

# Dearne Valley Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	303217
<b>Inspection date</b>	28 March 2007
<b>Inspector</b>	Pauline Garfield

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<b>Registered person</b>	For Under Fives Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Dearne Valley Day Nursery is one of a chain of established nurseries run by the company For Under Fives. It opened in 1999 and operates from a single storey building which is purpose built and located next door to Dearne Valley College, in the residential area of Wath Upon Dearne, near Rotherham. A maximum of 120 children may attend the nursery at any one time. The nursery is open from 08.00 to 18.00 Monday to Friday for 52 weeks of the year and closed on bank holidays only. The Out of School Club offers care from 15.00 to 18.00 Monday to Friday during term time. The Holiday Play Club offers care from 08.00 to 18.00 Monday to Friday in school holidays. The group also offers care to children over the age of eight years and up to 12 years old. Children have access to a secure enclosed outdoor play area.

There are currently 180 children on roll. Of these, 36 children receive funding for early education. The setting serves both the local and wider community. The nursery currently supports a number of children with learning difficulties and disabilities.

The nursery employs 34 members of staff. Of these, 26 hold appropriate early years qualifications or are working towards a qualification of level 3 or higher.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy because practitioners follow current and appropriate health and hygiene guidelines. For example, baby milk is stored and made in line with new legislation from environmental health. Parents complete a starter questionnaire and record their child's allergies, likes, dislikes and sleep times. This information is used to ensure children's good health is maintained effectively. Young children have a home-to-nursery book in which staff record sleep, meal times and nappy changes. Parents of older children are given daily information slips. Practitioners ensure the environment is hygienic and clean tables with anti-bacterial spray. They have a table cleaning rota for different times throughout the day, and staff sign to ensure the task has been done. Children's nappy change areas are cleaned regularly and nappies, wipes and bedding are kept in individual labelled trays. Bedding is changed regularly and cots are cleaned with antibacterial spray after each use. Most staff have a current first aid certificate and ongoing training ensures qualifications are kept up-to-date. However, first aid boxes are not accessible in all rooms. All the required documentation is in place to ensure children remain healthy, including permission to seek emergency medical advice or treatment.

Young children enjoy snacks of mashed banana, rusks, toast or plain biscuits. Some young children enjoy sucking oranges. Children are encouraged to develop milestones and feed themselves. They are given a spoon to hold whilst being fed by a member of staff. Older children show independence as they identify their name card, and access snacks during an allocated time. Fresh drinking water in bottles brought from home, is available daily. Younger children are given drinks on a regular basis.

Babies benefit from the effects of fresh air as they sleep in prams in the enclosed, supervised outdoor play area when the weather is suitable. Each room within the nursery has access to its own individual outdoor area. Toddlers enjoy playing outdoors in the sand, they ride on bicycles and crawl through tunnels. Older children explore the outdoor environment with confidence and ease. They develop their gross motor skills as they throw balls into basket ball nets, and show excitement as they 'score'. Children also have the opportunity to access organised dance, hockey and football sessions.

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

The provision is good.

The environment is very welcoming and friendly to children and parents. For example, attractive bright displays of children's paintings are displayed along the corridors. There are also mounted photographs of children and members of staff. Children select from a good range of toys and equipment which is appropriate for their age and stage of development. Toys are regularly changed to promote interest, stimulation and learning. They are regularly cleaned, checked and maintained. For example, toys in the baby room are cleaned every day before they are put away.

Risk assessments are in place and displayed on all nursery doors and in the out of school club. Children learn to take responsibility for their own safety and know that they do not run indoors, but they can outdoors. Safety warning signs made by the children are displayed around the nursery, stating, for example, 'walk don't run'. There are good safety systems in place, and the procedures for staff collecting children from local schools has been updated. Children regularly

practise the fire evacuation procedure and staff know their roles and responsibilities. The building is secure and unauthorised people do not gain access.

Staff have a good understanding of child protection and the procedures to follow to safeguard children. The nursery has a child protection coordinator and staff training is regularly updated. Staff have a good understanding of the signs and indicators of abuse, and know who to contact in the event they have concerns.

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

The provision is good.

Children are divided into groups according to their age and ability and activities planned accordingly. There is a key worker system in place and staff interaction with children is very good. Children are happy and settled in the environment. Older children are proactive in planning their own activities in the out of school club and holiday play scheme. They are relaxed and happy and approach staff with confidence. Staff have attended 'Birth to three matters' training and plan activities on a short term basis. They are developing their planning and working with early years to provide long and medium term planning. Young children enjoy playing in the sand and the sensory experience of painting their hand at a table top activity. Staff and young children sit on comfortable furniture and have close contact with each other as practitioners read and share story books. However, some activities and equipment is disorganised, and not always readily accessible, as it has not been tidied up throughout the day. This sometimes limits opportunities for children to make independent choices in some rooms. Babies are held close whilst being bottle fed, and meal times are relaxed as staff chat and interact with children. Activities are planned for the outdoor area which is in the process of being developed further.

### **Nursery Education**

The quality of teaching and learning is good. Staff plan activities on a long, medium and short term basis in line with the 'Curriculum guidance for the foundation stage'. Long term planning covers a six month period and the stepping stones towards the early learning goals. To aid planning there is a topic for each month, and ideas for the role play area and festivals to be celebrated are noted. Focus activities are adapted to children's ability and evaluated. Staff have an overview of children's progress and record achievements in a 'Foundation Assessment Book'. Children also have a 'Development Book' where samples of their achievements are kept. Staff show an interest in children's lives and experiences, and use appropriate vocabulary in conversations to support learning.

Children wash paint pots and put their own pictures to dry after completing observational paintings of daffodils. They show independence as they access continuous snack. However, children do not have access to a full range of activities at all times as they are split into two groups and alternate between two rooms. This sometimes restricts children's opportunities to revisit an activity, and consolidate learning. Children talk about their home and families, for example, 'mummy is having a baby and her tummy is growing'. They relate and make attachments to members of the group. Children are well behaved and staff develop children's moral behaviour through well chosen stories about sharing. Story time and books are used around the environment to enhance learning. For example, a book about snails is close to the giant land-snail tank, and a book on fire engines is close to the display on people who help us. However, some books are disorganised and not attractively displayed. Children's writing skills are promoted as they walk round the nursery with pencils and diaries and make marks. They enjoy watching a short educational television programme, and link letters to sounds through everyday experiences.

promoted by staff. Children hear and say the initial sounds in words and know which letters represent some of the sounds. Children enjoy group activities, and make maps to contribute to the 'stranded display'.

Children show an interest in counting. They count the shapes and calculate how many they will have if they add two more. Staff interact appropriately and encourage children to put shapes together to make a horizontal line. Children show an interest in shape and space as they make a train at a tap and pin activity.

Staff talk to children about the seasons and the weather. Children explore the outdoor environment look at plants and dig up vegetables. Staff develop children's learning and talk about petals, bulbs and compare carrots dug up to the ones bought in shops. Children have visits from the 'Zoo Lab' and look at spiders and hold snakes. They use mathematical language as they talk about the different size of eggs. Children play with a till, mobile telephone and calculators. However, they do not have regular opportunities to complete a simple programme on a computer. Children show a sense of time and place and talk about visits to the dentist.

Children show an awareness of space as they hop to the Easter bunny song. They show increasing control in using equipment for climbing, sliding and balancing. They engage in activities requiring hand-eye coordination and build with blocks. Children show an understand of healthy practices as they wash hands after visiting the toilet. Children mix green and yellow powder paint together, and paint on an upright board in the outdoor play area. Children join in with favourite songs and rhymes and have access to a good range of musical instruments. They have access to satisfactory role play and enjoy filling bags and trolleys with food from the 'Dearne Valley Supermarket'.

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

The provision is good.

Children display a sense of pride as they show reward stickers to members of staff for potty training. Staff talk to children about sharing and children show an understanding of right from wrong. Children talk about their feelings and how characters in a book feel, and why. Children are encouraged to be kind and not hurt or smack each other.

Partnership with parents and carers who receive funded nursery education is good. There is a parents' evening twice a year to share children's achievements. An open door policy is in place and parents can access their children's files at any time. Parents make bonnets for the Easter bonnet parade and are invited to a Nativity play each year. There is a parents' notice board on which photographs are displayed of children taking part in activities, and the area of learning this is promoting. Parents particularly like the displays of photographs showing children holding snakes and spiders, and that this informs them of activities that they may not have known about. This helps build positive relationships with parents.

Children with learning difficulties and disabilities are supported appropriately. The nursery work very well with parents and other agencies. Individual learning plans are shared with parents, who take them home to review. Staff build on children's strengths developing communication skills through singing activities. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

New staff are given induction with the manager and shown where the policies and procedure file is located. There are systems in place to ensure staff are vetted and any members of staff awaiting clearances are not left unsupervised with children.

The leadership and management of the group are good. Management are fully aware of their strengths and weakness and constantly strive to improve the care and learning opportunities for children. For example, the two rooms that offer early education are being converted to provide base rooms for children with continuous provision. Staff training and development is a priority. This is reflected in their good knowledge and understanding of the foundation stage. They build trusting relationships with children, and work closely together to provide a warm and welcoming environment.

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

## **Improvements since the last inspection**

Two recommendations were raised at the previous care inspection relating to documentation. All concerns raised have been fully addressed. Documentation is now in place for all areas including permission for children to have access to pets. The point for consideration raised at the last funded nursery inspection has also been addressed with further opportunities for children to begin to relate addition, to comparing two groups of objects, and subtraction to taking away. All of which ensures children's safety, welfare and learning is maintained.

## **Complaints since the last inspection**

Since 1 April 2004, Ofsted received one complaint relating to National Standard 2 when a child was not collected from school. The registered person submitted a full investigation report to Ofsted, detailing actions taken and improvements made to procedures. 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.

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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):

- improve opportunities for children to make independent choices by ensuring activities and equipment are readily available and accessible throughout the day
- ensure first aid boxes are easily accessible to staff.

### **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 children to be able to select resources for themselves and work independently
- further develop the book areas to create an attractive environment in which children can independently select resources
- further develop opportunities for children to complete a simple programme on a computer.

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)