



Innisfree Child Care Limited

Inspection report for early years provision

Unique Reference Number	309345
Inspection date	09 January 2007
Inspector	Cynthia Walker
Setting Address	1 & 2 Park House, Langroyd Road, Colne, Lancashire, BB8 9EN
Telephone number	01282 861355
E-mail	
Registered person	Innisfree Child Care 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 inadequate - notice of action to improve. The registered person does not meet 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?

Innisfree Child Care Ltd was registered in 1987. The nursery is sited in two large adjacent houses that have been converted to create the nursery provision which is on the outskirts of Colne. There are six playrooms on the ground floor plus suitable toilet facilities. One of the ground floor playrooms is also used as a dining room. On the first floor there are four playrooms and a baby unit. The out of school club is based in one of the first floor playrooms. There are secure areas for outdoor play. The nursery is open five days a week from 08.00 until 17.45 throughout the year with the exception of Bank Holidays.

The nursery is registered to provide full day care for 74 children aged nought to eight years. There are currently 55 children on roll, of which 21 are in receipt of nursery education funding. Children attend for a variety of sessions. There are 14 members of staff working with the children. Over half the staff hold appropriate early years qualifications and one staff member

is working towards an appropriate qualification. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are reasonably well nourished and enjoy snacks and cooked meals which include a selection of fruit and vegetables. Discussions with parents establish if children have a dietary need and there are systems in place to record these, enabling the individual children's needs to be met. Children are able to access fresh drinking water independently throughout the day.

Children's understanding of personal hygiene is reinforced as they are encouraged to wash their hands after going to the toilet and before eating their snack and meal. During discussion the children explain that they wash their hands to get rid of the germs. Clear written procedures are in place to support children if they are ill. Children's daily routines are discussed with parents, enabling the nursery to ensure children have the appropriate rest and sleep.

Most children's accident records are being completed and shared appropriately with parents, however, records of existing injuries to children lack detail and do not contain all the relevant information. The nursery does not have written parental permission to seek any necessary emergency medical advice or treatment for the children in their care.

Children enjoy physical activity as they access equipment within the designated room in nursery. They confidently jump and execute forward rolls on the soft play mats. Children practise balancing on textured stepping stones and push each other around on an individual roundabout. A weekly visit from a music teacher enables children to participate in music and movement sessions. There is access to an outdoor play area, although this is not timetabled into the daily routine. Children's physical development is supported by a large play house, a slide, a climbing frame, a sand tray, wheeled toys, an individual roundabout, large construction and a selection of small equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

The statement for child protection does not include procedures to be followed in the event of an allegation being made against a member of staff. Staff have some awareness of the possible signs and symptoms of children at risk, however, they lack clarity about their responsibilities and the correct procedures to follow if they need to report any concerns. The recording of possible concerns has insufficient detail and is not effectively monitored by the nominated person.

Children are cared for in a warm and secure environment where risks are identified and minimised. Clear explanations on the use of the equipment within the physical area enable children to develop an understanding of keeping themselves safe. Children's understanding of fire safety is reinforced with regular fire practices.

The nursery is creatively arranged into separate learning areas to allow children over two years to move independently around all areas of play and learning. The rooms for children under two years are welcoming and include quiet, comfortable areas and easily accessible resources. There is a suitable range of resources which are appropriate to all the children's age and stage of development. These are effectively arranged in most areas to allow children to make individual decisions about their play and learning.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time in nursery and arrive happy and eager to participate. Younger children make satisfactory progress because staff are continuing to develop a reasonable understanding of the needs of children under three. Children acquire new knowledge and skills as they join in a suitable range of planned activities, although the activities planned for children under two are not recorded. The activities planned for children over two years do not include adaptations for the different abilities, and information on the needs of children under three is not communicated to all the staff working in this area. Assessment records reflect the needs of the children under three and information from these is used to inform future activities. All children are involved with a range of age appropriate toys and resources. Children mimic adults as they hold a telephone to their ear and persevere as they move coloured shapes across a frame. They enjoy exploring the texture of paint and develop their hand-eye control as they use paint brushes to create a picture. Children examine the items in the play kitchen with staff reinforcing their language skills as they repeat words, such as tomato, toast and plate. They enjoy looking at books with adults, although the presentation of the book area for those over two does not sustain the interest of children. Children are confident in their environment and the responses from staff that actively extend their learning.

Nursery Education.

The quality of teaching and learning is satisfactory. Children make satisfactory progress because staff have a reasonable understanding of their needs and provide a suitable range of activities and experiences. Short term plans are a collection of focussed activities which are linked to the early learning goals, though they do not reflect how the overall provision is organised to support learning. Children's starting points are established through information gathered from their previous years within nursery or informal assessments for new children. Detailed assessments are in place and children's next steps for learning are identified, although there are no formal procedures to link this information to future planning or indicate their progress from the previous assessment. The management of staff within the separate learning areas does not sustain the children's spontaneous choice of learning. Staff use effective questioning to extend children's learning, however, there are no systems in place to share information or expectations relating to the Foundation Stage with other staff working in this area.

Children have a positive attitude to learning and are interested in the appropriate range of activities. They persist at activities such as table games or creativity. Children are confident communicators, using language to recount their experiences about visits to the soft play areas for their birthdays or give explanations about the baking activity they have just completed. Children enjoy looking at books, both for information and for enjoyment. They carefully look

at the illustrated book whilst baking 'moon buns' and incorporate the puppet theatre whilst reading 'Red Riding Hood'. Some children are able to write their own names, although the presentation of the mark making area does not encourage children to select writing materials. There are limited opportunities within the daily routine for children to experience counting or simple calculation.

Children confidently use the mouse at the computer and carefully use the audio equipment whilst reading a story. Whilst cutting shapes for collage, children skilfully use the scissors and competently pour their own drinks at snack time which promotes their hand-eye co-ordination. However, although children accessed the physical room regularly, the planning did not reflect a variety of physical experiences. Children have good imagination as they are encouraged to make an aeroplane from chairs. Passports are made and they make different movements for going up, down and landing and discuss what they can see out of the windows. Children enjoy being creative and persevere at an activity which involves them creating a robot, however, resources are not arranged to allow children to make independent selection for all aspects of creativity. They enthusiastically sing a range of simple songs and use the musical instruments to explore the sounds of raindrops and thunder.

Helping children make a positive contribution

The provision is satisfactory.

Children behave well as they respond to the clear and consistent explanations from staff. They play harmoniously together by taking turns at activities, such as table games, and sharing resources whilst playing in the role play area. Younger children are developing self-assurance from close and effective relationships with staff.

Children are developing some understanding of diversity through a basic range of resources which include books, jigsaws and some dressing up clothes. Activities linked to the customs of most of the children in the nursery are included within the planned activities, though these are not extended to include those of other cultures. There are systems in place to support children with learning difficulties or disabilities, however, the written policy does not reflect the Code of Practice.

Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Parents are actively welcomed into the group and receive effective information about the setting through the parents handbook, regular newsletters and notice boards. Information on the themed topic is displayed on the notice board, however, details on how activities can be extended within the home to support children's learning are not included. The ongoing needs of the children are shared with parents through the key worker system on a daily basis which is supported by an annual parents evening and individual appointments.

Organisation

The organisation is inadequate.

Although the provider maintains sufficient organisation in most areas, as highlighted in Staying Safe, staff do not have sufficient understanding of child protection procedures to ensure the welfare and care of children is maintained.

Therefore overall, the provision does not meet the needs of the range of the children for whom it provides.

Space within the nursery is well organised and enhances the play opportunities for children. Staff have a positive attitude to in-service training to support the care and learning of the children and annual appraisals highlight their individual training needs. Policies and procedures are clearly presented and some work effectively in practice, for example, behaviour. Although there are recruitment and vetting procedures in place to safeguard the children in nursery, this does not reflect new guidance. There is a written complaints procedure, however, a confidential system for sharing the record of complaints has not been developed.

Leadership and management is satisfactory. Appropriate staffing procedures ensure staff have a sufficient understanding of their roles. Regular staff meetings are used to continue the consistency in maintaining outcomes for children, although knowledge of the curriculum is not effectively shared. Annual questionnaires from parents are used to monitor the effectiveness of the provision. Although the focussed activities are evaluated, there are only informal systems in place to evaluate overall planning to ensure all areas of learning are being achieved. The nursery liaises closely with advisors from the local authority to maintain the quality of education for the children they are providing.

Improvements since the last inspection

At the last inspection the nursery was given an action which related to staffing ratios. They were also given a number of recommendations which referred to the registration system, the children's toilets on the ground floor, the behaviour management policy, the complaints procedure, and contracts with parents.

The key issues raised as part of the education inspection related to children's learning during snack and lunch, the availability of information technology, increase opportunities for mark making, access to a range of reading material, and the availability of name cards.

The nursery is meeting the children's needs by maintaining the staffing ratios. Most documentation supports the care and welfare of children as the behaviour management policy includes a statement on physical punishment, however, this is not included in the parents handbook. The registration procedures include the times of arrival and departure and the complaints procedure includes Ofsted's address and telephone number. Children's information documents are signed by parents. The toilets on the ground floor have been fitted with doors with the exception of one which is used as a sluice for potties, ensuring the premises are suitable for their purpose.

Children now have opportunity to pour their own drinks at both lunch and snack time. Children are confident in the use of the computer and audio tapes. There are some materials in the mark making area, but these are unattractive and pencils are not accessible. Older children confidently handle books, though not all books in the reading room are easily accessible. Children use name cards for self registration and it is incorporated into planned activities to encourage letter recognition.

Complaints since the last inspection

Since 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.

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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- ensure the written child protection statement includes procedures to be followed in the event of an allegation against a member of staff or volunteer
- provide an action plan stating how all staff are to be made aware of child protection issues and are able to implement the policies and procedures.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- review the evaluation of the planned programme to ensure all areas of learning are achieved specifically mathematics and physical development
- review the methods for recording the children's assessments to ensure the children's next steps for learning informs the future planning and indicates the children's progress from previous observations

- review the management of staff to enable children to move spontaneously between all areas of learning; and improve communications within the overall staff team to increase their awareness of the Foundation Stage.
- review the presentation and range of resources to enable children to make independent choices at mark making and creativity.

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