

Aldersyde

Inspection report for early years provision

Unique Reference Number	EY286959
Inspection date	27 March 2007
Inspector	Ann Coggin
Setting Address	Aldersyde, The Parade, Grange Road, Hartlepool, Cleveland, TS26 0DS
Telephone number	01429 263891
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Registered person	Aldersyde Day 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 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?

Aldersyde Day Nursery Limited opened in 1991 and became a limited company in 2004. It operates from a large converted house on two floors in the town centre area of Hartlepool. The ground floor caters for under threes, with three rooms for under twos, and two rooms for two to three-year-olds. Four rooms on the first floor are used by the pre-school. There is a large, fully enclosed garden for outdoor play. The nursery opens each weekday 08:00 to 18:00, excluding bank holidays, for 50 weeks of the year.

There are currently 88 children aged from four months to four years on roll, of which, 19 are in receipt of nursery education funding. Procedures are in place to support children with learning difficulties and children with English as an additional language.

There are 19 members of staff working directly with the children, 16 of whom hold relevant childcare qualifications. Two members of staff are working towards a childcare qualification. A cook, domestic and housekeeper are also employed.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from meals which are freshly prepared by the nursery cook. They are healthy and nutritious and include fresh fruit and vegetables daily. Children enjoy their meals and are eager to have second helpings. Children have their individual dietary needs met through staff consulting them and displaying a list in the activities room and in the kitchen, thus ensuring children's good health. Mealtimes are organised to promote independence with even the youngest of children encouraged to feed themselves. Children are offered drinks throughout the day with the pre-school children having their easy access to their own bottled water. All children are beginning to understand the benefits of healthy eating through topics and activities.

Children are developing a positive approach to health and hygiene. Most children know why they have to wash their hands before meals and snacks, there are germs on their hands which might get on their food. Children are protected from cross contamination in most instances, however, on occasions, practices such as hand washing are not consistently applied in the baby room. There are appropriate measures taken if a child is ill and parents are aware that children with infectious illness cannot attend.

Children have good opportunities to use their physical skills daily and there is a wide selection of resources, enabling children to practise using large and small equipment, such as cars, bikes, slide and climbing frame. Children also enjoy dancing to music and playing circle games, and singing action rhymes. For example, they enjoy playing 'Ring-a-ring of roses' and 'the Grand Old Duke of York'. There is sufficient space to allow children to move around independently and safely. Children rest and sleep according to their individual needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are very secure with strict procedures in place for monitoring visitors and for ensuring children cannot leave the premises unsupervised. A visitors log is maintained and all external doors are locked. Daily risk assessments are completed before the children arrive at the nursery and policies and procedures are implemented to maintain children's wellbeing and safety. Potential hazards, such as access to the stairs and cupboards containing dangerous substances, have been identified and risks to the children minimised by having a stair gate at the bottom of the stairs and locks fitted to cupboards. Staff remain vigilant at all times, reducing the risk of accidental injury.

Babies benefit from the provision of safe and sturdy domestic style furnishings, allowing them to develop their mobility and continue normal life experiences. Toys and resources are regularly checked and maintained to a good standard. Children independently select activities that are stored on low level shelves, trays and boxes. Children are learning about keeping themselves safe; they actively help tidy up the toys, are careful not to spill too much water on the floor in case they slip, and reminded not to play behind the room doors.

Fire procedures are displayed in all rooms and fire exits are clearly marked and kept clear. Emergency evacuation procedures are practised regularly and these occur during different times of the day and all new staff have the opportunity to practise when they commence.

Children's safety and welfare is assured as staff clearly understand procedures for recording concerns relating to child protection. All staff have attended training and are aware of their roles and responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Young children benefit from a wide provision of activities and play opportunities to promote and develop their emotional, physical, social and intellectual capabilities. Staff apply effective systems for the observation and assessment of development, enabling children to make good progress. Staff have a good understanding of the 'Birth to three matters' framework and planning and assessments are clearly linked to the framework. Children's care and learning needs are consistently met due to key workers taking responsibility for a group of children. All children, including babies, are supported in exploring their environment and have easy access to stimulating activities. Children play happily and are meaningfully engaged, for example, they enjoy experimenting with angel delight and jelly and with different textures, such as materials and paint. They are offered both structured and free play opportunities which means they enjoy variety and change throughout the day.

Young children are learning to be imaginative and creative because staff provide good opportunities for different arts and crafts as well as access to role play. Children's listening skills are developing as they listen to stories with delight, and they are enthusiastic when singing songs. Staff adapt counting rhymes to the ability of the children, such as in the baby room, singing about three naughty monkeys instead of five. Children are happy and settled and have close and caring relationships with staff which helps promote children's confidence and build self-esteem.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage curriculum and how children learn. Staff use their knowledge and understanding to plan an interesting programme of activities across all areas of the curriculum. Staff observe children's progress regularly and planning takes account of children's individual progress so that individual learning needs are covered. Staff use good questioning to extend children's thoughts and ideas, such as how many pieces of fruit were left at snack time. Written plans show evaluation and differentiation for younger children. Staff make good use of time and resources.

Children are interested and motivated to learn and settle quickly to activities. They are confident to express their own ideas. Children have good relationships with staff and each other and behave well. Children are beginning to learn about the local community through planned activities and visitors to the nursery. Children have some opportunities to develop self-care skills, such as putting on their own coats, and pouring their own drinks, however, this area could be developed further. Children speak clearly and confidently and share news with each other. They are linking sounds to letters well, such as c is for cat and f is for fiddle, and most recognise the initial letter and sound of their names. Children listen attentively to stories, handle books carefully and read from front to back. They hold a pencil correctly and are beginning to write their own name with some children recognising the letters.

Children count reliably up to ten and are beginning to write numerals, with evidence displayed on the walls. They are beginning to use simple problem solving skills, for example, how many pieces of fruit were left at snack time. Children use mathematical language appropriately, such

as full and empty, when pouring. They recognise different patterns and are able to recognise, name and match many shapes, for example, circle, square and rectangle. Children have good opportunities to explore and investigate, using magnets and magnifying glasses. They care for plants and learn about materials that objects are made from, for example, wood. Children design and make from a variety of materials, such as junk modelling and large bricks. They use information technology well, by completing simple programmes on the computer, using a digital camera and printing off their pictures. They talk about home life confidently and learn about other cultures and beliefs, explaining to the inspector how to use chop sticks and talking about Comic Relief.

Children run around freely outdoors and are beginning to learn how to hop. They climb stairs well, some children using one foot to a stair. Children are developing a sense of space as they sit on the mat at circle time and negotiate around space outdoors. Children use a good range of equipment to develop their large and small motor skills, such as parachute, different sized balls, and eggs and spoons, to develop their balance. They recognise and name colours and mix them to create other colours. Children experiment with different media, for example, printing, and they use their senses to explore a variety of materials, such as food tasting and feely bags. They join in with familiar songs and rhymes, clapping and using musical instruments rhythmically, and use their imagination well in role play.

Helping children make a positive contribution

The provision is good.

The nursery's equal opportunities policy is understood and implemented by staff and shared with parents. As a result, staff ensure all children are treated with equal concern and respect and encouraged to participate in all activities. Photographs of themselves at play and displays of their artwork promote a strong sense of belonging for children of all ages. Planned activities are undertaken and resources are available reflecting other cultures and races. For example, other cultural festivals are celebrated, helping to increase children's awareness of diversity and develop a positive attitude towards others. The nursery supports children with learning difficulties and children who have English as an additional language and staff work together with parents and other professionals to ensure children's individual needs are effectively met. Children's social, moral, spiritual and cultural development is fostered.

Children behave very well. Positive interactions from staff promotes children's self-esteem as they receive ongoing praise and encouragement for their efforts. Staff talk to the children, are calm in their manner and explain to children in language they understand why their action is unacceptable. As a result, children learn right from wrong and play well together, sharing and caring for each other.

Partnership with parents and carers is good. Parents are happy with the setting and they receive good information regarding the Foundation Stage curriculum and the 'Birth to three matters' framework. They have access to the nursery's policies and procedures, and receive an information brochure when their child commences. Parents receive regular verbal information, written reports and are able to make appointments to formally speak to their child's key worker. They also have access to the weekly journal which displays photographs of the children taking part in various activities. Parents receive regular newsletters and have good opportunities to be involved in their child's learning at home, for example, the use of chatter sacks and the displaying of topics. Parents see the initial assessment on their child but they are not formally involved in this assessment.

Organisation

The organisation is good.

Children are cared for by an enthusiastic team of staff who have a commitment to providing good quality childcare. Most staff have relevant childcare qualifications and have good opportunities to access training. There are good procedures in place for the recruiting, vetting and induction of new staff, ensuring their suitability to work with children. Staff's personal development is identified through the supervision and appraisal system.

All children are settled, relaxed and happy, and staff work well together as a team to provide a warm and caring environment for children and their parents. Rooms are well organised with children having free movement and maximum opportunities to play and learn.

Documentation is well organised and respects confidentiality. Children's records hold relevant information so staff can meet individual needs. However, the staff registration system is not fully developed.

The leadership and management within the nursery is good. The manager acts as a good role model and is committed to keep a developing provision. Staff receive regular appraisals and the manager observes their practice and gives regular feedback. She recognises and values the input staff have to the smooth running of the nursery and involves them in the self-evaluation of the nursery, asking them to share their thoughts and ideas. The manager is able to assess the strengths and weaknesses of the nursery and effectively monitors the nursery education.

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 give consideration to providing freely available drinking water for the children. Children are offered drinks throughout the day with the pre-school children having their easy access to their own bottled water.

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):

- improve the hygiene procedures in relation to hand washing
- develop the system for recording staff attendance.

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 promote their independence
- further promote partnership with parents by involving them in the initial assessment of their child within the Foundation Stage.

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