



Friesner Nurseries

Inspection report for early years provision

Unique Reference Number	EY296663
Inspection date	08 November 2006
Inspector	Sarah Taylor
Setting Address	The Old Printworks, Earl Street, Prestwich, Manchester, M25 1PZ
Telephone number	0161 773 4052
E-mail	
Registered person	Friesner Education 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Prestwich Preparatory School is one of two day care facilities run by Friesner Education Ltd and is an independent school operating on a split site. It was registered for full day care in 2004 and is situated in Prestwich. A maximum of 48 children may attend this setting at any one time. It is open each weekday from 08.00 to 18.00 for 50 weeks of the year. Children share an enclosed outdoor play area.

There are currently 28 children on roll and, of these, six receive funding for nursery education at this setting. The group supports a number of children who speak English as an additional language. Staff are appropriately qualified and experienced.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children access a range of outdoor activities which contribute to their health. They run and play in the fresh air and practise physical skills using equipment, such as hoops and balls. They understand that exercise is important as staff promote physical activity on a daily basis.

Children are protected from infection through adequate hygiene routines, which include wiping tables before and after snack time and the cleaning of toys and equipment. Children are reminded of the importance of personal hygiene before eating, when they are asked to wash their hands, but they are not provided with crockery to put their food on at breakfast time. This increases the risk of cross infection.

Children's health is mostly fostered through the provision of a choice of snacks like fruit, crumpets and toast. They enjoy lunches cooked from fresh ingredients on site and they sit together and socialise during their meal. Children's dietary requirements are catered for and are recorded in the children's records. However, children do not have access to fresh water throughout the day and this hinders their good health. Children have an understanding of a healthy lifestyle as staff promote healthy living through topics on healthy food and exercise.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in well-maintained premises. Welcoming facilities are provided, which help children to feel settled. Displays of children's work are bright and attractive and pictures of the children on the walls help to give them a sense of belonging. Children are able to move around safely and the room is arranged well to provide different areas for play and for rest. Children benefit from enough space and suitable facilities indoors and out of doors. Thorough risk assessments take place and any issues are noted and addressed immediately. The children are well safeguarded within the setting as doors are kept locked with a secure entry system, which uses closed circuit television and a door bell.

Toys and equipment conform to required safety standards and are checked for their suitability. This ensures that children have a sound selection of toys and equipment to choose from. Safety equipment is in place, such as appropriate harnesses and stair gates, and this effectively maintains children's well-being. Children are well supervised at all times and this ensures that they do not come to any harm.

The welfare of children is maintained as staff have a clear understanding of the Local Safeguarding Children Board's guidance. They know how to safeguard the children and understand that their first responsibility is with the children. A nominated member of staff takes responsibility for the handling of concerns, and staff are clear about monitoring and who to contact for advice and with concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children eagerly join a group activity or choose their own game. They are all relaxed and confident in the secure, caring environment. Children chatter excitedly and converse easily with their friends and with all adults. Good settling-in procedures are in place to ensure a smooth transition from home to nursery.

The group use the 'Birth to three matters' framework to effectively predict and plan the next steps in children's development, and careful observations of the children highlight where they are up to in their development.

Young children express their imagination in the role play area and during free painting and music, when they dance and sing together. They are exploring and experimenting during sensory opportunities, such as playing with the treasure boxes and exploring the textures and materials. They enjoy listening to the story about 'chicken pox' and this leads to an interesting conversation about whether the children and adults have ever been ill. They enjoy completing a jigsaw together and there is a strong emphasis on cooperation and sharing. They take turns to put the ball into the tree toy and are offered lots of praise and cuddles when they wait for their turn. Children demonstrate good physical skills as the youngest children build with construction toys and take great delight in knocking the tower down.

Children benefit from the strong emphasis on the enrichment of language and communication that is promoted throughout the setting. Staff skilfully extend vocabulary and support early speech development by echoing children's speech and interpreting gestures and facial expressions, such as nodding and smiling. Children are beginning to speak clearly and confidently and listen respectfully to everyone in turn.

Nursery Education

The quality of teaching and learning is good. Children have a positive attitude and are strongly motivated to learn in an inviting play environment. Staff have knowledge and understanding of the early learning goals, which provides a firm foundation for the whole curriculum. A variety of teaching styles are used from individual, groups and whole class. Consequently, children make good progress in relation to the stepping stones. Every child is involved in the inclusive setting, in which good planning systems are in place and activities are adapted to include younger children and those with special needs. Staff have a good awareness of each child's level of ability as they successfully identify ways to extend their learning. They carefully include all children in activities, such as, during the memory game, all children are involved and squeal with excitement at being chosen to answer. Written observations and assessments do not yet link successfully with planning to predict the next steps in development for each child and to provide relevant information for parents. This is an area for further development.

Children are attentive and responsive to the staff's good use of questioning and explanation, which is pitched at the right level for each child. Small groups of children invent and develop imaginative play situations throughout the nursery. Staff skilfully join in children's games and sensitively extend play or introduce new ideas. Children enjoy looking at books and sharing

stories in the book corner, and write in the mark making area. They sit together and enthusiastically learn initial sounds, shapes and the days of the week. Children easily remember discussions and learning from previous sessions; for example, a child states, 'This is a crescent!' and the staff member praises them for remembering. However, the role play area does not include opportunities for children to use their literacy or mathematical skills in context.

Children learn basic concepts and solve problems as staff skilfully include mathematical language and calculations at every opportunity, such as during the circle game. They enjoy counting back through interactive songs and rhymes. Children learn to sort, classify and compare shapes and sizes as they explore with the construction, draw shapes in the air with their fingers or help to tidy away.

Children learn to predict and investigate and to extend learning about the world. For example, they learn about the seasons, weather and days of the week. They search for ladybirds during outdoor play. They have access to basic information and communication technology and confidently use computer programs with little support. Interesting sensory and creative opportunities enable children to experiment and explore shape, colours, textures and sounds in a variety of different mediums.

Helping children make a positive contribution

The provision is satisfactory.

Children make free choices from all toys. They enjoy sufficient experience of the wider world as topics are planned on people in the community and children join in with the celebration of different festivals. For example, the children made lanterns for Chinese New Year and enjoyed Indian sweets at Diwali. They learn about different countries, like America, Mexico and Italy, by dressing up and eating food from that country. Children with English as an additional language are supported and staff ensure that there are support methods in place, such as using pictures to make sure that children get what they need.

Children are well behaved. They know what is expected of them because staff use consistent methods of behaviour management. Staff are role models of behaviour and manners. There is a clear policy of dealing with behaviour and bullying issues and this helps to promote children's self-esteem. The special educational needs coordinator is proactive and there is a policy in place to ensure that children with additional needs are supported. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. Continuity of care for the children is promoted as the group operate an open-door policy. Parents know they can discuss any issues about their child and any issue that concerns them. Staff discuss necessary issues with parents when appropriate.

Parents are informed of the progress their child is making and of developments in the group in general. Parents can attend the nursery to look at and discuss the progress of their child. Parents receive information about how to make a complaint. The effective communication between parents and staff helps to promote children's welfare, safety and learning.

Organisation

The organisation is satisfactory.

Children benefit from the sufficient running of the group and the clear routines, which make them feel secure. The manager uses appropriate induction procedures and ensures that staff are vetted and qualified. Staff are aware of their role within the group and they work well together to promote the effective running of the nursery. The nursery rooms are sufficiently organised and toys can be accessed by the children. Records detail the individual requirements of each child. The policies and procedures are in place to promote the safety and well-being of the children present in the group.

Leadership and management is satisfactory. Children benefit from the leadership of the nursery. The manager and staff work together to ensure that children are provided with appropriate care and education. Children are cared for in a positive and supportive environment, which effectively promotes their social and moral development. The manager's commitment to improvement is reflected in the programme for staff training. These steps maintain and improve the quality of care and learning for all children.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration Ofsted has received concerns relating to National Standard 6: Safety. A childcare inspector visited the provision and actions were complied with related to carrying out a risk assessment whilst transporting children to the outdoor play area, making the garden gate safe, and ensuring that the emergency fire escape staircase is free from hazards. Ofsted was satisfied that by taking these steps the provider remained qualified for registration at the time the investigation was closed.

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 that cross infection is prevented at breakfast time through the use of appropriate crockery
- ensure that children have access to fresh water throughout the session.

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):

- develop the role play area to include opportunities for mathematical development and communication, language and literacy development
- ensure that evaluations and observations of children clearly point to the next steps in their development and that this is reflected in the 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