

Strawberries Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY282131
Inspection date	02 April 2007
Inspector	Rasmik Parmar
Setting Address	Eaglesfield Drive, Bradford, West Yorkshire, BD6 2PY
Telephone number	01274 691005
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Registered person	Direct Hand 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?

Strawberries Private Day Care Nursery opened in 2004 and is run by a private company. It operates from a modern, single storey, detached property with a secure outdoor play area, in Woodside, Bradford.

The nursery is registered to care for a maximum of 39 children at any time. It is open Monday to Friday 07.00 to 18.00 all year round.

There are currently 66 children on roll, of these 15 children receive funding for nursery education. Children attend from the local community and surrounding areas. The nursery currently supports a number of children with learning difficulties or disabilities.

There are 14 members of staff, of whom seven have an early years qualification to level three and five who have an early years qualification to level two, with two members working towards level three.

The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children have a good awareness of personal hygiene by following established standards of hygiene as they independently wash their hands before eating and after toileting, using antibacterial liquid soap and an electric drier to dry their hands.

Children remain healthy because staff follow good hygiene routines to prevent the spread of infection such as wiping the nappy changing units with disinfectant spray after use and the cook using separate chopping boards and different coloured cloths to wipe various surfaces in the kitchen. Their welfare and well-being are closely protected through the proper maintenance of the required documentation to monitor their health and through policies which promote their well-being. An effective policy on sickness ensures that children who are contagious do not attend. This helps to prevent the spread of infection and acts in the best interest of all children.

Children are well nourished as meals are cooked daily from fresh vegetables and fresh meat bought three times a week from the local supermarket. Meals are made interesting as the cook ensures that at least two pieces of fresh vegetables are cooked daily, red and green in colour, for example, carrots and broccoli to add colour to the meal. Children are offered healthy snacks and a light tea to include fruit and foods from a variety of cultures. Vegetarians enjoy an alternative version to meet their dietary needs. Children are provided with regular drinks at set times such as during snack and lunch. A jug of water is available to the older children at child height but staff have not made children aware that they can independently access the water. This may result in children being thirsty as they may not be confident enough to ask for water. Also, for the younger children the jug of water is kept on a high up shelf where they are unable to access it.

Children are encouraged to be active through frequent play outdoors on physical play equipment. These include a wooden balancing beam, sit and ride cars, balls and a range of other equipment, which promote strength, stamina and hand and eye coordination.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children enjoy a wide range of stimulating activities in a safe environment. They use furniture and equipment that is safe and suitable for its purpose. Space is used well to promote children's independence and to promote their all round development. Age appropriate resources are freely available in the different playrooms and children are able to choose activities which are kept at their height.

Satisfactory risk assessments are carried out for areas of play for the benefit of children. Staff are vigilant through out the day and carry out safety checks to ensure continued safety for all children. In addition, there are video cameras both inside the playrooms and outdoors in the play areas and at the entrance door for further security.

All equipment used conforms to safety standards and children's welfare is satisfactorily promoted through the proper maintenance of the required documentation to ensure their welfare and safety. For example, fire drills are carried out to familiarise children with the process of fire safety.

Children are satisfactorily protected from abuse through staff knowledge and understanding of child protection procedures. Staff are aware about the potential signs and symptoms and are familiar with the reporting procedures. However, up to date information on the safeguarding of children is not incorporated into the procedures for the welfare of children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are secure and settled in the child centred environment as staff take time to get to know them to meet their individual needs. Children access a wide range of experiences which are age appropriate. They learn to be skilful communicators as staff ask open ended questions allowing children to respond.

Children learn to improve their vocabulary by participating in group story time. However, there is a limited range of books available which are not used by children regularly as a source of learning.

Children develop imagination as opportunities allow for role play in the home corner or dressing up. Toddlers sing songs and musical instruments are available for them to play, developing their creativity. Older children talk to each other and learn to share experiences.

Children develop physical skills by freely playing outdoors regularly at least three times a day. However, outdoor play is not structured in order to focus on specific learning outcomes.

Babies enjoy lots of eye contact and are held and cuddled, providing reassurance. They are well fed, have their nappies changed on time and are allowed to sleep in a safe and caring environment. However, full opportunity is not taken to enable babies to develop in all areas of learning.

Nursery Education

The quality of teaching and learning is satisfactory. Children make satisfactory progress towards the early learning goals as staff have an adequate knowledge of the Foundation Stage. This impacts on the teaching provided to children. They provide a satisfactory range of purposeful and interesting experiences, which cover all areas of learning and increase the children's interest in learning.

Personal, social and emotional skills are fostered as staff allow children to learn and develop through daily routines, and by becoming familiar with the areas of learning. Children are allowed to discover and have fun which helps to promote confidence and self-esteem. Children listen and concentrate well during story time and grow confident to speak and answer questions in groups. Older children are given opportunities to help set out cutlery at lunch time.

Children develop good creative skills, as they independently choose a variety of resources to glue, paint or cut with. Children use their imagination in the home corner where they participate in pretend play. Children learn to build and construct using various objects such as bricks and junk materials. They have access to a computer and learn through playing with educational games to promote language and maths. Other electronic equipment, such as cassette players to play music and listen to stories help to enhance their learning experience.

Children develop good knowledge and understanding about the world around them as they use the globe to pick a country and then fully explore the type of food, costumes, language

and weather associated with that particular country. Children learn about less able bodied people and explore their own feelings towards them. Children have grown flowers and vegetables in the outdoor garden area. They have participated in activities about the farm and talked about their own experiences in actually visiting farms with family.

Children's progress in communication, language and literacy is limited. They are competent at recognising their names on trays and coat pegs. They are able to develop their vocabulary by staff showing them weather cards or reading stories. Children's use of books as a source of learning is limited and the collection of books is limited. Children learn to write for different purposes. However, the daily plan of activities does not always provide opportunity for children to constantly develop writing on a regular basis.

Children's progress in mathematics is satisfactory. Children are encouraged to learn about mathematics through everyday routines such as counting how many bears, learning about shapes, counting in sequence confidently up to twenty and learning about numbers in their every day play with sand and water to gain awareness of quantities. Children have learnt about measurements through practical activities such as making charts to see who is heaviest or lightest and tallest or smallest. Children begin to recognise shape and space in construction areas, building towers and staff use language to help them gain concepts of shape.

Children's physical development is progressing well. Their balance, coordination and strength is promoted through the use of outdoor equipment. They are gaining an awareness of the effect of exercise on their bodies as they participate in physical activities.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from the good equal opportunities policy, which is effectively promoted throughout the setting. Children are valued and made to feel welcome, through photographs and names on coat hooks. Older children are given more responsibility which increases their self-esteem and independence, such as helping set the tables for lunch. Children play with resources which promote a multi cultural society in a positive way, such as dolls, books and dressing up clothes. Local cultural festivals are celebrated such as Diwali and the Chinese New Year as part of broadening understanding of the wider world. Children with learning difficulties or disabilities are effectively included as they are able to participate in all activities whilst receiving one to one support from staff. In addition, staff have liaised with professional agencies so that the specific requirements of a child can be discussed in order to more appropriately meet individual needs.

Children are well behaved and good behaviour is positively encouraged by praise and an interest in the children. All children are confident to express themselves in a variety of ways. For example, children were having fun and laughing playing outdoors with the colourful parachute. Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents is satisfactory. Parents of children who receive nursery education are provided with daily diaries to take home to keep them informed about their child's educational development. In addition, they are able to make entries about their child in the diary for the child's key worker as part of a two way communication process for the benefit of the child. Parents of other children receive verbal reports on their children's progress and they are able to access their child's development folder at anytime. Parents are provided with regular

newsletters informing them about forthcoming topic work their children will be participating in.

Organisation

The organisation is satisfactory.

Children are settled and relaxed, so that they grow in confidence to promote their own learning. The person-in-charge ensures that appropriate procedures are in place to ensure that all staff are suitable to work with the children. Most are very well deployed, each knowing their roles and responsibilities, so that the children's daily routines are well-organised and their needs are met.

Leadership and management of the provision is satisfactory. The person-in-charge has a satisfactory understanding of the Foundation Stage and hence this has an overall impact on the staff who sufficiently plan activities and record observations in assessment folders per child. The staff knowledge of the early learning goals is limited in order to plan activities and ensure children's progress is fully promoted across all areas of learning.

The person-in-charge carries out annual staff appraisals to identify individual training needs and allow for staff development. This helps to build a good staff team.

Children's welfare is promoted well through good record keeping. For example, the records, policies and procedures which are required for the efficient and safe management of the setting are well maintained. All relevant documentation is shared satisfactorily with parents so that children benefit from a good working relationship between staff and their parents. 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 provider was asked to implement a system for recording existing injuries; have a complaints procedure; ensure sufficient staff are employed and to complete entries in the accident book correctly.

The provider now has a system for the recording of existing injuries for the continued protection of children. They have correct numbers of suitably qualified staff employed in all the playrooms to ensure children receive proper care. Parents are now aware of the complaints procedure in case their concerns are not dealt with by the provider. Parents are made aware of accidents by countersigning the accident book on the day of the accident as part of the process of protecting children.

Complaints since the last inspection

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.

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.

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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):

- promote drinking of water to encourage children to independently help themselves
- update procedures on protection of children to include the most recent information on the Local Safeguarding Children Board guidelines
- encourage better use of books by children and extend the collection of books
- further develop staff knowledge in Birth to three matters and use this to inform planning, and ensure children's progress is fully promoted across all areas of learning.

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 staff knowledge in the early learning goals and use this to inform planning, and ensure children's progress is fully promoted across all areas of learning
- ensure outdoor playtime is planned to ensure continued learning
- leader to set clear directions to improve the organisation of care and nursery education and outcomes for children (also applies to care).

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