



Eastfield Day Nursery

Inspection report for early years provision

Unique Reference Number	322414
Inspection date	30 November 2006
Inspector	Frank William Kelly
Setting Address	105 Aigburth Road, Aigburth, Liverpool, Merseyside, L17 4JU
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Registered person	Eileen Marie Kinsella
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?

Eastfield Day Nursery was registered in 2000 and is one of two settings operated by an individual. It operates from a terraced property, which is situated in the Aigburth district of Liverpool.

A maximum of 34 children may attend at any one time. There are currently 47 children aged from five months to four years on roll. Of these, eight receive funding for nursery education. Children come from a wide catchment area as parents travel into and around the area to work. The service operates from 08.00 to 17.45 each weekday, 51 weeks of the year. Children are cared for within four rooms over two floors of the property. There is an enclosed outdoor play area.

The setting employs 13 staff. All staff including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health and well-being are suitably promoted as they are cared for in premises that are kept suitably clean and ventilated. Appropriate policies, such as those for sick children are in place and staff implement cleaning and nappy changing procedures that reflect recommended practice. Children are learning about good personal hygiene through daily routines and gentle reminders by staff. For example, they are encouraged to wash their hands after visiting the bathroom, to cover their mouths when coughing and to put their crummet in the bin after accidentally dropping it on the floor.

All staff have completed up to date first aid training to help protect children in the event of an accident or minor injury. Regulatory policies relating to the reporting of notifiable diseases and food poisoning have been devised and medication administration and accident recording follows regulatory requirements.

Children's physical development is appropriately encouraged as weather permitting they get to play outside in the fresh air. They use wheeled toys well and climb the low level climbing frames with confidence. Younger children and babies have good floor space to crawl and stretch. Inside they join in songs and movement activities and use their small muscle groups to fit and match jigsaws, build with construction toys, sort shapes with the posting boxes and use tools, such as scissors.

Babies and younger children follow their individual feeding and sleeping routines as and when required. Drinks for all the children are served on a regular basis, however, at present no independent access to water is available. Children's individual dietary needs are known and catered for, very well. An interesting menu is served that is freshly prepared daily, using mainly fresh ingredients. Well thought out vegetarian options are provided where the presentation and texture of foods reflect the main dish being served. For example, tofu is used when chicken casserole is served and children ate both versions of the pasta bolognaise with pleasure and familiarity. Healthy snacks include a variety of fruits, such as oranges, banana and grapes.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are maintained to a satisfactory standard and presented in a pleasant and child friendly manner. Children's art work and commercially printed posters and pictures make it a welcoming and child orientated environment, within which children enter happily and settle quickly. Rooms and play space are suitably organised, with sufficient space for the children to rest and play safely. Some resources and toys are stored at low level, enabling children to independently choose from what they can reach, during their free play sessions. There is an adequate range of toys and equipment, which help children to progress their learning and development. These resources are well maintained, safe and suitable for their purpose.

On a day to day basis staff implement the safety procedures well to help keep children safe. They monitor access to the setting very well and record visitor's presence immediately into the record book. Children are well supervised at all times and staff monitor them appropriately whilst they are resting. Risk assessment is completed on a daily basis before the children's arrival to ensure that the premises and resources keep the children safe and free from harm. During daily routines and activities staff talk to the children to help them gain an understanding of how they can keep themselves safe. For example, older children are reminded to hold onto the hand rail whilst using the stairs and toddlers are encouraged not to climb as they might fall and bump their heads. Fire safety equipment and signs are in place and staff practise the fire evacuation procedure with children, helping them to understand what to do in the event of an emergency. However, the arrangements for regular checking of the detection and emergency lighting systems are insufficient, as they are not checked with the required frequency as recommended by the fire safety officer.

The children's welfare is further protected as staff have a satisfactory awareness of child protection issues. Staff are familiar with the procedures in place and the steps to be taken should they need to report concerns. The policies and procedures reflect those of the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are lively and interested in what is available to them. They play with interest and purpose on the floor as they build with construction materials and use small world construction figures and trucks. Younger children enthusiastically join in playing their musical instruments, whilst singing both seasonal and more familiar favourite songs, such as 'Jingle Bells' and 'Wind my bobbin up'. Activities and weekly routines in the toddler room are linked to the 'Birth to three matters' framework and staff are in the process of implementing practically a system for assessment to monitor the children's progress, as advised by the Early Years advisory team. All children enjoy a variety of tactile and creative activities. For example, they regularly get the opportunity to explore the texture and feel of jelly, play dough and corn-flour gloop. Art and craft is available every day, however, much of it is adult led, with pre cut shapes, such as Christmas puddings or snowmen sponge paints, which restricts children's opportunities to freely express and explore their own creative ideas.

Staff in the baby room spend much of their time on the floor playing and engaging the babies in their care. This means that they receive lots of support, encouragement and cuddles from the staff, which helps them to feel safe and secure. Babies enjoy a range of activities that are appropriate for their age and stage of development. The more mobile children enjoy selecting toys and exploring and experimenting with them. For example, one child spends a long time posting a large plastic letter into the post-box, retrieving it and repeating the action. Staff enthusiastically celebrate the children's achievements, which in turn increases their self-confidence to further experiment and explore their world.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff are familiar with the six areas of learning and how different activities relate to them. They have organised some of the resources to enable children to make some independent choices and added printed labels, which help the children develop an awareness that print carries meaning. However, some of this is positioned above the children's eye level, thus, reducing the effectiveness. Recent changes to the staffing structure mean that some of the staff are less secure with the Curriculum Guidance for the Foundation Stage, which means that they are not currently implementing the planning systems in place to ensure that they fully cover all the curriculum. Newly implemented assessment systems are in place, but as yet, staff have not begun to complete them and so they have no clear picture about what the children need to learn next. That said, children enjoy a range of activities appropriate to their ages and stages of development. Staff spend time sitting, talking and playing with the children to help their learning. For example, they show the children how to navigate the mouse on the computer screen, encouraging them to try it for themselves. During snack times they ask the children to count how many grapes they have been given.

Children show an interest in learning and trying activities. They listen well and show an eagerness to join in with discussions, confident to share what they know and think. They enthusiastically discuss the weather and how they think it is sunny outside. Whilst looking at picture cards they hold an animated discussion about turtles being eaten by sharks. There is a clear difference of opinions that staff encourage well so that all the children who wish to, contribute to the conversation. Children play well with each other and are beginning to understand the need to share. Given the opportunity children want to make their own choices and follow their ideas. For example, whilst playing with the construction toys, two older children engage visitors in their play and discuss what they are doing and how they are going to build it 'right up there'.

Children play together imaginatively with small world equipment, such as the pirate ship, and some enjoy dressing up as nurses as they go about their play. Children have a good sense of time. They differentiate between past and present and talk about past events in their own lives and what is happening today. The setting increases children's awareness of their own and other cultures, for instance, children enjoy joining together to celebrate festivals, such as Easter and Christmas. In addition, children enjoy Chinese food, and displaying lanterns at Chinese New Year.

Regular planned adult led activities provide the children with access to creative resources, such as dough, paint, chalks, crayons and glue. They have some access to sand and water play outside and on occasions inside. Children use mark making tools as part of their planned activities, however, at present there is limited opportunities for them to extend this into their free play, such as writing during their role play. There are also limited opportunities for the children to explore their own creativity.

Children show a healthy interest in numbers and counting as they count up to seven correctly as they play. Children appropriately use mathematical language, such as big and little and frequently refer to number during spontaneous play activities. However, children see few numerals as labels, for example, through charts, friezes or number lines to help consolidate their learning.

Helping children make a positive contribution

The provision is satisfactory.

Children have a good sense of belonging. They are happy and secure within the setting and relate well to both adults and the other children present. The children have access to an adequate range of resources promoting positive images of the diversity within today's society. Trips into the local community are helping children learn about their past and present as they visit the Palm House in Sefton Park and the local library. Suitable arrangements are in place for supporting children with additional needs.

Children's spiritual, moral, social and cultural development is fostered. Staff's warm and pleasant attitude is having a positive impact on the children's behaviour. Staff are polite and respectful when interacting with each other and the children, which in turn encourages the children to be polite and courteous. They play nicely together and on most occasions they are willing to share. They are familiar with the boundaries and simple rules. They line up well, listen to what adults are saying to them and willingly help to tidy away and take care of the toys.

Overall, the partnership with parents is satisfactory. Children benefit from the familiar relationships staff have with parents. A parental handbook for parents to take home includes information about the setting and how it operates. There is some information about the learning programs and a daily log is provided for parents of younger children. Regular newsletters are sent out or displayed informing parents about recent or forthcoming events, such as a trip to the pantomime. Parents were observed to enjoy regular daily discussion with the staff. At present parents of children receiving nursery education receive little information about the Foundation Stage and how the different activities link to the six areas of learning and the children's development.

Organisation

The organisation is satisfactory.

There are suitable procedures in place for the recruitment and vetting of staff. The provider is aware of the changes to regulation, and the required policies and procedures have been revised. The children are cared for by mainly experienced and suitably qualified staff, which contributes to the well-being and consistency of care for the children. Staffing ratios are met at all times and staff deployment is good. The children benefit from the small groups and key worker systems in place.

Resources in the rooms are organised in a satisfactory manner, as children have some access to toys and activities at lower levels, however, many items that would enable the children to independently extend their play, such as pens and other mark making materials are restricted as they are stored on shelves above the children's head height. Opportunities during daily routines including lunch times are being missed. For example, meals are served already plated, thus, children miss opportunities to serve themselves, which helps them to improve their coordination skills and enhance their understanding of capacity and judgement of portion size. Regulatory documentation is in place and suitable policies and procedures underpin the management of the setting to promote the welfare, care and learning of children.

The quality of leadership and management of the nursery education is satisfactory. The management are keen to improve the outcomes for children as they seek training for staff. However, they have failed to monitor the recent changes that have taken place with regard to the nursery education and in doing so have not identified that planning and the systems for monitoring the children's progress are not being implemented fully. Thus, staff are not using the planning and evaluating systems to organise planned activities so that the differing needs of the children are fully met.

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

Improvements since the last inspection

At the last care inspection five recommendations were made. The provider was asked to introduce key worker systems; improve younger children's access to toys and resources that reflect positive images of diversity; ensure that the playrooms were maintained at a suitable temperature and improve documentation regarding the accident and medication administration records and the content within the child protection procedure.

Since then the setting has made satisfactory progress to address these issues so as to promote the safety and welfare of the children. Rooms are now maintained at a comfortable temperature and thermometers in place help staff monitor the environment. Children now have an assigned key worker, which contributes to their security and develops parental partnership. Documentation including accident records and the systems for sharing and gaining information with parents, about any medicines to be administered, now reflect regulatory guidance. The child protection policy has been updated and now includes procedures to be followed should an allegation be made against a member of staff or volunteer, thus, further improving the systems that promote the safeguarding of children. Resources, mainly books, show positive images of children from different and similar backgrounds, thus, helping children learn about others' similarities and differences.

There are no previous recommendations to report regarding nursery education as at the time of the last inspection the setting was not providing nursery education at this premises.

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 complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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 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 all alarms and emergency lighting systems are checked to the frequency as recommended by the fire safety officer
- revise the daily routines and nursery environment to provide children with additional opportunities to further develop their independence and creativity (and 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):

- further develop the assessment systems in place, which track the children's progress, so that they can be used to inform the planning of future activities and ensure that the curriculum is balanced
- ensure parents receive sufficient information about the Foundation Stage, six areas of learning and the learning programme for those children in receipt of educational funding and consider ways that parents can be involved with their child's learning at home, and contribute to their assessment records if they wish to do so.

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