

Ambrose Nook Nursery

Inspection report for early years provision

Unique Reference Number	EY272230
Inspection date	20 March 2007
Inspector	Cathleen Howarth
Setting Address	Prince Charlie Street, Derker, Oldham, Lancashire, OL1 4HJ
Telephone number	0161 678 8400
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Registered person	Ambrose Nursery 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?

Ambrose Nook Nursery registered in 2003. It is a privately owned family business run by a board of Directors. They provide full day care from a converted church building in Derker, which is a deprived area in Oldham. A maximum of 81 children may attend the nursery at any one time. The nursery is open weekdays from 07.30 to 18.00. It is closed for Christmas and bank holidays. All children share access to enclosed outdoor play areas.

There are currently 72 children aged from birth to under five years on roll. Of these, 12 receive funding for nursery education. Children mainly come from the local community. Some come from Huddersfield and Manchester, as parents travel to work in Derker and study at local colleges. The nursery currently supports a number of children with learning difficulties, and also supports a number of children who speak English an additional language.

The Directors employ 22 members of staff. Of these, 19 work directly with children and 14 hold appropriate early years qualifications. Four members of staff are working towards a qualification. The nursery has attained a quality assurance award through the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are well taken care of if they have an accident or become ill. Medication, accident, and existing injury records are routinely countersigned by parents to promote children's continuing care. Children's health care, such as asthma, is adequately managed when staff liaise with parents, obtain additional information and agree appropriate procedures to follow in an emergency.

Children are beginning to learn the importance of eating healthily. Staff know habits learned in childhood are often continued into adulthood. The nursery provides at least five portions of fruit and vegetables a day. Children really enjoyed the mid day meal when they ate fresh chicken stew with carrots and potatoes. They also like to try various types of fruit for snack. Menus are displayed for parents to view and include options for children with special dietary requirements, like vegetarian. As a result, children's daily nutritional requirements are well met.

Children are beginning to understand some simple good health and hygiene practices, like washing their hands before meals and after using the toilet. However, staff are not always thorough and consistent. For example, some children's faces are not kept clean throughout the day and runny noses are left. The overall physical environment is adequately clean, although skirting boards, paintwork and mirrors are overlooked. Some floor coverings and cushions are stained. Resources are not cleaned regularly and sometimes children play with dirty toys. This compromises children's overall good health and increases the risk of spreading infection.

With regard to nursery education there are various interesting activities planned and a wide range of quality resources used to effectively promote children's overall physical development. The nursery has recently obtained a grant from the local authority to successfully develop the outside play area. Children have great fun climbing, swinging, crawling through tunnels and balancing on giant rubber tyres. Morning exercises include jogging, jumping and hopping. Fine motor skills are continuously developed when children multi-task during art sessions when they cut, glue and stick.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are beginning to learn boundaries and limits. Older children know not to leave the main play room without a member of staff, in order to keep safe. The environment is generally kept safe by vigilant staff. For example, a member of staff reminded a visitor not to park in front of the fire assembly point. There is CCTV on all exits and this is monitored in the office. Parents are issued with a security fob to access the nursery. Staff group children appropriately to ensure non mobile children are kept safe. Babies are checked regularly when they are asleep. Although risk assessments are routinely completed, a follow up is not always prompt. As a result, there are potential hazards, like small holes in the baby room floor, unsteady outside play apparatus and two unsafe chairs. The delay in addressing these issues has compromised children's overall safety at the setting. However, other procedures work well. For example, children are learning to tidy up to prevent accidental injury. They are kept safe on outings when road safety is continually reinforced.

All fire safety precautions are in place. For example, no blocked exits, adequate smoke detection and control. Children are learning about emergency evacuation procedures, to encourage them to take responsibility for themselves. The current public liability insurance certificate is available for parents to view in the foyer.

Children are adequately safeguarded. Staff understand their role in child protection. They know the procedures to follow should a concern arise.

Helping children achieve well and enjoy what they do

The provision is good.

Most children have developed a real sense of belonging. Staff greet children warmly and attractively set out toys and equipment to welcome them to the nursery. Children enjoy their time at the setting. They enter confidently and quickly settle in their self-chosen activity. Children find their resources fun and stimulating. The broad range of activities successfully support children's overall development through play. Themes and topics are incorporated into children's play to reinforce their learning. The baby rooms current theme is nature. Children listen to relevant stories; look at picture books and help to make attractive displays, such as frogs, ducks, lions, under sea fish and the butterfly garden.

The very young effectively use all their senses in order to develop self-awareness. Imaginative activities include finger painting with desserts, making 3D images with shaving foam and apple printing. Balance and coordination is positively supported when children learn to take their first steps and during music and movement. Heuristic play encourages children to explore natural resources, like sea shells and bamboo tubes. They use a selection of different sized wooden brushes and touchy feely materials like wool and silk. A children's favourite is food tasting sessions. They compare strawberries, peas, cucumber, oranges and lemons, and help staff make mobiles of the same. Staff hang them from the ceiling to effectively reinforce their learning and to promote their self-esteem. During activities, staff introduce new resources to extend the activity and to develop children's level of concentration.

Nursery education.

The setting is organised in clearly defined areas which support the Foundation Stage and six areas of learning. Over time, all aspects of the curriculum are skilfully covered. Children are encouraged to tell stories using hand props, like pictures of faces stuck to lolly pop sticks, showing smiling, sad and shocked expressions. They are learning to respect each other when they take turns and share resources. The nursery is currently promoting Book Start for the local authority. Staff have made a large wall display on the first floor landing for parents to view. Children are enthralled and listen carefully to the story of Goldilocks and the three bears. They clearly recall what they have heard when they dramatise the story. They have great fun wearing face masks, including Goldilocks with long plaits. They pretend to mix porridge in different sized bowls. Children describe how daddy bear's bed is too hard, mummy bear's bed is too soft, and baby bear's bed is just right, so Goldilocks can fall fast asleep. Children are confident with adults and they are happy in their play.

There is ample opportunity for children to engage in water play. Children love to splash around and use containers to show half full and empty. In the small world shop children confidently use weighing scales to measure shells and talk about more and less. Children have good opportunity to use equipment, such as computers and key boards. They consistently use age appropriate CD-ROMs to reinforce numbers, letters, shapes and colours, learning to match and

sort when mouse skills are developed. They explore sound and rhythm and learn to use various musical instruments, such as maracas, tambourines, triangles and drums. Children are engrossed when they make cards for Mother's Day. They individualise their cards with hand and lip prints.

The quality of teaching and learning for nursery education is good. Staff find it challenging to deliver the Foundation Stage curriculum. A significant number of children start from a low base line and find it difficult to concentrate. Some children's behaviour is extreme. Therefore, integration into whole group activities is actively planned and monitored. Later stage children are consistently encouraged to use what they know and to learn more. Despite constant demands, staff's questioning methods and expectations usually challenge and support children to achieve as much as they can. As a result, most children have developed a positive attitude towards learning and have made good progress from their starting points.

Staff have secure knowledge and understanding of the Foundation Stage and routinely use the stepping stones as an assessment tool to effectively support children towards the early learning goals. Short term plans take into account children's ideas and wishes, and reflects the community the children come from. For example, children use the local post office to buy stamps and post letters.

Helping children make a positive contribution

The provision is satisfactory.

Children are treated with equal concern. There are sound systems in place to provide for children with learning difficulties and disabilities. Some children have limited self-control, and do not understand the impact their behaviour has on others. However, staff use effective strategies and take into account children's level of emotional maturity. They explain consequences and praise cooperative behaviour in a meaningful way. Staff work closely with parents and support agencies to promote responsible behaviour.

Children are looked after according to parents' wishes. Written parental consent is obtained for childcare practices, like taking photographs and applying sun cream. If they had a concern parents would bring it to the attention of their child's key person and if required through the complaints procedure.

Partnership with parents with regard to nursery education is satisfactory. Parents receive general information about the setting and provision for nursery education. Some parents do not have a full understanding of the Foundation Stage curriculum. As a result, children's learning is not reinforced at home in a cohesive way. This hinders the progress they have made at the nursery.

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

Organisation

The organisation is satisfactory.

Adults have a clear sense of purpose and a commitment to continual improvement. This is appropriately demonstrated through the nursery's training programme. There are good selection, recruitment and vetting procedures in place to safeguard children.

All the required documentation is in place to promote children's care, welfare and learning. However, clearly written policies and procedures are not consistently implemented.

Recommendations have therefore been raised under the relevant outcomes for children, to improve practice.

Leadership and management in relation to nursery education is satisfactory. There are appropriate systems in place to monitor and evaluate the provision for nursery education. Staff attend cluster meetings with other providers in their locality to promote best practice. Managers set clear directives to support children's progress through the stepping stones towards the early learning goals and they willingly take advice from the local authority. They are committed to the improvement of care and education for all children in an inclusive environment. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last day care inspection three recommendations were raised to improve documentation and resources. Staff now observe and record what children do. They evaluate activities and children's individual progress. These measures inform planning to ensure activities continue to support children's progress. Staff have increased the range of resources and activities that promote positive images of diversity. This is done to develop children's understanding of human differences in the wider community, such as gender and culture. The child protection policy now includes a procedure for staff to follow if an allegation of abuse is made and the behaviour management policy includes a statement on bullying. They are updated to enhance children's welfare.

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 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):

- minimise the spread of infection by ensuring the premises, equipment and resources are clean, and ensure children's hygiene routines are consistent
- improve existing risk assessments and ensure identified repairs and replacements are dealt with promptly.

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):

- develop ways to ensure parents are fully informed about the Foundation Stage curriculum, and ensure relevant learning and play activities for children are continued at home.

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