



## Barbara's Private Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	303689
<b>Inspection date</b>	14 March 2007
<b>Inspector</b>	Helene Anne Terry
<b>Setting Address</b>	Crossley Hall, Crossley Hill, Halifax, West Yorkshire, HX3 0PL
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<b>Registered person</b>	Barbara Booth
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 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?

Barbara's Private Day Nursery was registered in 1996. It is privately owned and operates from a three-storey converted property in Halifax, West Yorkshire. It caters for children from the local community and surrounding areas. A maximum of 41 children may attend the nursery at any one time. The nursery is open each week day from 07.00 until 18.00 all year round. All children share access to three outdoor play areas.

There are currently 53 children on roll aged from seven months to 11 years. Of these 14 children receive funding for nursery education. The nursery employs 12 staff of whom eight hold appropriate early years qualifications to level 2 or 3. The nursery receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children enjoy a wide range of physical activities, which contribute to their good health and development. They have regular access to physical activities both indoors and outdoors. Babies have the freedom to crawl and pull themselves up on equipment to practise their walking skills. Older children enjoy moving to rhymes and songs and they delight in playing in the ball pool and soft play area. They enthusiastically use the climbing and balancing equipment; confidently jumping off and landing on both feet. They also use bikes, scooters, bats and balls with skill. Children also take part in a baby ballet class that is held each week within the nursery.

A suitable, balanced, healthy diet is offered to the children promoting their health and growth. Children are offered meals, snacks and drinks regularly throughout the day. Meals are freshly prepared in the nursery by the cook. Menus are displayed for parents' information. Fresh fruit was not offered to the children on the day of the inspection; however, the manager states that this is normally available at each snack time. Parents provide bottle feeds for their baby and other meals, if children have very specific dietary needs. These are stored appropriately. Children's individual dietary needs are fully considered to promote their well-being.

Children are cared for in a clean environment where effective procedures and practices ensure that children's physical, nutritional and health needs are suitably addressed. The staff provide good support and guidance to ensure that children develop a good understanding of hygiene, such as encouraging them to wash their hands after toileting and before meals. Children are well protected from cross infection through the use of thorough hygiene practices and a sickness policy. Children use individual wipes and bed linen and the staff regularly wash toys and equipment. Children also freely access tissues to wipe their nose. Medication and accident records are effectively maintained.

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

The provision is satisfactory.

Children are well protected by staff who have a good understanding of child protection in line with the local authority's procedures. Staff have attended training in child protection and first aid to ensure children's welfare.

The nursery has recently been renovated in some areas, including the kitchen to ensure that it is suitable for children. Maintenance and renovations are currently ongoing. Children move around safely and freely in the suitably organised setting, where risks are identified and minimised by staff through good practices. Regular risk assessments are done by staff both inside the playroom and on outings to ensure safety. Access to the provision is monitored very well through a security system, protecting children from unknown visitors. There is also closed-circuit television used on site. Staff fully comply with health and safety requirements to keep children safe. Children are also learning well about their own personal safety, as they learn how to use knives, be safe on outings and they regularly practise the fire drill.

Children use a very broad range of good quality, developmentally appropriate resources that foster most areas of their development. Resources are age appropriate within the playrooms; these are very well organised into specific areas of learning and are stored at child height, encouraging children to make choices and promote their independence skills. The baby room has cots to enable children to rest safely.

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

The provision is satisfactory.

Staff provide a good range of activities and play opportunities to foster all areas of children's development. Staff are beginning to become more confident in the use of the 'Birth to three matters' framework to support young children's development. Planning is not currently used to extend children's learning. A continuous range of provision is made available to the children and staff address individual needs. However, this system is not effective enough to ensure all areas of development are sufficiently covered. Children's assessment records are used and include staff's observations of the children. Staff are beginning to record the next steps in children's learning. Children enthusiastically take part in a wide range of sensory and creative experiences, such as treasure baskets, sand, malleable materials and paint. Children enjoy having free flow between indoors and outdoors during the activities. They get excited as they sing ring games, such as 'okey cokey' and enjoy playing with the musical instruments and activity toys. Toddlers display good concentration spans and watch with anticipation as they put balls down a shoot and observe which hole they emerge from. Activities and resources in all the playrooms are age specific for children attending, and these are all easily accessible ensuring children have free choice, which promotes independence. The daily routine is varied and flexible with times for children to have snacks, meals, activities indoors, outdoors and time for rests. Younger children benefit from routines which are consistent with their experiences at home promoting their feelings of security and ensuring continuity of care.

The older children, in the out of school club, have free choice of a good range of activities. The main activity is planned, such as making Mother's Day cards and children make suggestions about the others things that they like to do. They make good relationships with their peers and talk excitedly about their school day and their teachers as they sit together making sandwiches for their tea. They act cooperatively as they decide their roles in a 'cops and robbers' game that they play outdoors.

The interaction between staff and children is very good, ensuring that warm, trusting relationships are developed and that children are happy and settled. Staff talk to the older children about their interests and school activities, giving children a sense of belonging. They spend most of their time playing with the children, giving lots of cuddles, using playful talk and encouraging them to explore their environment. Staff listen and respond to the babies' utterances, which promotes language development and social interaction. They talk to the babies about what they are doing, which enables babies to link words to actions.

### **Nursery education**

The quality of teaching and learning is satisfactory. Staff have a sound understanding of the 'Curriculum guidance for the foundation stage', which is reflected in the suitable planning that

covers all of the six areas of learning. Continuous provision is used with the planned focus activity identifying the learning outcomes for children. The planning is not currently evaluated to enable staff to review their practice and teaching methods effectively. Children's assessment records are used to generally inform planning, however, these are not regularly updated to reflect what children can do. This hinders staff's ability to plan for the next steps in children's learning. Staff have high expectations of the children and use effective challenges for the children that are appropriate for their general stage of development. For example, staff question the more able children about the size and shape of their dough as they make legs for their bees. Good methods are used to support children in their play. Children are involved in lots of one-to-one and group activities according to their needs. Staff are supportive; they give lots of explanations about the activities that children take part in. For example, staff and children talk about how to make the salt dough before they prepare it and how they bake it in the oven to become hard before they paint it black and yellow.

Overall, the children are making satisfactory progress in all areas of learning. Children display high levels of involvement in the activities as they make bees and play games of snap. They enter the playroom happily and enjoy playing with their friends. They show good initiative as they handle developmentally appropriate tasks, such as tidying activities away, taking care of their personal hygiene and pouring their own drinks.

Children have confidence to speak to others about their interests and seek help as needed. They talk about their family and friends and past experiences as they play. Children are developing good literacy skills as they are beginning to hear and say the initial sounds of words, such as 'm' for mummy and 'x' for xylophone. They also link the sounds of letters to their names and those of others. Children enjoy books; they handle them carefully, and more able children can differentiate between the words and pictures. Children talk about what they have drawn and with the help from staff more able children can write what they have drawn; for example, blackbird and wren. Children are not writing or mark making as a means of communicating and recording within the role play area. For example, note pads next to the telephone.

Children count well and more able children can recognise numbers one to five as they play with the magnetic numbers. They also relate these to their ages saying, 'I am this number' as they hold up the number three or four. They can also represent number using their fingers well. Children talk about shapes in everyday objects as they recognise that the lid on the salt is a circle and that the shape of their dough is a rectangle. They are also beginning to gain an awareness of size when they talk about the difference in the lengths of their dough.

Children examine objects and living things to find out more about them. They delight in making a wormery for the worms that they have found. They enjoy planting seeds and bulbs and taking care of them. They go on nature walks and observe the nests in the trees using the binoculars. They then represent what they see in their artwork as they draw a cross section of a tree and count the rings to see how old it is. Children have good access to computers to enable them to demonstrate how they operate the mouse and keyboard to do activities.

Children have lots of opportunities to be creative. They talk about the colours that they see and make constructions, collages and drawings using a variety of materials. An interest of the children currently is making giraffes from recycled materials, with some children making very

good efforts at representation. Children enjoy singing songs, dancing and playing musical instruments to express themselves. They use tools well to enable them to create, such as paintbrushes, pencils and crayons, which develops their small muscle skills.

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

The provision is satisfactory.

The partnership with parents and carers is satisfactory. Children are cared for according to parents' wishes, which promote continuity of care and their well-being. There are suitable systems in place to ensure information is shared on a regular basis about the child's progress and daily activities; for example, through daily chats with staff and good access to development records. Parents are verbally informed that the setting's policies and procedures are available for them to read. There is a notice board and information leaflets covering many childcare aspects in the entrance area. Parents also receive an occasional newsletter about forthcoming events. However, the information leaflet for parents about the setting is very basic. Parents of children receiving nursery education funding are encouraged to be involved in their child's learning. They bring items from home relating to the nursery's themes and topics and receive information on how to extend their child's learning at home. Recent information sent out was about recycling. This enriches their child's development.

The children are very well behaved and the staff have a good awareness of positive behaviour management techniques to enhance children's well-being. Children learn to share, take turns and learn about the consequences of their behaviour on others. Staff sit with children at the activities and become involved in their play and are readily available to settle any squabbles. Lots of praise and encouragement is offered to children for their achievements, which boosts confidence and self-esteem. The older children in the out of school club are aware of the 'rules' of the setting and have full regard for them. They use very good manners saying, 'please, 'thank you' and 'please may I have...?' Children's social, moral, spiritual and cultural development is fostered.

Children's individual needs are very effectively met through a variety of means including information received from parents at the gradual induction of the child. Discussions revealed that staff are proactive in identifying children with learning difficulties or those with physical disabilities. This enables children to reach their full potential. Children learn about the wider world and people's differences and similarities through activities and as they play with some resources that represent positive images of diversity in society. However, these are not always readily accessible and there are very few resources that represent disability in society. There are staff employed from different ethnic backgrounds who act as positive role models for the children.

### **Organisation**

The organisation is satisfactory.

Space, resources and the deployment of staff are used well to meet the needs of the children. The playrooms are set out into specific areas of learning with good resources at child height. The procedures for the recruitment and vetting of staff are sound to ensure that they are

suitable to care for the children. Adult to child ratios are effectively maintained to comply with the National Standards. All the required documentation is in place and is currently being reviewed to ensure the smooth running of the setting.

Leadership and management within the setting is satisfactory. Most staff employed have early years qualifications to level 2 or 3, and they are well supported to do their roles. They are also encouraged to access further training, mainly through the local authority. There are suitable monitoring systems in place to enhance the provision. For example, a good induction system is in place for new staff and all staff receive regular supervision. Staff meet regularly as a team to review practice. The nursery manager regularly oversees the planning for the curriculum and monitors children's development files. However, children's development files are not completed regularly enough by staff and planning is not evaluated. The manager is currently attending a Managing Quality course, which helps with the monitoring of the setting. The nursery seeks support and guidance from the local authority to improve the quality of the care and nursery education offered. Everyone is committed to the continued improvement of the care and education of the children. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the care of the setting was judged as inadequate. The provider was required to improve written records and policies and procedures. Satisfactory improvements have been made and the process is still ongoing to improve the children's well-being and safety. Risk assessments of the play areas are now maintained and the radiators have been guarded. The medication records have been updated to include parents' written permission and they countersign to confirm that they are aware of when medication was given to their child. Accident records are maintained effectively and daily registers of staff and children's attendance are recorded. A complaints procedure is available to parents and is in line with current requirements. Most records are stored effectively and are readily accessible, although these are still being reviewed and updated.

The last nursery education inspection recommended that improvements were made to staff's knowledge of the Foundation Stage, the planning of the curriculum and children's assessment records. Satisfactory improvements have been made. The setting has received support from the local authority's development workers. Staff are more confident in the use of the Foundation Stage to extend learning. The planning now identifies the learning outcomes for the children, adult involvement and vocabulary to be concentrated on. The children's assessment records contain observations of the children, stepping stones achieved and their next steps in development. Although these records are not regularly updated to reflect fully what children can do.

### **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

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 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):

- extend resources that positively represent diversity in society, including disability
- develop in an information document for parents about the setting to include details, such as policies, procedures, aims and objectives and information about the Foundation Stage
- devise planning for the babies' activities to promote individual children's development, in line with the 'Birth to three matters' framework.

#### 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 staff complete children's assessment records regularly
- develop a system to evaluate the planning of the curriculum
- provide more opportunities for children to write or mark make as a means of recording and communicating during their play.

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)