



Heathers Day Nursery

Inspection report for early years provision

Unique Reference Number	321475
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Inspector	Jacqueline Patricia Walter
Setting Address	James Backhouse Place, Holgate, York, North Yorkshire, YO24 4NS
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Registered person	York Childcare Ltd
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?

Heather's Day Nursery is a charity run provision run by York Childcare. It offers full day care. It opened in 1995 and operates from two rooms within a purpose built building. The nursery is situated in the suburb of Acomb, which is in York, in North Yorkshire. A maximum of thirty-six children may attend the nursery at any one time. The nursery is open each week day from 08.00 to 18.00 hours all year round, with exception of Bank holidays. The children have access to a secure enclosed outdoor area.

There are currently fifty-seven children aged from four months to four years on roll. Of these sixteen children receive funding for nursery education. Children attend from the surrounding areas. The nursery currently supports children with learning difficulties.

The nursery employs thirteen staff. Twelve staff, including the manager hold appropriate early years qualifications. The nursery is a member of the National Day Nursery Association (NDNA) and the Pre School Learning Alliance (PLA).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Overall, children stay healthy because practitioners are active in following some current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, they follow good procedures, such as wiping tables after children used them for messy activities, but in the under two room tables are not always wiped before meals are undertaken. In addition to this, parents are offered copies of all accident records and a first aid kit is appropriately stocked and regularly checked by designated staff. As a result of all staff completing relevant training a qualified first aid person is available at all times. Children are also able to receive medication very safely as a result of detailed medication records being shared appropriately with parents. This means that children have good access to emergency treatment at all times and continuity of health care is promoted well.

Children are developing some awareness and understanding of simple good hygiene practice. For example, children in the over two year room are familiar with routines, such as washing hands after outdoor play and before meals. However, in the younger room the babies and young children's hands are not always being wiped before they eat their food and staff do not always talk to the older children explaining the importance of good practice. This means that children do not have opportunities to fully understand why they need to follow good routines.

Children are well nourished through staff providing healthy and nutritious meals and snacks. For example, children have opportunities to enjoy breakfasts that include porridge, lunches, such as vegetable pasties or potato wedges with fish fingers and light teas, such as ravioli and cheese scones. Food hygiene regarding preparation of food is promoted and carried out well and special dietary requirements are very successfully met, which means children can enjoy and eat their meals safely. Older children know they can have a drink if they want one and can access them independently and younger children are able to see their beakers within their play room. This in turn, encourages lots of drinking to stay healthy.

Children have good opportunities to enjoy and develop physical skills both inside and outside the setting. Three and four-year-old children are developing good movement skills. For example, they learn to adjust their speed through team activities, such as collectively shaking a parachute to make a ball go higher and move faster. Children are developing a good understanding about healthy living through posters and information displayed within the setting and through activities that are linked to themes and topics. For example, they discuss different healthy foods as they cut up their fruit. As a result, older children know what is healthy food, and some three-year-olds know that exercise, such as football games can keep you healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are able to develop a good sense of belonging through the bright and welcoming accommodation. Space and resources are safely and effectively organised. For example, equipment and activities are set out in the baby room before children arrive and areas, which are defined using furniture, have labelled resources easily available on low level shelves. This allows children to safely and easily access the areas of play and resources and helps to develop choice and decision making skills.

Children are cared for well in a secure and safe environment. Staff implement very good risks assessments. For example, in addition to conducting written risk assessments and daily checks on everyday hazards both inside and outside the setting, they conduct further written assessments identifying any temporary issues. For example, when a external gate was broken staff devised, recorded and implemented safety actions until this could be permanently fixed. Children are kept very safe on outings as a result of staff implementing positive steps to help out in emergencies. For example, they ensure children wear labels on the back of their coats that detail the name of nursery and a contact number. Staff encourage a good understand with the children in learning to keep themselves safe. They welcome visitors into the setting, such as the Fire Authority to help to develop understanding about the dangers of fire. They also talk to the older children about road safety and as a result, children know not to run away and to hold hands when crossing the road.

Staff have a satisfactory knowledge and understanding of child protection and as a result children's welfare is appropriately safeguarded. They are fully aware of signs and symptoms of child abuse. For example, they are aware they need to note unusual bruising and if children become withdrawn or their behaviour drastically changes. They are familiar with the procedures to follow if concerns are raised and know to contact line management and their designated child protection person for advice and support. They are also aware of the need to record any incidents of concern. However, although staff are aware of the ending of concerns with the children, the records regarding concerns do not always detail the conclusions.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

There are trusting, friendly relationships between children and staff. Children are confident in approaching staff for help and discussion. For example, older children ask for help when dealing with role play props, such as ruck-sacks and happily inform them of what they intend to do. Whilst younger children sit on the knees of staff during circle time and enjoy snuggling up as they observe what is going on. Staff listen to and value, what the children are saying. For example, when children express they don't want any porridge, staff encourage them to try and taste a little, but respects their wishes when they say "no more".

Children are acquiring new knowledge and skills through staff planning and providing a wide and stimulating range of toys and equipment, that reflect all areas of play and meet the needs of the children attending. For example, babies have access to musical toys, sand and a mirror fitted low on the wall, which allows them to explore using their senses and recognise that they

are separate and different from others. Older children have good opportunities to independently access resources, such as construction equipment, art and craft resources and baking activities, where they make things, such as 'Holi' biscuits. As a result, they are interested in the activities and equipment available and use them to extend their play and learning. There are, however, weaknesses in the planning and assessment systems. For example, the continuous planning regarding the environment and resources for the under three's is very basic, with only a four weekly rota listing what toys and activities are to be set out each day, and knowledge of what a child can do or understand is not shared effectively with other staff. In addition to this, formal observations are not always fully completed and this in turn, limits children from reaching their full potential.

There is some quality interaction from some staff. For example, staff sing and talk to babies and provide good opportunities for older children to sit and make conversation. For example, at meal times they are encouraged to talk around the table and a cosy sofa allows them to sit and share books with friends and adults. Children are developing confidence and self-esteem through the staffs good use of verbal praise for both effort and achievement. As a result, they use their initiative well, are able to independently select resources and older confident children approach adults with questions. For example, they approach visitors and question why they are in the setting.

Nursery Education

The quality of teaching and learning is satisfactory and children are making satisfactory progress towards the early learning goals. However, staff have only had access to limited opportunities to develop understanding regarding the Foundation Stage and do not have confidence and full understanding in effectively planning and assessing children's learning. For example, plans that identifies guidance for practitioners, on occasion, do not always reflect the learning intentions of the activities. There are also weaknesses in some of the implementation of the assessment system. For example, the records that identify 'at what stage the children are at', is not always supported by evidence and on rare occasions, when evidence is provided, the stage the children are at is identified several months later. This in turn, limits the staff in supporting the children's development. For example, staff miss opportunities to extend the more able children's learning in focussed activities, and younger children quickly loose interest in some large group activities. Experiences and activities cover all areas of learning and mostly meet the individual needs of the children. However, teaching is not particularly innovative or stimulating. For example, in a focussed baking activity no additional resources are used and in role play areas, such as the Florist shop, resources are not effectively used and are limited to two bunches of flowers, some written words and books that reflect plants and vegetables, and a telephone and blank paper with writing implements.

Almost all children confidently separate from their carers and link up with others. They show good care and concern for both themselves and others. For example, three-year-olds notice that others as well as themselves are coughing and then ask for tissues. They operate confidently and independently within the setting, for example, in selecting activities from various areas and in relating and making attachments and older children seek out younger children, hold their hands and help them to participate in activities. Children enjoy books independently and when in small groups they listen and sustain concentration, and eagerly join in with familiar

refrains. Four-year-olds are able to confidently sound letters in their name and link them to the letters. They also are confident in talking about their home and experiences during impromptu conversations. Children are beginning to know that information can be relayed in the form of print. For example, they know where to sit at meal times by finding their name on their chairs and older children know that writing on their tee-shirts are saying words.

Staff make some use of children's play and practical activities to help them use numbers and develop some counting skills. For example, they encourage them to count how many children are present at registration time. Children can count up to five confidently and some far beyond this. Children are beginning to use some numerical and positional language in their play. For example, when playing in the role play area they ask other children to have the 'big' bunch of flowers and they shout out with pride how they can crawl under and over the parachute material. Children are able to use their senses to investigate a variety of materials. For example, they enjoy exploring the textures of 'Gloop' and Pasta play. They are developing good skills in using a range of tools and techniques safely. For example, they tell about using templates to successfully draw around shapes and then use scissors to cut them out. They know how to operate simple equipment, such as role play telephones and computers and enjoy finding out about living things through activities, such as going for walks in their environment, observing flowers and recording what they see. Some three and four-year-olds are beginning to play cooperatively in acting out a narrative. For example, when playing in the florist shop they role play the ordering of flowers.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is fostered. They are gaining a suitable understanding of the diversity of the wider world through an appropriate selection of resources and activities that promote positive images. For example, there are cultural dolls, dressing up clothes and some books. Children are able to develop a good sense of belonging and good awareness of their local environment through stimulating trips and strong links with other provisions. For example, they visit places of interest, such as the Big Wheel in York, they visit their local library and they enjoy regular visits to the local pet shop, whose owner brings out additional and unusual pets for them to study.

Children are developing a sound understanding of responsible behaviour. They are supported appropriately by staff who are consistent in using age-appropriate methods, such as lots of verbal praise for behaviour, effort and achievement. Older children can take turns and share work in large and small groups and are developing respect for others. For example, by helping the younger children in their routines and play. As a result, children behave well and older children are beginning to become self-disciplined rather than being told what to do.

The partnership with parents is satisfactory. There are professional, friendly relationships in place and as a result children's overall care benefits. Staff share information on the setting and the children's development appropriately. For example, in addition to the notice boards for each room, where menus and plans are displayed, there are notices in the foyer gives advice to parents about current health and safety issues. Staff ensure consistency in care is promoted appropriately. For example, a written record for all children within the setting is shared with

parents on a day to day basis. However, opportunities, such as parents evenings, are on occasion not held. Systems for parents to gather information on how their children are developing and the Foundation Stage are also appropriate. Profiles are available at all times and information of the Foundation Stage and what children learn through the continuous provision is displayed in areas around the over two's room. Parents are given a leaflet explaining the Foundation Stage and are welcomed into visiting the preschool room. Staff recognise children as individuals. They successfully promote development for children with learning difficulties through individual education plans and effective partnerships with outside agencies, such as Portage workers. They respect and value parents' views and expertise and actively encourage them to help children's learning at home. They also ask parents to share their knowledge of the children by welcoming their views through a parents forum. For example, when parents expressed a view requesting more detail on the activities that children participate in, staff adapted the daily information sheets to reflect this.

Organisation

The organisation is satisfactory.

Robust recruitment and vetting procedures are in place. For example, written references are taken up and qualifications certificates are checked and photocopies made of the originals and then held on file. A detailed induction procedure is undertaken by all new staff to ensure they have sufficient knowledge and understanding of their responsibilities. For example, in addition to discussing the policies and procedures with the manager, all staff receive a handbook and they sign records to say they have read and understood the information. The nursery's overall ratios regarding qualifications is good. For example, all but one of the thirteen staff currently employed have, at the least, a level two qualification in early years childcare. As a result, children are protected and supported appropriately in developing to their full potential.

Staff have a suitable regard for the well-being of all children. They demonstrate some commitment to improving the quality of the provision and as a result children's care and learning benefit. For example, they have completed training courses, which include Basic Food Hygiene, An Introduction to the 'Birth to three matters' framework, Every Child Matters, as well as in-house training for the Quality Assurance Scheme known as 'Steps to Quality'. They also ask parents to participate in a parents forum and value and implement their suggestions and ideas.

The quality of leadership and management is satisfactory. There are some systems in place for reviewing the educational practice and monitoring of children's progress. For example, staff evaluate activities as part of their reflective planning. In addition to this, the manager and team leaders observe and discuss good practice or weaknesses as they work alongside the staff. Development ideas, as a result of previous inspection recommendations, are discussed and implemented to improve the quality of care and education, and staff appraisals, regular staff meetings, and regular one-to-one supervisions, are used appropriately to monitor and review the effectiveness of what staff do. This ensures staff are appropriately encouraged to work together and help children make progress towards the early learning goals. Staff have a clear understanding of the provision's mission statement and overall work well as a team using their time appropriately. For example, they spend time actively playing with children, changeovers

in activities are smooth and in the baby room they communicate well through the use of a daily diary.

All policies and procedures work in practise to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. Most documentation is maintained appropriately, stored securely, easily accessible and reviewed and retained for the recommended periods.

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 it was recommended that the staff ensure all areas provided for children's outdoor play are well-maintained, and that there are effective systems in place to monitor the use of the children's toilet area in order to maintain a good standard of cleanliness. As a result of this, staff have improved children's health and safety by fitting a soft play surface in the outdoor area and by introducing an effective system where staff check and clean the toilet area on a regular basis.

Staff were also asked to improve the nursery education by improving the use of the pre school room to ensure children have sufficient time and opportunities to access activities and develop and refine their ideas particularly when using the computer. They were also asked to improve the organisation of some group activities, to ensure three-year-olds and four-year-olds are not distracted by younger children at these times, and to develop the range of resources in the outdoor area to support children's climbing and balancing skills. As a result of this, staff have improved the nursery education by now leaving the preschool room open for children to access this area as wished. They have obtained another computer, which is placed in the main play room and allows children opportunities to practise and refine skills. They have also tried several ways to improve the organisation of group activities to enable three and four year olds to focus. For example, through the use of furniture to create an area for younger children. However, they feel they have had little success with this and are currently discussing alternative methods to successfully improve this. Staff have also obtained a new climbing frame, slide and bikes, which successfully helps to develop the children's climbing and balancing skills.

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.

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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 procedures to promote hygiene within the under two area of the setting, and provide opportunities for all children to develop understanding of the importance of good hygiene
- further develop the staffs understanding of the 'Birth to three matter' framework regarding planning and assessment, to promote the outcomes for children under three years.

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 the staffs understanding of the Foundation Stage regarding planning and assessment, to promote nursery education for children over three years.

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