



## Oak Lea Private Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY152727
<b>Inspection date</b>	12 January 2007
<b>Inspector</b>	Julie Firth
<b>Setting Address</b>	68 Leigh Road, Atherton, Wigan, M46 0PA
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<b>Registered person</b>	James Joseph Farrell
<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?

Oak Lea Private Day nursery was registered in 2002. It operates from a converted house in Atherton, north west of Manchester. The nursery is privately owned and serves the local area.

The nursery opens from 07.30 to 18.00 Monday to Friday. It is open 51 weeks of the year, except for bank holidays. There are currently 108 children aged from birth to eight years on roll in the nursery who attend on a variety of placements; of these 29 receive funding for nursery education. The nursery supports children with disabilities and children who speak English as an additional language,

There is a manager, a personal manager and 17 staff who work with the children, of whom hold a National Vocational Certificate qualification to Level 2 and 3. The club receives support from Sure Start in Wigan.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Good procedures are followed by staff to protect children from illness and infection. They follow current and appropriate health and hygiene guidelines. Cleaning rotas are in place and surfaces are wiped down after children have eaten and after messy play. The children are mainly changed within their rooms and staff ensure that stringent nappy changing procedures are in place. A detailed sick child policy is in place which excludes children who are ill from the setting, preventing the risk of infections being spread. When accidents occur, children receive good care as several staff hold first aid certificates. Babies and young children are allowed to feed and rest according to their needs, providing a secure environment that is consistent with home. Children are beginning to learn the importance of good hygiene practices as they are encouraged to wash their hands at appropriate times of the day. They are reminded by staff after using the toilet. However, they do not have complete privacy when going to the toilet.

The setting actively promotes healthy eating and children enjoy choosing from healthy options, such as, homemade pasta dishes, chicken, potatoes, vegetables and fruits. Procedures are in place to record children's health and dietary needs, their likes and dislikes with regard to food and drinks, ensuring that their needs are fully met. Children are offered drinks at snack and meal times. However, drinking water is not accessible to children throughout the day. Snack times are relaxed occasions where children and staff sit together around the tables to enjoy their food and each others company.

Toddlers' health is promoted by the sufficient opportunities that they have to engage in physical play. Whilst playing indoors and outdoors, young children are able to run around, ride on bicycles and slide down the slide, helping them to gain control of their bodies. Older children become aware of their body parts as they move to a musical programme. Babies happily investigate different opportunities as they become more mobile and confident as staff encourage their crawling, standing and balancing skills. Fine motor skills are nurtured as children manipulate play dough and handle small tools.

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

The provision is satisfactory.

Children and parents are warmly greeted as they arrive helping them to feel a sense of belonging. They are cared for in well maintained, spacious and clean premises. Children have access to a sufficient range of toys and equipment, which are well maintained, age-appropriate and safe and clean, helping to protect the children's well-being.

There are good processes in place to keep children safe and no safety issues have been identified. Children are protected from hazards due to the regular risk assessments that are carried out by staff and written policies concerning safety. Children learn about fire safety and regularly practise the fire evacuation procedure, helping them to understand how to keep safe in the event of a fire or emergency evacuation. A doorbell system is in place at the entrance area to manage access to the building, preventing unknown persons entering. Safety precautions, such

as fire detection equipment and a visitor's book further contributes to the protection of children. An effective arrivals and departure registration procedure is in place.

Children's welfare is protected because staff have a sound understanding of child protection issues and procedures. The manager is aware that staff do need to attend training in the near future to keep up to date with legislation.

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

The provision is satisfactory.

Children are happy and confident in the friendly environment where everyone relates well to each other with warm and caring relationships. Staff greet children when they arrive at the nursery, which contributes towards developing positive trusting three-way relationships. Babies receive lots of hugs and form strong bonds with their carers. Early communication skills are developed as staff respond enthusiastically to children's chatter and facial gestures. An established key worker system ensures that children are cared for by familiar staff and by people who know them well. Young children enjoy playing with toys that are colourful and make pleasant sounds. They gaze in wonder as they press the button on a musical instrument and it makes a noise. They are beginning to learn that they are separate from others and enjoy painting their own handprints. Toddlers have some access to creative play, they enjoy making collages, playing in jelly, baking, making calendars using their own photographs, tasting Christmas foods, singing Christmas songs and listening to their favourite nursery rhymes. Staff keep children motivated as they extend activities, such as the theme of transport involves young children playing with dumper trucks, cutting out vehicles from catalogues and baking car shape biscuits. Staff read stories to the children and further question them, enhancing their levels of concentration.

Toddlers enjoy planned activities using sand and water and they play with dolls in the home corner. However, these resources are not accessible in rooms at all times. This results in children having insufficient opportunities to promote their sensory and imaginary development and use natural materials. Staff have a growing awareness of the 'Birth to three matters' framework and use the framework to plan activities. Children are beginning to learn right from wrong as staff explain why they should share resources and take turns when playing.

### **Nursery Education:**

The quality of teaching and learning is satisfactory. Children make steady progress in all areas of their learning as staff working with the pre-school children have a sound understanding of the Foundation Stage and early learning goals. Staff are enthusiastic and encourage children to become involved and interested in the broad range of activities on offer. Long, medium and short term planning is in place and linked to topics which reflect the interests of the children. Areas of continuous provision are available to allow children to consolidate their learning, however, these areas are not yet fully developed to allow children to have sufficient independent access at all times. Systems are in place to determine children's understanding, as a starting point to their learning, when they enter the pre-school. Staff make some general observations of the children as they play and there are a sufficient amount of adult-led and child-initiated activities. However, some of the children's work displayed is adult directed and evaluations are

not used to predict the next stages of learning for individual children. This results in the more able children not being challenged enough. Consequently, the links between observation, planning and assessment are not yet fully complete.

Children are happy, confident and motivated to learn. They develop positive relationships with adults and peers and show a willingness to be helpful and considerate towards each other. Children are beginning to form friendships and develop good communication skills as they chat confidently to each other and staff during play. They proudly receive stickers for the reward chart. They are able to sit for sustained periods of time and value each others contributions at circle time as they listen to their news. They enjoy singing alone within the large group, discuss the weather and decide the day of the week. Appropriate strategies are in place for some children who lose concentration which enables the other children not to become distracted. Staff are also in the process of reorganising the size of the groups. This will enable them to restrict some high noise levels within the open plan areas of the room. Children are secure in the routines of the group and take responsibility as they are involved in the daily procedures, such as tidying away resources and are encouraged to sit quietly for snacks. Children have sound opportunities to develop language skills. They happily join in with songs and rhymes helping them to develop an awareness of rhyming words. They recognise their own name as they put their work away in their tray and identify letters by tracing around stencils. Staff read to them in the large group ensuring children that print has a meaning. The mobile library and the book area give children an opportunity to read for pleasure. Many children can count objects to five and some to ten. Children spontaneously use mathematical language to describe how many bricks they are building with. They willingly attempt to count and complete puzzles that promote counting and number recognition. They measure each other against the height chart. However, children do not have sufficient opportunities to develop their calculating skills.

Children develop a sense of time as they look at family trees, houses in their environment and talk about holidays. They bring items of clothing to nursery which they will pack when travelling during the summer. Children discover the different seasons and talk about hot and cold climates, They have fun making vegetable soup and enjoy nature walks in the local environment. However, they have insufficient access to resources and equipment that promote their exploratory skills, such as information communication and technology and programmable toys. Children have sufficient opportunities to promote their creative development as they observe different shades of colour and identify the colour of the month. They are involved in snow flake making, creating salt dough snowmen, making glitter stars and making igloos and Christmas lanterns. They dress up and play house. However, the role play area does need to be extended to allow children to develop their imaginary skills.

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

The provision is satisfactory.

Staff demonstrate a sound awareness of equal opportunities. Children have access to a suitable amount of resources that promote equal opportunities; these include multicultural puzzles, dolls and books promoting children's awareness of diversity. They learn about the festivals of other cultures, including the Chinese, Divali and Buddhism celebrations.

Staff have a sound knowledge of how to promote positive behaviour and deal with challenging behaviour. Children are encouraged to consider their actions and staff diffuse disputes appropriately. They use consistent strategies, such as rewarding and praising and spend individual time with the children. This helps children to understand responsible behaviour and work harmoniously with one another. Children are secure due to the settling in procedures and the extra support offered by key workers. The setting demonstrates a positive attitude towards the care of children with learning difficulties and/or disabilities, understanding that they should be welcomed into a sharing and inclusive environment. Children's spiritual, moral, social and cultural development is fostered by this positive approach.

Children benefit from the relationships that staff have developed with their children in respect of their care. Information is shared through daily informal discussions, newsletters, daily diaries and display boards. Staff keep them informed about their children's care and the 'Birth to three matters' curriculum. Parents expressed their overall satisfaction with the service provided, commenting on the 'approachable staff' and the fact that their children are making good progress.

The partnership with parents of children who are receiving funding for nursery education is satisfactory. Written reports and planned parent's evening keep parents advised about their children's progress with regard to the six areas of learning. However, they do not receive sufficient information about the Foundation Stage. This prevents their full involvement in their children's learning.

## **Organisation**

The organisation is satisfactory.

Staff are experienced, dedicated, suitably qualified and work well as part of a team. They attend training courses to improve their childcare practices. They are aware of their roles and responsibilities and are deployed effectively to ensure that children have a good level of attention and support. The manager recognises her responsibility to ensure that any person who has not been vetted does not have unsupervised access to children. Space is reasonably organised to allow children to play safely and access their toys and equipment. However, the manager is in the process of reorganising the rooms to ensure children have a balanced range of activities to enhance their concentration and learning.

The nursery did not adhere to their registered number of children on the day of inspection as the manager was not aware of the conditions of registration displayed on the certificate. This is a breach of regulation. Most records, policies and procedures work well in practice to underpin the care of the children. Staff are aware of the latest revisions relating to complaints and have procedures in place to appropriately log, investigate and respond to complaints. However, the address of the regulatory body of the complaints policy is incorrect and parents are not signing for all medication administered.

The leadership and management of the nursery education is satisfactory and contributes towards the children's progress towards the early learning goals. The two managers demonstrate a high level of enthusiasm and commitment, recognising their responsibility to support staff and develop their roles within the nursery. They are becoming aware of the issues that need to be

addressed and areas for further development to improve the quality of nursery education that the setting offers to children. They work closely with the registered person to meet the children's individual needs.

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

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

On the last inspection the nursery were asked to provide medical records, to ensure sufficient staff have training in first aid, to increase resources to reflect positive images and to be aware of health and safety issues in the outside area. On the last nursery education inspection they were asked to allow children more opportunities to compare amounts and learn the language of more or less than, to develop the managements understanding of the strengths and weakness of the education provision. To look at the over use of inappropriate work sheets and develop resources to promote children awareness of a multi-cultural society.

There are medication records in place and parents do give written consent for permission to give medication. Three members of staff have undertaken first aid training. This enhances children's health and well-being and enables staff to treat children with minor injuries. There are a sufficient amount of toys and resources in place which enable children to have an awareness of diversity. There are written risk assessments undertaken indoor and outside in the garden to ensure children's safety at all times.

Children do get sufficient opportunities to use mathematical language and the manager is fully aware of the Foundation Stage. She is aware of the strengths and weakness of the education provision through careful monitoring of staff and children. The children are engaged in practical activities during the day and worksheets are used occasionally. There are sufficient resources in place to promote children's awareness of different cultures.

### **Complaints since the last inspection**

Since April 2004 have received two complaints regarding The National Standards. Standard 2 organisation. Standard 6 safety. Four actions were set. The actions were satisfactory met by the provider. The provider remains qualified for registration.

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.

## **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):

- ensure drinking water is available at all times; ensure children have complete privacy when they go to the toilet
- continue to develop areas of continuous provision to support role play and ensure children have access to sand; water and natural materials at all times (this also applies to nursery education)
- ensure provider is familiar with the conditions of registration; obtain written permission from parents when medication is administered; add the correct regulatory address to the complaints policy.

### **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):

- provide children with more opportunities to develop their exploratory and information technology skills; develop children's calculating skills
- ensure that the evaluation of activities is used to plan for the next stage of children's learning and the needs of more able children are identified
- provide parents with written information on the Foundation Stage

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)