

# Stretton Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY226050
<b>Inspection date</b>	31 October 2007
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<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?

Stretton Day Nursery opened in 2002. It operates from a bungalow situated on a major link road leading into Burton-on-Trent. The day nursery serves the local and surrounding areas. The nursery is registered to care for a maximum of 32 children under eight years of age at any one time.

There are currently 52 children on roll from six weeks to eight years of age. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities.

The day nursery opens five days a week all year round with the exception of Christmas Day and Bank Holidays. Sessions are from 07:30 until 19:00.

There are thirteen staff employed to work directly with the children. Twelve staff including the manager hold an appropriate early years qualification to Level 3 or Level 2.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children know that their hands need to be clean before they eat their food. Extremely effective procedures are implemented to help children learn about good personal hygiene. Staff are very alert throughout the day to ensure children wash hands before snacks and lunch and after feeding or stroking the pet rabbit. Optimum hygiene procedures for nappy changing exist. Staff wear disposable protective clothing and ensure surfaces are kept meticulously clean. Very good hygiene exists throughout the nursery. As a result, children's health is effectively promoted.

Children's health and safety is promoted successfully through the accurate and well-organised documents for recording accidents and medication. All relevant documents are shared with parents. For example, new starters complete a 'Getting to know me' profile. Records are completed for children who require prescribed medication. All staff hold a first aid certificate and Basic Food Handling and Hygiene Certificates. This ensures children's welfare is exceptionally well safeguarded.

Children's dietary needs are met very well and staff are extremely committed to promoting children's good health. The healthy and nutritional meals and snacks provided ensure children are well nourished and the choices they are encouraged to make promote their good health effectively. The setting has a 'No added sodium' policy when preparing babies meals and preference is given to milk or water over sugary drinks. Snack times are timetabled for children and they are provided with a selection of fresh fruit and other healthy options such as raisins. High importance is placed on helping children to develop a further understanding of healthy foods. For example, during themed activities children plant potatoes, peas, beans, carrots and tomatoes and monitor the daily growth until it is time to harvest and eat the produce. This commitment and forward thinking helps children to develop an extremely positive attitude toward healthy eating.

Physical development is promoted exceedingly well. Children have excellent opportunities to play outside. A covered outdoor play area means that children can play outside daily. There is a very good range of outdoor play equipment that children use freely and confidently. Young children and babies have lots of fun outside as they watch in wonderment as bubbles float past them and 'pop and burst'. Inside young children and babies explore their environment and are spellbound as they are presented with a large tub of pasta and soft shredded paper. The older children thoroughly enjoy running around on the soft play area outside. They kick and chase after balls and ride around on bikes and are eager to explain that 'Your heart pumps blood around your body faster when you exercise'. The exciting physical activities and free-flow play helps children to develop an enthusiastic attitude to exercise.

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

The provision is good.

Children are kept safe through well-written policies and procedures that are understood and followed consistently by staff. Risk assessments are completed on activities together with regular cleaning and safety checks for indoor and outdoor resources and equipment. For example, carpets are cleaned on a regular basis and a 'No outdoor shoe' policy has recently been implemented in the baby room to ensure continued good hygiene practices. There are effective procedures in place for the safe arrival and collection of children, with staff being

extra vigilant with external exits ensuring that all visitors are greeted by a member of staff. This means that children are kept safe and secure whilst attending the nursery.

Children are able to play safely with a varied range of resources that promote their all round development. The toys are well organised and stored on low units and in clear plastic storage boxes that are clearly labelled to allow good accessibility. Resources are in good condition and conform to appropriate safety standards. Children are able to choose from a good range of toys and games which are clean and well maintained. This means children have good opportunities to choose and make decisions about their play.

Children are encouraged to take part in activities that heighten their awareness of keeping safe. For example, children are encouraged to pick resources up from the floor and put them away carefully in the appropriate place after use. They are also learning about keeping themselves and others safe through planned activities, discussions, themes and topics such as 'People who help us'. They are learning about leaving the building quickly and calmly through emergency evacuation procedures which are practised regularly.

Children are protected from harm because staff are knowledgeable about child protection issues. Staff are aware of whom to contact and the procedures to follow should they have a concern. The child protection policy is clear about roles and responsibilities and outlines what happens should there be an allegation made against a member of staff. The child protection policy follows the Local Safeguarding Children Board guidelines and is available to share with parents.

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

The provision is good.

The care, learning and play experiences for children in the nursery are good. Staff have a sound knowledge of the 'Birth to three matters' framework and this has been implemented to offer a full range of experiences for the younger children. This means that activities are enjoyable and link successfully to the development framework.

From the child's first day at the nursery photographs and creative work is collected and kept in a 'Magic Moments' album, to share and celebrate with parents. Photographs of children taking part in painting, making hand prints, sitting on the swing, pushing dolls and teddy's in a pushchair, on the slide, crayoning, chalking, tasting food, dressing up meeting the local visiting police officer and looking at a big spider. Staff plan and link these activities to the developmental framework well. This in turn promotes a competent learner, a skilful communicator, a healthy child and strong child.

The baby room is bright and cheerful and well utilized. For example, there are areas sectioned off for very young and sleeping babies. This ensures there is ample free space for other children's 'free-flow' activities and for those in the early stages of gaining mobility. For example, sitting, rolling over and crawling.

Babies and younger children are happy and content. They settle quickly on arrival and are introduced to a wide range of activities and play opportunities. Babies take part in a good variety of stimulating sensory play activities and are helped to make creative connections. They 'grasp' and 'grab' and explore a range of appropriate toys. They investigate a range of different textures such as dry pasta shapes and shredded paper. They are intrigued by the different noises and sounds the brightly coloured resources make.

Babies are well supported through the individual attention given to them by their key person. Their nap times and daily routines closely mirror those at home and a daily diary is completed for each child's activities, food, sleep and nappy change routine so that parents are kept fully informed.

Toddlers and younger children are building good relationships with each other and with staff. Younger children are helped towards independence through the use of good planning. They are well supported and praised consistently. Children are encouraged to be interested in their environment and the world around them. For example, at registration time they are encouraged to look outside and comment on the weather. They watch and listen and are beginning to take part in discussions spontaneously about things that interest them. This means they are becoming confident young learners and communicators.

Children use a wide range of equipment indoors and outside to promote their muscle development. They are encouraged to take part in energetic play although there are ample art and craft activities and games available for children who choose to be less active. For example, they take part in regular small group activities such as jigsaws, table top and floor games as well as making pizzas, icing biscuits and wet porridge play. This means that all children are learning by taking part in the first hand experiences promoted in the setting.

Mid-morning and afternoon snack time is a very busy and lively time with all of the toddlers and pre-school children joining together. Some children become overly excited and the noise level becomes high. Consequently, there are missed opportunities for children to enter into discussions or to take a turn in talking and listening to what others have to say.

#### Nursery Education.

The quality of teaching and learning for children in receipt of nursery education funding is good. There is an experienced and well-organised staff team who have developed their knowledge and understanding of the Foundation Stage well. Staff plan and provide a consistent and varied range of activities under each of the six areas of learning, so that all aspects are covered. Assessments are in place and inform planning to ensure all children are moved on to their next steps in learning.

Staff maintain children's curiosity and interest and spend their time working directly with them. Methods used to question children's understanding and learning are effective. Organisation of small group time encourages children to build their concentration skills. Adult-led activities are explained clearly to the children and are well promoted through imaginative and fun activities. Staff have high expectations of children's behaviour, consequently, this results in children having a positive attitude towards their learning.

Children are interested and absorbed in their free play as they select and carry out activities. They are building good relationships with staff and peers and approach an activity with enthusiasm. Children's independence skills are growing and they can make their own way to the toilet, pour out their own drinks at snack time and occasionally serve their own meals at lunch time. Most put on their own outdoor coats but some need support with buttons and zips. Children are polite and ask 'Please my I have some help' and staff oblige helping out with small fastenings. Children are given a 'five minute warning' before a change of activity and are encouraged to help tidy activities and resources away after use. They often do this without being reminded. This means they are assuming responsibility for managing and initiating routine tasks on their own.

Older children speak clearly and confidently in their small groups and listen intently to stories and independently select books for pleasure. They recognise familiar stories and request their favourite stories are read out loud at least twice in succession. Children are asked to think about what happens next in a story and their understanding is questioned appropriately. Children are invited to select a book from the nursery 'library resource box' to take home to read. They know a book has a cover, title and author. They enjoy reading stories aloud to one another. 'Oh no you're not, said the lady'. One child says as he turns the page over carefully, retelling the story in his own words as he looks at the pictures. Younger children practise mark-making skills with different materials and resources. For example, children decided to go into the craft area and use the pens, pencils and crayons to fill in their 'library card'. Older children can copy from their name card and some children are beginning to write their own name independently.

Children are beginning to understand and use numbers. They count meaningfully to ten and beyond. They are gaining awareness of mathematical concepts. For example, they sort and use mathematical language such as bigger, smaller and more than. One child was eager to explain that she had one sweet so she 'broke it in half' so that she could share it with her friend. They use number rhymes and songs to develop an understanding of addition and subtraction. They talk about 'patterns' and are able to recognise and name many different shapes accurately.

Children are developing a keen awareness of their world around them through activities such as celebrating events and festivals. They explore and investigate living and growing things, and have explored a topic called 'mini beasts'. For example, one child confidently told the other children what he knew about spiders and what they eat. They take part in activities that celebrate other people's cultures and religions and beliefs. For example, children are learning through themes such as 'People who help us'. This helps them to develop an understanding of other people's life styles. Children have good opportunities to use a range of Information and Communication Technology and use the mouse well. There are good opportunities for children to access battery operated resources and programmable toys.

Children have a good range of resources available to develop their physical skills. They take regular walks to explore their local community. They have daily use of the secure outdoor play area where they make good use of the equipment. This outdoor play provides them with fun and exciting physical challenges to develop their climbing, pedalling and balancing skills. They move freely inside and have a good sense of the space around them. Staff talk to children about the way physical activity affects them. Whilst the outdoor play area is well used to promote physical play there are less opportunities to develop children's sensory experiences.

Children participate well in their own imaginative games and activities. They access a wide range of equipment that allows them to create and expand their own ideas. They are active participants in movement activities and enjoy linking together with a friend to make a pair to push and pull whilst singing 'Row, row, row your boat'. Children have access to a 'small digging plot' in the outside play area. Planning suggests development of an outside area, but currently there are fewer opportunities to access outdoor sensory play to enable children to use and explore all of their senses.

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

The provision is outstanding.

The setting has introduced an 'Enrichment Programme' to help children to learn about diversity and to develop respectful attitudes towards others. Staff are highly proactive in promoting equal opportunities for all children. Methods to ensure children's needs are met are very effective

and ensure they are valued as individuals. There is an extensive range of resources to promote positive images of culture, disability and gender which are well presented. For example, children listen to music from different parts of the world, and staff discuss different festivals and celebrations to their own. Planned creative activities then further children's understanding. The many visits to local places of interest and optimum opportunities for children to learn about the world they live in helps children develop a very good awareness of the world around them and become involved in the wider community. They welcome visitors to the nursery. For example, the visitor list includes the local police officer, health visitor and environmental health officer and children listen with interest to their talks about safety, healthy eating and germs.

Very good procedures for the identification and assessment of children with learning difficulties and/or disabilities help to ensure that effective arrangements can be put in place to help individual children to develop to their full potential. The special educational needs coordinators are skilled and enthusiastic about their role. Excellent liaison with parents and external agencies ensure that children attending with learning difficulties and/or disabilities are extremely well supported. Consequently, children's needs are met extremely well.

Children are learning about sharing and caring for each other through an excellent range of organised events and themed activities. For example, children are involved in fundraising to help others in need. They have completed a 'Toddle Waddle' a 'Chatter Box Challenge' a 'Slumber Party' and 'Balloon Race' to raise funds for their chosen charities. Children play cooperatively with others by taking turns with popular resources. For example, two children work together to create a picture on the computer. They ask each other what colours they would like to use in the picture. They agree to print out their picture, put their name on it and place it in their folder. Planned discussions, explanations, stories and role play help children to learn about acceptable behaviour. Mediums such as puppets and books are used very effectively to help children understand a wide range of feelings. For example, children are able to show what they look like when they are 'cross, surprised, scared and happy'. Staff reward good behaviour with use of smiles and positive attention. The consistent use of praise and encouragement helps children to develop a high level of self-esteem. Children enjoy being told that they are good for sharing and that they are doing well. This in turn reinforces and promotes children's good behaviour. Children's spiritual, moral, social and cultural development is fostered.

The professional manner that the setting adopts in exchanging detailed information with parents ensures that relationships are very positive and successful. Individual records and routines are completed and there is a clear settling in procedure for new children. Children show great delight when their parents join in with the fun at their nursery when they 'Come and have a go'. Children are proud to bring in photographs of family members and find their families oldest member. Children's individual 'Magic Moments' photographic profiles are offered to parents as a developmental keepsake. Arrangements are made for parents to discuss their child's progress with their child's key person. Staff share information with parents and listen to parents' accounts of their child's development and any concerns, wishes, or individual needs. Confidentiality is maintained. There is a comprehensive procedure for complaints and a system to keep a clear record of any received. This enables staff and parents to work together to meet the needs of the child.

The partnership with parents and carers of children in receipt of nursery funded education is good. Parents are actively encouraged to be involved with their child's learning. For example, parents complete an assessment for their child on entry. Practitioners inform the parents of their child's progress towards the early learning goals each term in the form of a written report. Weekly plans are posted on the notice board of the six areas of learning and what activities

their child will be involved with, in the pre-school group. This enables parents to encourage and support their child.

## **Organisation**

The organisation is good.

The setting has robust vetting procedures in place for those having direct contact with children. Staffing levels are well maintained. All but one member of staff employed in the setting holds an appropriate early years qualification. All staff have experience of working with young children and babies. All staff have attended appropriate childcare training including first aid. The setting is also working toward the National Day Nursery Association's 'Quality Counts' Scheme. This means that the nursery provides a safe and friendly environment where children's general health and well-being is well promoted.

Staff at all levels are valued and respected for the skills and knowledge they bring to the setting. There is an effective key person system which ensures that children are cared for by a consistent staff team. They have a good knowledge of the 'Birth to three matters' framework and Curriculum guidance for the foundation stage. They are good at identifying and creating learning opportunities. This means that staff plan an effective range of activities for children in the nursery which are purposeful and fun.

Whilst all children have good opportunities to play and develop in a secure environment, space and resources are not always organised effectively during snack and meal times.

All required documentation complies with any change in legislation. Written documentation is clear and well maintained. For example, there are clear systems in place for recording children's daily attendance. Consequently, this means that children's welfare is well promoted at all times.

The leadership and management is good. There is a supportive management structure and a focussed staff team who are committed to improving the quality of care and learning. Discussions and regular staff meetings take place to monitor and evaluate the funded nursery education and identify areas for improvement. Staff appraisals are carried out regularly to identify individuals strengths and areas for professional development. There is a good commitment to staff development and training. The nursery work closely with other professionals, such as the local authority early years unit and act upon advice given.

Overall children's needs are met.

## **Improvements since the last inspection**

There were two recommendations from the last inspection. To increase the range of toys and equipment which reflect equal opportunities and positive images and to provide a policy with regard to the protection of children's and parents' confidentiality.

The nursery has implemented an 'Enrichment Programme' to address the recommendation from the last inspection. This ensures the range of resources and equipment provided reflects positive images and promotes equality successfully. The setting has also introduced a confidentiality policy. This ensures children's information remains confidential and is shared only with the child's parents.

Nursery Education.



There were five areas for improvement identified at the last inspection: to Plan a range of activities to encourage children to develop an understanding of other cultures; to improve available resources in the areas of equality of opportunity, diversity and technology; to increase the opportunities for role play so that children can engage in imaginative play based on their own first hand experiences; to ensure that curriculum planning identifies the appropriate stepping stone as identified in the Foundation Stage of the curriculum; to ensure children's assessment records show children's learning against the Foundation Stage of the curriculum and children's next steps for development are identified.

The setting has made good progress in addressing the five areas for improvement. The introduction of the 'Enrichment Programme' has enhanced opportunities for children to develop an understanding of other cultures and diversity. Information technology has been increased and children enjoy accessing a wide range of resources. For example, a computer, printer and digital camera. Imaginative play resources are made easily available, including a good selection of roleplay resources such as Japanese food, cooking utensils and dressing up clothes. Curriculum planning links well to the stepping stones and identifies the next steps in learning. This ensures children continue to make good progress toward the early learning goals.

### **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.

## **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):

- improve the organisation and grouping of toddlers and pre-school children during snack and meal times to ensure richer learning experiences for all involved.

#### **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):

- continue with plans to develop the outdoor sensory play area to enrich children's learning and development.

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)