



Green Door Day Nursery (The)

Inspection report for early years provision

Unique Reference Number	107083
Inspection date	13 December 2006
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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?

The Green Door Day Nursery was registered in 1993. It operates from the ground floor of a converted semi-detached Victorian property in St. Andrews, Bristol. Children have access to the enclosed rear garden. A maximum of 32 children may attend at any one time. The nursery is open each weekday from 08:00 to 17:45 hours throughout the year, excluding bank holidays.

There are currently 45 children from six months to under five years on roll. Of these 14 receive funding for nursery education. The nursery supports children with learning difficulties and disabilities and for whom English is an additional language.

The nursery employs ten staff who work directly with the children. Seven staff members hold appropriate early years qualifications, one member of staff is working towards a level three qualification. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted. Well-established good hygiene routines and clear explanations increase children's understanding of the importance of maintaining good health. Children from a young age spontaneously wash their hands after use of the toilet, before snacks and meals and after messy play. Children benefit because staff follow effective procedures and practices that protect them from the spread of illness and risk of infection. For example, children are excluded when unwell, bedding is changed frequently, staff follow thorough nappy changing procedures and undertake regular cleaning routines. Most staff hold a first aid qualification and attend in-house training on the use of epi-pens and spacers. Staff follow appropriate procedures for the recording of accidents and administration of medication however these systems are not consistently followed by all staff and lack some details.

All children enjoy a varied range of free-play and planned physical activities on a daily basis both inside and outside that contribute to their good health and help them develop control and co-ordination of their bodies. Babies and young children's emerging mobility is supported appropriately by staff through the provision of activity mats, space to crawl, attractive objects placed out of reach, baby walkers and low level surfaces on which to pull themselves up and coast-a-long. Older children enjoy the freedom of space, running safely and confidently, manoeuvring sit and ride toys and themselves around obstacles and each other in the garden. They develop throwing and catching skills using a variety of soft and hard balls. Children develop co-ordination skills when singing action songs, such as the 'Hokey Cokey' and 'Miss Polly had a dolly' and when using hoops, peddling trikes, riding cars and confidently crawl over, under and through obstacles such as a tunnel and during fabric play. They develop balance and climbing skills when clambering onto the low level climbing frames, walking along balance beams in the garden, rocking a see-saw and when walking with objects balanced on a spoon. Children enjoy moving to the 'sticky kids' tape and music in a variety of ways. Children develop a growing awareness of the space around them; they consider others by making space for them to join the group at circle time, when looking at books and when playing musical chairs. Children manipulate play dough, kneading, rolling and prodding it into various shapes. They use a range of tools safely and effectively, such as dough cutters, knives, forks and spoons at meal times, glue sticks, a variety of paint brushes, scissors, hole punch and a brush and pan to sweep the floor. Children use woodwork tools effectively under close supervision to cut wood and knock in nails. Older children are starting to take note of bodily changes, declaring 'I am starving' prior to lunch and put on coats when playing outside. Staff give careful thought in all areas of the nursery as to how they support, promote and extend children's physical development and offer regular planned activities that ensure that all children are sufficiently challenged.

Children benefit from a healthy diet. Balanced snacks of crackers, Soya butter, raisins, fresh fruit and biscuits alongside a wide variety of freshly prepared meals using fresh produce promotes children's understanding of a healthy diet. Children's dietary needs are discussed fully with parents and clearly displayed for staff to view and taken account of. Children are encouraged to experiment, for instance by making their own juice when squeezing a satsuma and to taste unfamiliar foods. Older children are encouraged to make choices and serve themselves at lunch

time. Children's understanding of healthy choices is promoted further through food tasting activities. Older children pour their own drinks at meal times whilst easily accessing drinking water placed at eye level throughout the day. Staff regularly offer drinks to younger children and babies. All children are able to rest comfortably according to their needs; young children benefit from the staff's commitment to follow routines consistent with their experiences at home for instance, by following the approach of 'The Baby Whisperer'.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Effective arrangements when entering the nursery, such as the visitors book, admission to the premises and procedures for the collection of children promote children's security. Constant checking through a baby monitor ensures sleeping children are safe. Regularly reviewed written risk assessments clearly identify hazards throughout the nursery and daily visual checks by staff ensure that children's safety is effectively safeguarded at all times. Children develop an understanding of their own personal safety through clear guidance given by staff. For example, they keep their own space safe when helping to tidy up, practise fire drills, are guided to sit appropriately on chairs, to use a knife safely when cutting fruit and know how to hold scissors and staplers safely. Children develop an awareness of the danger of moving vehicles and an understanding of road safety through regular walks to local shops and the library. Children play happily with the wide range of safe, good quality toys and equipment that are appropriate for their age and stage of development.

Staff protect children from harm. Staff have a good knowledge and understanding of the issues linked to child protection through regular training and are clear of their responsibilities and the reporting procedures within the nursery. Parents are well-informed of these responsibilities through a written policy in the parent pack.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive excitedly at the nursery and explore with interest the wide range of activities and toys. The staff's flexible approach helps children settle-in and they are sensitive to their needs. Children's own special books containing photographs of significant people in their lives are used effectively to promote children's security. Children develop relaxed, positive relationships with staff, this consequently increases their sense of well-being. Staff offer a welcoming environment by placing toys clearly on view prior to children's arrival. Staff working with young children have a thorough knowledge of child development and a clear understanding of the learning potential of toys and resources. They effectively use their observations of what young children do and know to help each child move forward in their development by using the Birth to three matters framework to plan an interesting and appropriate range of activities that reflect children's interests. Children are offered well-thought through activities to investigate objects and develop their senses. For example, children explore a wide range of textures and are intrigued by the feel of gloop, sand, saw dust, pasta, foam, porridge, ice cubes, jelly, bubble wrap and play dough. Children have fun creating their own pictures using glitter, stars, foil and coloured sand. Young children's communication skills are encouraged and well

supported by staff who eagerly respond to their sounds and smiles. The introduction of Makaton sign language and use by staff promotes communication further. Young children enjoy experiences that stimulate their senses of sight, sound and touch and they develop their sense of self for example, by the introduction of mirrors. Children throughout the nursery are engaged with activities, fully occupied and work co-operatively together. They develop positive relationships with the staff, consequently this increases their sense of well-being and fosters their confidence to try new experiences.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage curriculum and children make good progress towards the early learning goals. Staff are clear as to the learning intention of activities and take account of the individual needs of each child. Staff skilfully and thoughtfully give guidance to children that helps them progress. They use frequent well-considered open-ended questions such as 'how', 'what' and 'when' to promote children's ideas and extend their thoughts. They offer interesting relevant resources that help children make connections between the broad range of activities on offer and the children's own experiences. Staff effectively plan an interesting range of focused activities that arise from children's interest, build on what children know, consolidate their understanding, promote the next stage in learning and provide challenges for most children. This is identified through their good knowledge of the children, based on observations of child's achievements and frequent and effective discussion as a staff group. Children's progress is evaluated, however, the progress of all three year olds is not clearly linked to the stepping stones within the areas of learning.

Children have a positive attitude to learning and are intrigued by new experiences. Children's creativity is encouraged and actively supported by staff through easy accessibility to a wide range of props and materials which enable children to re-create their ideas. Staff give children the freedom to become engrossed in activities and allow them to explore and experiment. Children create snowmen using cartons, cotton wool, shiny stickers and paint and discuss what happens to snow when the sun appears. Whilst painting their snowman they enjoy the feel of paint on their hands and arms and create patterns on paper. They paint toy cars and discuss what they need to make shiny lights then observe the effect of wheel tracks on paper whilst manoeuvring the cars in circular movements. Children later wash the cars clean and tidy them away.

Children develop a sense of design and construction. They are interested in how things work and after singing 'London Bridge is falling down' decide to make their own bridge. They join large plastic blocks in the garden by mixing their own cement from soil and water to construct two towers. They then place a long wooden beam between them to join them together. Children re-create their construction on paper using paint, lolly sticks and glitter.

Children observe change in a number of ways and start to make links between their own experiences. For example, discussion about autumn leads children to think about different foods. They bring different vegetables into nursery, count how many they have of each and observe the size and shape. They discuss how they are grown, then peel and cut them into halves and quarters and weigh the ingredients. Children are encouraged to estimate how much they will need to make soup for the whole nursery.

Children enjoy listening to stories and are interested in books; self selecting them and holding them correctly. They understand that print has meaning and point to words in books and their own labelled coat hook when putting on coats for outside play. More able children recall the name of the author and understand that books have a title. Children re-call familiar phrases in stories such as 'The Gruffalo' and eagerly join in. They make appropriate links between sounds and letters and recognise familiar letters in their own and others' first names and make links with objects around them. Children enjoy singing songs, spontaneously making up their own tunes and words to describe their actions such as 'a cleaning song'. Children have free access to a range of mark making materials and attempt early writing using crayons, pencils, chalks and paints. Children practise these skills whilst playing shops and offices in the imaginative play area.

Helping children make a positive contribution

The provision is good.

Displays of children's own work, photographs of themselves, named coat pegs and opportunities to show items brought from home at circle time assist in developing children's sense of belonging and value. All children are welcomed individually and warmly by staff. Comforters from home such as favourite toys and dummies re-assure young children and babies and promote their sense of security when sleeping. Children take pride in their achievements proudly showing the visiting inspector their play dough shapes and they are eager to take pictures home for their parents. Staff's commitment to the inclusion of all children includes the adaptation of activities and working in close partnership with parents and other professionals to identify and support children's individual needs. The nursery has appropriate systems in place and staff have a positive attitude towards supporting children with learning difficulties and disabilities and for whom English is a second language. Resources and posters distributed throughout the nursery reflect positive images and help promote positive attitudes of difference. Children gain an understanding of their local community through visits to local shops, the park and library. Activities linked to celebrations throughout the year and that reflect the ethnicity of the children attending promote children's awareness of diversity and the wider world.

Children benefit from the excellent relationship between parents and staff. Parents are very supportive of the staff and appreciate the care given to their children. Parents are well-informed about their child's daily experiences and care through daily discussions with staff and written documentation such as the day book. A comprehensive parent pack, alongside clearly displayed policies, procedures, relevant documentation, newsletters and twice yearly parents evenings provides parents with information on a regular basis. Staff's frequent use of praise and encouragement throughout the nursery effectively promotes children's sense of well-being and promotes their self-esteem. Staff effectively support children to share and take turns through the setting of consistent boundaries and use of age appropriate methods, for instance by using the 'listening stick' at circle time. Children are polite and courteous towards each other and their behaviour is very good. Staff's respectful, calm, and consistent approach provides clear role models for children and leaves them in no doubt as to what is expected of them. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents access clear information about the six areas of learning within the Foundation Stage curriculum through leaflets and a focussed parents' evening. Parents have a clear understanding of the links between the six areas of learning and the activities offered to their children. Parents have access to weekly planning of activities that is linked to the areas of learning. They access their own child's progress records and regularly meet with staff to discuss their own child's achievements. Children benefit from their parents involvement in their learning through contributions to specific activities. However, opportunities for them to be actively involved in their child's on-going learning at home are not yet in place.

Organisation

The organisation is good.

Appropriate systems in place for the recruitment, checking, induction and on-going support of staff ensures they are suitable to work with children. Staff meet regularly to discuss issues that effect the nursery and they are all committed to developing their knowledge, skills and practice through training. Staff's understanding and knowledge of polices and procedures is reflected in most aspects of practice, therefore contributing to children's well-being. The welcoming premises and thoughtful layout and organisation of the nursery gives children space to participate in a varied range of self-selected and pre-planned activities. Children from a young age easily access resources and toys from well-organised storage containers placed at floor level or from low-level shelving and surfaces. Child-sized tables, chairs, sofas and cushions enables children to investigate resources and sit comfortably. Displays of posters, photographs of children and their own work is inviting and stimulating and effectively contributes to children's learning.

Children's well-being is promoted through most documentation that is relevant, organised, accurate and maintained confidentially and securely. The nursery meets the needs of the range of children for whom it provides.

Leadership and management is good. The management team's commitment to the on-going improvement of the provision for nursery education is clearly shown through the regular review of the evolving system that clearly identifies what children know and their next steps. This is achieved through frequent, focused staff meetings and a clear commitment by the management team to ensure all staff have a solid understanding of the Foundation Stage curriculum. This in conjunction with an effective system for monitoring the curriculum for nursery education ensures that all six areas of learning are given sufficient emphasis. Consequently children are offered an interesting, varied and balanced range of activities that promotes their development, offers appropriate challenges and moves children forward.

Improvements since the last inspection

At the last care inspection the provider was requested to make the following improvement: to continue to develop planning to include the outdoor area. Staff have attended training and plans to extend the range of provision in the outdoor area are in place. A play house has been purchased and large tyres intended for planting are used by the children to jump from and balance on.

At the last nursery education inspection the provider was requested to make the following improvements: to develop planning to ensure all areas of learning receive regular and adequate attention and to improve the system for monitoring and evaluating the programme for education to ensure gaps in the curriculum are identified and actioned. Through the constant monitoring and evaluation of the programme for nursery education all areas of learning are now given sufficient emphasis through a balanced range of activities.

All recommendations have been considered and steps taken to improve the provision.

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

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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):

- obtain at all times written parental acknowledgement when medication is administered and when accidents occur.

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 that the progress of three year olds is clearly linked to the stepping stones within all areas of learning
- develop further opportunities for parents to be actively involved in their child's on-going learning.

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