



Sandfield Park Private Day Nursery

Inspection report for early years provision

Unique Reference Number	322416
Inspection date	22 February 2007
Inspector	Michele Anne Villiers
Setting Address	Sandfield House North Drive, Liverpool, Merseyside, L12 1LG
Telephone number	0151 228 4040
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Registered person	Sandfield Park Private Day 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Sandfield Park Private Day Nursery opened in 2000. It operates from three rooms in a single storey building in a residential suburb of Liverpool. A maximum of 51 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00. All children share access to a secure enclosed outdoor play area.

There are currently 80 children from birth to five years on roll. Of these, 14 children receive funding for early education. The nursery supports children with learning difficulties and disabilities and also supports children who speak English as an additional language.

The nursery employs 14 members of staff, all of whom hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are generally protected from the spread of infection and appropriate steps are taken to maintain the premises. Staff are responsible for the cleaning of the nursery and a rota system is in place. Toys are suitably clean and staff wear protective clothing when changing nappies. However, tables are not always adequately washed prior to children having meals. The cook ensures food is suitably stored in the kitchen and monitors the fridge and freezer temperatures. Children learn about basic personal hygiene during the daily routine. They are encouraged to wash their hands after using the toilet, but not always before handling food. Paper towels are used for drying hands, but these are not always available, resulting in children sharing a hand towel and risking cross infection. Staff follow written procedures on the administration of medication, helping to protect children when they are sick. However, the sickness and exclusion policy has limited information. It does not state clearly what an infectious illness is or the incubation and infectious period.

A good balance of nutritional food is provided throughout the day. Many meals are home made and children tuck into spaghetti bolognese with vegetables followed by fresh fruit. The written menu is varied and includes different cultural dishes, such as mild chicken curry with rice. Juice, milk or water is offered with meals and drinks are offered throughout the day.

Children benefit from daily fresh air and exercise. Outside play is incorporated into the routine, and children develop good stamina and strength as they use the climbing frame and slide and access several wheeled toys. Older children develop good coordination during play with bats, balls and skipping ropes. Indoors children enjoy music and movement, plus dance and drama sessions each week. Babies and young children gain good body control as they learn to crawl and walk. They have fun skilfully crawling through tunnels and climbing over large cushions. The key worker system enables babies to form close attachments with staff in order to foster their confidence and emotional well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in safe and secure premises. An intercom system on the main gate to the grounds and on the entrance to the building help to prevent unknown persons from entering the premises. Visitors are monitored and surveillance cameras, positioned at the entrance and in each of the nursery rooms, further protect children. Anyone collecting children other than parents or carers must use a password system. The environment is suitably welcoming with sufficient space for children to play. Children access a satisfactory range of toys and resources that are safe and suitable for the purpose. Child size furniture is provided throughout. Babies are safely strapped into high chairs, and toddlers independently access very low level chairs and table.

Staff supervise the children well and organise them into small groups for activities. Regular risk assessments are conducted on the premises, toys and equipment. Children learn about

safety throughout the daily routine as staff remind them not to run around and to be careful when playing outside. Staff discuss stranger danger with older children, and activities such as 'people who help us' further reinforce the children's learning, with visits and talks from the police. Children regularly practise the fire evacuation procedure with staff, helping them understand what to do in the event of an emergency.

Children are further protected as staff have a satisfactory understanding of child protection issues. The designated member of staff who coordinates child protection has accessed training and staff follow a written policy, in line with the local government procedures. Staff help to keep babies safe by strapping them into high chairs when necessary and closely monitoring their sleep. Babies and young children are protected through close supervision, with good attention that impacts on their feelings of security and contentment.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies and young children have opportunities to access a suitable range of toys and resources to help them make progress in their all round development. Throughout the day they play with a variety of interactive, sensory activity centres. They delight in pushing buttons and turning knobs to make different sounds and visual effects. Staff have begun to develop treasure baskets to further enhance the children's sensory skills. During planned art and craft activities they explore different textures. Toddlers have fun gluing cotton wool and different coloured paper. They enjoy messy activity and make patterns using flour and water 'gloop' that has many properties to enhance the children's senses. Babies and toddlers use various forms of communication strategies. For example, they hold out their arms to be picked up, and open and close their hand for the ball to be rolled across the floor to them. Staff are attentive and sit on the floor with babies to support their play. They use voice intonation and mimic sounds to encourage babies to use language to communicate.

Young children enjoy sharing books with staff, looking at pictures and listening to stories in small groups. They have free access to painting and role play, fostering their creative skills and imagination. During sand play children use spades with good dexterity, shovelling sand into buckets and patting it down to make sandcastles. Staff have started to introduce the 'Birth to three matters' framework and use planning to provide a range of activities. Every three months staff complete individual progress reports on babies and young children. However, they do not effectively use observation on a more regular basis to fully assess the children's progress and development.

Nursery education.

The quality of teaching and learning is satisfactory, and children are making suitable progress towards the early learning goals. Staff plan focused activities and identify the six areas of learning. They use observation to track the children's progress through the stepping stones and record their development. However, initial profiles are not effectively used on new children who join the group. Staff do not work with parents in order to fully identify the children's level of attainment. Staff provide a good balance between adult directed and child led activities.

The play area is suitably organised into specific areas for play, and children are grouped appropriately for focused activities.

Staff are generally enthusiastic in their approach and provide a caring environment. Children are happy in their play and enjoy activities. Older children form close relationships with adults and confidently initiate interaction and conversation. They respond with excitement and demonstrate good concentration skills when completing simple tasks, such as puzzles and construction. They independently select some toys and make choices about activities. The more able children are occasionally given roles of responsibility, such as pouring their own drinks at snack time. Children develop some mathematical skills during planned activities. They learn to count and match the number of pictures to the written numeral when playing picture dominoes. Sometimes, during practical activities, such as registration, children are encouraged to count and use calculation. They learn to recognise written numerals from displays of numbers. During sand and water activities children learn about volume and size as they play with different containers.

Children develop good communication skills and are encouraged to use language for thinking. They learn to recognise letters and begin to write their name. They practise mark making in the sand and when painting. Children have free access to a writing area where they can use pencils, crayons and paper. During planned activities children search for the letters of their name. Staff talk to children about past and present events, and explain the routine of the day enabling children to develop a sense of time. Children develop an awareness of everyday technology through programmable toys and a computer. Role play activities are encouraged and children have fun in the home corner, making 'cups of tea', dressing up and playing with dolls. During small group story time they have puppets to re-enact the story, fostering their imagination. They explore a range of materials during planned art and craft activities, and have the opportunity to express their own ideas and thoughts when painting and drawing.

Helping children make a positive contribution

The provision is satisfactory.

Children learn about diversity and the world in which they live through some resources reflecting positive images, such as books, puzzles and dressing up clothes. They enjoy celebrating different festivals, such as Chinese New Year. Small world play people with walking aids help children to become aware of disability. A French teacher visits each week to help children learn simple, basic French. All activities and play opportunities are available for all children without gender stereotyping. Children contribute to the life of the nursery and parties are organised for those children who leave to go to school. The children's spiritual, moral, social and cultural development is being met.

Staff take positive steps to promote the welfare and development of children with additional needs. They work closely with parents and other agencies to ensure children are fully integrated and there is a designated member of staff to oversee children with learning difficulties and disabilities. Children are well behaved and staff use praise and encouragement to reinforce good behaviour. They are encouraged to share and take turns.

The partnership with the parents is satisfactory. Information is shared through daily discussion. Parents are welcomed into the nursery at any time and many 'thank you' cards evidence their satisfaction. Parents speak highly of the provision and care provided. They are given many opportunities to express their own ideas and thoughts through questionnaires and a suggestion box. Parents may ask to see their child's progress reports. However, there is no formalised system in place for parents of educationally funded children to meet with their key worker to exchange information about their child's progress towards the early learning goals. Some information is displayed in the entrance making reference to the Foundation Stage, and written leaflets are available for parents on the six areas of learning.

Organisation

The organisation is satisfactory.

Children are settled and suitably cared for by qualified staff who use their skills to provide a range of stimulating and interesting activities. Appropriate procedures are in place for the recruitment and vetting of staff. Regular staff meetings and appraisal sessions identify any training needs, and new staff receive induction training. Staffing ratios are maintained and suitable contingency arrangements are in place to cover staff absence. All staff have specific roles of responsibility with the appropriate skills and training to support other staff. The children's play rooms are suitably organised, with specific areas for play in the large room where children are grouped according to age and ability.

All regulatory documentation is in place and staff follow written policies and procedures for the effective management of the provision. However, some policies are being up dated and there is very limited information in the sickness and exclusion policy. An operational plan is available for parents to see, detailing and updating information about the nursery. The quality of leadership and management of the nursery education is satisfactory. The manager monitors the teaching of children through observation and regular meetings with staff. The pre-school area has been adapted to help improve the children's learning environment and staff receive regular support from a teacher advisor. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Care:

At the last inspection the quality of care was judged as inadequate. The provision had failed to ensure that adequate adult to child ratios were maintained at all times in order to safeguard children and to meet their individual needs. The nursery have now employed more staff. All staffing rota's have been reviewed and necessary changes made to ensure adequate cover is in place at the beginning and end of each day. Contingency plans are in place to ensure ratios are maintained when staff are absent. The nursery has made many changes to improve the quality of care for children. All staff have received in-house training from an Early Years advisor.

Nursery education.

At the last inspection the quality and standards of the nursery education was judged as inadequate. An action was set for the nursery to improve the quality of planning and teaching methods and to increase the staff's knowledge and understanding of planning in order to provide appropriate activities for all children. Staff now receive support from a teacher advisor. They have improved the quality of planning and provide a good balance of activities for all children. There is a designated coordinator for the Foundation Stage who has received training.

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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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 the premises are suitably clean and maintained, with checks carried out at the beginning of each day
- promote children's personal hygiene by ensuring they regularly wash their hands at appropriate times. Provide suitable methods for children to dry their hands that does not compromise their risk of cross infection
- use observation of babies and young children regularly to effectively monitor their development and progress.

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 opportunities for parents to meet with key workers to discuss their child's progress and to access recorded development reports
- devise initial profiles for new children in order to assess their level of attainment.

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