

# Green Park Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY272163
<b>Inspection date</b>	24 May 2007
<b>Inspector</b>	Susan Patricia Birkenhead
<b>Setting Address</b>	Green Park, Stocks Lane, Penketh, Warrington, Cheshire, WA5 3JS
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<b>Registered person</b>	Abbeystore Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional 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 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?

Green Park nursery and activity centre opened in 2003. It is privately owned and managed by Abbeystore Limited and one of the Directors, who is also the manager, has recently achieved the Early Years Professional Status. It operates from a two storey, purpose built premises in the Penketh area of Warrington. A maximum of 96 children may attend the nursery at any one time and 16 may attend the Out of school club. The nursery is open each weekday from 07.30 to 18.00 and the out of school club operates between 07.30 to 09.00 and 15.00 to 18.00 during term time and 07.30 to 18.00 during school holidays. The setting is open for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 89 children aged under five years on roll in the nursery. Of these 48 children receive funding for nursery education. There are nine children aged from four to eight years on roll in the out of school club. Children attend from all areas of Warrington. The nursery currently supports children with learning difficulties and disabilities.

The nursery employs 26 staff. Of these, 22 staff hold appropriate early years qualifications and three staff are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's good health is positively promoted due to the effective practices and procedures that staff follow. Children recognise the importance of washing their hands at appropriate times during the day and the good use of photographs displayed in the bathroom reinforces the steps followed. Staff question the children's understanding of this practise and, as a result, children confidently explain 'you get germs on your hands, which can make you poorly'. Children sleeping have individual bedding, which is changed very regularly. All surfaces are cleaned frequently during the day using anti-bacterial sprays. The informative sickness policy reflects the effective procedures followed and exclusion periods for illness are displayed. Necessary action is taken to support children who are taken poorly during the day. Therefore, children are cared for within an environment that protects them from the risk of infection. A consistent approach is in place for recording accidents, incidents and medication. Records are detailed and shared with parents who acknowledge entries made by signing against them. The high proportion of staff qualified in First Aid safeguards the children's welfare.

All children have various opportunities to develop their physical skills, both indoors and outdoors. They access the climbing apparatus, indoors and outdoors, where they climb the ladder and develop their balancing skills. They negotiate space outdoors as they skilfully use their feet or pedals to manoeuvre the wheeled toys. Staff make use of the indoor space to provide physical play when outdoor play is not possible, for example, dancing in the Tiny Tots room. They develop their fine, physical skills as they use rollers to distribute paint and build using different construction materials. Non-mobile babies are supported in developing their walking skills and have opportunities to crawl and roll using the sufficient space available. Babies experience fresh air regularly as they watch the older children outdoors and go for walks within the local community. All children attending the setting share access to the outdoor play area. At present due to work completed in this area the grassed area is temporarily out of bounds, which means all children play on the paved area. Children attending the link club make trips to the local park and other activity areas. Therefore, children learn to develop good coordination and control of their bodies.

Children enjoy a very varied, balanced and nutritional diet taking into account their dietary needs through the freshly prepared meals they receive, reflected in the detailed menu displayed. An account of the baby's routine is verbally exchanged with parents initially and their individual daily records make them aware of their well-being. Children of all ages are provided with drinking water, which they can access independently or with support according to their age and stage of development. Staff offer positive support to children with additional needs and have completed the necessary training for certain feeding techniques. Meal times in the main contribute to the development of children's social interaction as children sit in smaller groupings and engage in conversation. However, due to the arrangements in the pre-school and the Tweenie room meal times proved noisy and somewhat disorganised.

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

The provision is good.

Children are cared for in a very welcoming and secure environment. Good use is made of the space available and each group room is divided into separate play areas, for example, messy play, quiet areas, role-play and construction. This enables the children to relax, sleep or play

in comfort. Rooms are planned and well prepared on a daily basis, which enables children to access play materials on arrival. All areas of the building are effectively monitored by close circuit television (CCTV) cameras and the intercom system links the rooms to the office. The children's group rooms are decorated to an impressive standard using children's artwork. A very good level of information is displayed, which includes the Foundation stage curriculum, the 'Birth to three matters' framework and the National Standards. Parents are welcomed into the setting, which contributes to the settling in procedures followed.

The nursery is attractively furnished and equipped with good quality play materials and resources to support, extend and challenge the children's learning and meet their needs well. These contribute to the bright and stimulating environment for children. Resources are regularly rotated throughout the day and across the week to ensure children's interest is sustained and support their learning and enjoyment. Children self select toys and equipment during free play, which supports the development of their independence skills.

Children are cared for within an environment where their safety is supported by good staff ratios and the positive steps taken to minimise risks. These include the use of safety equipment, such as finger guards on doors. The detailed risk assessments completed on all areas of the nursery and prior to outings clearly reflect potential risks and highlight how they are reduced. Staff complete regular daily safety checks of the premises and resources following the rota displayed. Children learn about safe evacuation in the event of an emergency as they practise drills regularly, which are well documented. Regular head counts during outings and outdoor play further ensures children's safety. Children learn to keep themselves safe because the staff make them aware of unsafe practices and the consequences of their actions.

Children's welfare is given high priority. Staff have a good understanding of the child protection policies and procedures and, as a result, staff are confident and about their responsibilities in safeguarding children's welfare. They clearly recognise the importance of listening to children and understand the importance of maintaining accurate factual records.

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

The provision is good.

Children are happy and secure within the nursery environment. They are greeted warmly by staff as they arrive enabling them to settle and participate eagerly in the play and activities on offer. Positive relationships are developing with staff, prompted by the key worker system. Children are becoming competent learners through the positive staff communication and interaction, as a result children ask for support when needed. Staff are spontaneous and support children well encouraging their enjoyment and learning in all areas of their development. Children move confidently between the play and activities organised and make choices for themselves.

Children enjoy planned activities, which are supported by a range of resources covering a variety of play experiences. They have opportunities to play freely, look at books and take part in a variety of sensory experiences, which include, water, sand and baked bean play. They play imaginatively, build using construction materials, listen to stories and sing their favourite songs. Children enjoy baking and use an interesting range of musical instruments. Activities are planned around themes, such as, 'Spring' and 'Mini Beasts', children become excited and animated as they explore the garden for insects and find a spider in its web. Children's needs for rest and sleep are incorporated into their daily routine. Staff have developed a good understanding of the 'Birth to three matters' framework, which is shared with parents. As a result, the children

benefit from the broad range of play and activities planned, which are linked to the framework, to promote their learning, overall development and enjoyment. They benefit from the good balance of adult led and child initiated experiences made available. All children have access to a wide range of creative experiences appropriate to their age and stage of development.

Babies enjoy exploring their environment under close supervision and staff interact positively to extend and support their learning. They respond to 'peek a boo' using a scarf with chuckles and excitement and develop awareness of themselves as they study their reflection in the mirror. They freely access natural materials from the treasure baskets and take part in many creative experiences, such as hand painting. Toddlers enjoy feeling the difference in the sand when water is added. They develop their communication skills as they hold their arms out for staff to pick them up and point to indicate what they want. Children who attend the out of school club are happy to share their experiences and talk about the fun they have. They are consulted about their play and activities selecting for themselves from the appropriate range of resources and take part in varied activities during term time. The holiday club incorporates trips out to places of interest using the nursery minibus to vary children's stay.

Staff make observations of the children's developmental achievements based on the 'Birth to three matters' framework, both in written and photographic form. These are available for parents to view at any time.

#### Nursery Education.

The quality of teaching and learning is good. The pre-school room leader works closely with the staff to plan a broad and balanced range of activities, which are linked to the Foundation Stage curriculum. The planning records reflect children's intended areas of learning, the associated stepping-stones and the theme they follow. As a result staff have a secure knowledge of the Foundation stage. They interact with children well to extend and challenge children's learning during play and activities. They attend all the local cluster meetings, which provide opportunities for them to extend their knowledge of the Foundation Stage curriculum and implement practises they learn. Consistent systems for the completion of children's observations are completed by all key worker staff, which includes the focused observations following a rolling monthly programme. Observations are used to inform the children's developmental assessments and monitor their progress. However, there are no formal systems in place for making staff aware of the children's starting points on entry to the pre-school room.

Children are forming good relationships with adults, one another and as a result positive friendships are developing, for example, they regularly pour drinks for each other and ask children they sit by at lunch time, 'would like more peas' when serving their own. Therefore, children's self-help skills are developing well. Children are able to sit quietly when listening to stories in the smaller groups and recall aspects of the story when asked. However, during the large group activities observed, which involved up to 35 children, some soon lost interest and became distracted. They are becoming confident communicators as they engage in conversations with adults and other children when discussing 'mini beasts' as part of the theme followed. They recall the characteristics of the snake and other 'mini beasts' previously brought into the setting by a visitor. This is extended by giving meaning to the marks they make as they recreate the snake during a painting activity clearly identifying the markings on the snake using different colours. They have regular opportunities daily to practice writing their name using their name card by tracing or copying. Some children confidently recreate their name and some can sound out the letters of their name spontaneously. Children show positive interest in the books and

regularly visit the book area independently. They mimic staff by reading a story to a pretend audience, showing the pictures and turning pages.

Children are developing a basic understanding of mathematics, through the planned activities and spontaneous opportunities during everyday situations. Children count how many mini beasts they have spotted outdoors, counting to three and recognise when asked that the next one they see will make four. They confidently count to 10 when using the numbers boards in the smaller group activity. Children's understanding of sequencing and making comparisons is developing well by using resources, which capture their interest. They develop a sense of achievement as they take turns and successfully recreate patterns during an activity led by the staff. They talk about size as they refer to the snail being bigger than the ant they find. Children have opportunities to recognise and name familiar shapes, such as triangle, square and circle, during group activities.

Opportunities for children to explore and investigate are developed through the themes they follow. They discuss the characteristics of the snail as they examine it closely with a member of staff and learn about the number of teeth a snail has. They access the sand and water daily and experiment by filling and emptying different sized bottles and jugs. Children pretend to make a birthday cake from sand and use wooden spoons to mix as another child goes to buy chocolate from the shop. Children have access to computers to develop their awareness of technology, they learn to change programmes using the mouse and complete set tasks with support. Daily opportunities allow children to engage in many creative activities, using various materials, such as lollipop sticks, pipe cleaners, card and paint rollers. Children talk about colour at regular intervals during the day and recognise familiar colours correctly by name on numerous occasions.

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

The provision is good.

All children are positively encouraged to participate in the activities provided because the staff have a clear understanding of equality of opportunity. Staff gather relevant information on the children's individual needs and care requirements, enabling them to plan for children's specific needs. This results in a positive, consistent approach being maintained. Good quality play materials are available to represent positive images of diversity, such as gender correct dolls, books and play figures. Children's understanding of the wider world is developed effectively because they access a variety of musical instruments from around the world, such as rain makers, celebrate numerous festivals and try different foods, such as Italian and Chinese. The policy in place supports and welcomes children with learning difficulties or disabilities into the setting. Staff show dedication to children with additional needs enabling them to have a full and active part in all activities. Where necessary one to one support is provided and individual educational programmes are developed with close liaison with parents and outside agencies.

Children behave well and learn about appropriate behaviour through positive staff interaction and support. They receive regular and consistent praise and encouragement from the staff for their efforts, attempts and achievements. Incentives for good behaviour or achievements are in place, such as taking home 'Kipper' or the 'Snowy bear', which has a positive impact on their confidence and self-esteem. Children are polite, share, take turns and are learning from a young age to cooperate and show consideration for others. This includes using their manners well and apologising to others who are upset by their actions. 'Pre-school rules' are displayed and pre-school children confidently recall the 'skills for circle time' when reminded by staff, therefore

making children aware of acceptable behaviour. Children's spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents and carers is good. Parents and carers are positively welcomed into the setting on arrival and collection of their child. Children benefit in the main from the positive exchange of information between parents, carers and the staff. The parents receive verbal or written information about their child's day upon collection depending on their age and stage of development. The detailed 'parent handbook' and the well-organised display boards around the nursery ensures they receive plenty of good information regarding the setting. This makes them aware of some policies, procedures, details about the Foundation Stage curriculum, the 'Birth to three matters' framework, the National Standards and other useful information, such as the 'staff family tree'. However, evidence that children's assessment reports completed are shared with parents and carers is not consistent. Effective home links are developed in the main through the newsletter issued monthly and parent's evenings arranged. However, opportunities to involve parents and carers in extending the children's learning at home are not built upon. Relationships are seen to be supportive and friendly and the open door policy encourages parents and carers to visit the nursery at any time. Parents comment that they are happy with the care and education their children receive.

## **Organisation**

The organisation is good.

Children are protected because of the robust systems in place for selecting, recruiting and the clearance of all staff. Staff are aware that persons employed and going through this clearance cannot have unsupervised access to children. A good ratio of qualified staff are employed to work with children on a daily basis and others are in the process of working towards recognised qualifications or degree courses. Staff are very committed to attending additional training to develop their knowledge and skills. This has a positive impact on children's learning, development and welfare and ensures that they are cared for by staff who are up to date with current practises and childcare initiatives. The manager and deputy undertake regular monitoring of the provision looking at staff performance, training and development, activities and the curriculum.

The written policies and procedures in place contain detailed information relating to the nursery practises. These are reviewed and updated regularly or as necessary changes occur and contribute to the operational plan in place. All legally required documentation that contributes to the children's health, safety and well-being is in the main in place and consistently completed by staff and available for inspection. However, records do not reflect parental consent for transporting children in the nursery vehicle and gas and electrical safety records are not available.

The leadership and management are good. The registered person who is also the manager is clear about her role and delegates individual responsibilities to the senior staff and team members. The manager is committed to her role and recognises the importance of continuous development. The manager and deputy undertake regular monitoring of the provision looking at staff performance, training and development, activities and the curriculum. They value the support they receive from Early Years and welcome the advice they receive. Staff are supervised effectively, they have regular appraisals throughout the year and attend monthly staff meetings, where minutes are recorded for future reference.

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

## **Improvements since the last inspection**

During the last inspection, the provider was asked to give attention to developing aspects of documentation regarding staff training needs, lost child policy, risk assessments and one aspect of parental consent. Aspects of the children's care identified the need to plan a range of sensory activities for babies, ensure messy play is accessible to children, provide an appropriate range of activities that promote equality of opportunity and anti-discriminatory practice and carry out fire drills at different times of the day. Since the last inspection, documentation has been reviewed to provide detailed records of the training staff complete or courses they have applied for. The lost child policy has been extended to incorporate the procedures followed when on outings or collecting children from school. The detailed risk assessments clearly reflect the action taken to reduce risks and all children take part in emergency evacuation drills, which are practised regularly. Changes to aspects of the children's care ensure parents provide written consent for the application of lotions and creams. A good range of activities and resources are in place to promote equality of opportunity and anti-discriminatory practice. Babies have positive opportunities to explore their senses and all children have access to messy play activities. Therefore, enhancing the children's care learning and play.

## **Complaints since the last inspection**

Since the last inspection Ofsted received concerns in relation to the national standards. A childcare inspector visited on 20 March 2006. An action was raised against national standard 6: safety, which was subsequently met. 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 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 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):

- obtain parental consent for transporting children using the nursery vehicle
- review the current arrangements for meal times in the pre-school and Tweenies to ensure a relaxed environment is promoted.

#### **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 current arrangements for group activities to ensure children's interest is sustained, and develop systems to record children's starting points on entry to the pre-school
- develop procedures to actively encourage parents to become involved in extending their children's learning at home, and consistently share the children's completed assessment records with them.

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