are provided each day and children are developing individual creativity as they complete these activities independently as well as with adult support. Children enjoy exploring colour, texture and media. They recognise colours in the environment and explore paint and collage materials such as glitter and sequins.

Staff have good relationships with children and spend their time working directly with them. They help children to develop their vocabulary skills through discussion and taking an interest in what the children say and do. They are encouraged to be imaginative in their vocabulary and respond to what they see, hear, taste and smell. Staff talk to the children about fruit and vegetables at snack time. Children watch the adult cut up the orange and use good, descriptive words to talk about what is happening to the orange, likening the round slices to flowers. Children enjoy stories that are read to them by adults but do not often look at books independently. The reading, writing and maths areas are not well laid out and not readily distinguished from each other. For example, written labels are the main indicator of each area and all the areas are together in one corner of the room. In the maths and writing areas there are no tables or chairs. Children who wish to explore mark-making have to stand and use the top of a low-level storage cupboard as a writing surface. Paper and pencil crayons are kept readily available. Children are beginning to recognise print in the environment and have opportunities to see their written name. Each child has their own name card and during registration select their name and put it onto a board to show that they are present. This, along with photos and displays of children's work helps them to develop a sense of belonging.

Children have an awareness of number and most children can count up to ten. They count spontaneously in play, such as counting the number of paint pots, and can accurately count up to five objects, saying a number name for each item. Children also use shape language spontaneously. They know that oranges are round and comment on this during snack time. They are developing an understanding of size and confidently predict whether items are big or little, and if items of clothing are likely to fit children or adults during discussions about clothes that keep us warm. Through adult-led activities children are learning about the world around them and the diversity of it. They are told about the customs and cultures of others, such as festivals and traditions associated with Christmas that take place in other parts of the world. This is not planned for but happens as a result of other planned activities. Children talk about the day, date and weather in routine 'circle-time' activities and predict what the weather is like, talking confidently about the rain, wind, clouds and sunshine. There is no opportunity to use programmable toys or information technology equipment.

Planned activities that are adult-led are evaluated but this is not effective as it is a general evaluation describing whether children enjoyed the activity and how it could be improved. It does not identify children who found the activity too difficult or too easy and because of this children are not sufficiently challenged to make progress towards the early learning goals.

Helping children make a positive contribution

The provision is satisfactory.

Staff have a satisfactory knowledge and understanding of equal opportunity issues. Art and craft activities that are provided promote festivals and celebrations and through this children are learning about the beliefs, cultures and customs of others. Although there are currently no children on roll with disabilities and/or learning difficulties there are satisfactory arrangements in place to ensure that they can be supported appropriately. Children are encouraged to take part in all activities. Staff know the children well and take steps to meet individual needs such as babies' sleeping and feeding routines.

Staff manage children's behaviour well to help them learn right from wrong and play harmoniously together. Strategies to manage unwanted behaviour are appropriate to the age and level of understanding of the children. Consistent behaviour boundaries are in place although staff are not aware of the person designated to take responsibility for behaviour management. Good behaviour is encouraged and valued and children's self-esteem is encouraged as staff praise good behaviour and individual efforts. Children's spiritual, social and cultural development is fostered.

Staff recognise the importance of working in partnership with parents and carers and have good relationships with them that are trusting and friendly. Staff greet parents when they arrive at the setting and talk to them about their child. Parents and carers are encouraged to share what they know about their child in order for staff to meet their individual needs. Staff keep parents and carers informed about the provision and their children's day through daily diary sheets, verbal discussion and regular newsletters. There is a written complaints procedure in place but this is not included in the welcome pack for new parents and is not displayed in the reception area.

Partnerships with parents and carers of children receiving early education are satisfactory. There are arrangements in place to share information about the Foundation Stage of learning and information is posted on the notice board in reception for them to read. Curriculum planning is displayed in the pre-school room. Staff are beginning to consider how to involve parents and carers in their children's early education through the provision of ideas for activities to do at home.

Organisation

The organisation is satisfactory.

Children are cared for by consistent staff. However, ratios are not maintained at the beginning of the day to ensure that regulation requirements are met and children have sufficient adult support to be settled and confident. A key worker system is currently being developed to ensure

that each child has a named person who is responsible for their well-being on a day-to-day basis and to provide a consistent point of contact for parents and carers.

All necessary written policies are in place to enable the safe and efficient management of the provision. These are mostly shared with parents and carers to help them make informed choices about their children's care. Records relating to children are stored securely to ensure that confidentiality is maintained. Daily registers of the attendance of staff and children are kept although registers of children are not always accurately maintained and this compromises children's safety in the event of having to evacuate the premises in an emergency. There are good arrangements in place to record the presence of visitors and children are well protected from persons who have not been cleared as suitable to be with children. Overall, the provision meets the needs of the range of children for whom it provides.

Leadership and management are satisfactory. Adequate systems are being developed to monitor the effectiveness of the early education. Staff mostly work well together and are aware of their roles and responsibilities. There is an effective recruitment and selection process in place and thorough induction arrangements for new staff to ensure that they are fully aware of the operational procedures of the provision. Staff are encouraged to discuss problems and concerns and the management strive to support staff to improve and develop the quality of the care and education provided. Staff are encouraged to develop their childcare skills and knowledge through attendance at relevant training courses.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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

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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 opportunities for babies to be outdoors
- improve the arrangements to make sure that parents are aware of the complaints procedures
- ensure that there is a named person to take responsibility for behaviour management and staff are aware of who this person is
- improve the arrangements to ensure that adult:child ratios are maintained at the beginning of the day
- ensure that daily registers are accurately maintained.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- improve the planning of activities to build on what children already know
- improve the arrangements to evaluate activities, monitor and assess children to ensure that they are making progress
- improve the organisation of the room used for nursery education
- improve the organisation of free-play activities to ensure children have a variety of play experiences
- improve the timing of funded sessions.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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