



The Grange Nursery

Inspection report for early years provision

Unique Reference Number	EY336986
Inspection date	31 January 2007
Inspector	Lindsay Helen Dobson
Setting Address	The Grange, Doctors Lane, CASTLEFORD, West Yorkshire, WF10 2HJ
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Registered person	Annette Marie Jabin
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?

The Grange Day Nursery is privately owned and was registered in 2006. It is located in Allerton Bywater, on the outskirts of Castleford. It operates from four rooms situated on the ground floor of a large detached house. The rooms are utilised to accommodate the varying ages of the children. One of these rooms is also used as a dining hall. In addition there is a kitchen, staffroom and office facilities. There is an enclosed garden area for outdoor play. The nursery is registered to care for a maximum of 24 children at any one time. There are currently 32 children on roll including nine children who receive funded nursery education. Children attend for a variety of sessions. The nursery is open five days a week all year round excluding bank holidays and one week after Christmas. Sessions are from 07.45 to 18.00 hours. There are four staff who work with the children and staff hold early years qualifications to either levels 2, 3 or 4. The setting receives support from an early years mentor and foundation support teacher. They are involved in the Leeds quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn about personal hygiene as staff encourage them to wash their hands before meals and after using the toilet. They use paper towels to minimise the spread of infection. Young children can rest or sleep on the mattresses, buggies or cots provided and most children have a rest period after lunch. Staff are aware of the importance of emotional well-being and give physical comfort to children, as required.

Children's first aid and medical needs are attended to as most staff have current first aid training. There is written permission for emergency medical intervention. However, accident and medication recording procedures are not always completely followed by staff, therefore, parents are not fully informed. The sickness procedure and the exclusion periods for communicable diseases are easily accessible to parents, being displayed in the setting, which ensures that children are protected from unnecessary illness.

Children are encouraged to eat healthily as they are provided with a varied menu which contains freshly cooked meals, for example, lasagne, risotto, stir fry and salad. Snacks include pasties, ravioli, soup and various fruit. Staff assist the children and try to create a positive social occasion. Children are served their meals and drinks by the staff.

Children are developing their physical skills and learning about healthy lifestyles through planned activities. Outdoor play is planned for on a daily basis for toddlers and pre-school children. They have opportunities to run, jump and use wheeled toys. They take part in music and movement and enjoy kicking their legs, stamping, spinning and jumping. Children use a range of equipment and materials to encourage fine motor control, for example, pencils, scissors, glue spreaders and puzzles.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a homely environment, where they are well supervised and can easily access outdoor play. Children's development is promoted as they access a varied range of age appropriate, suitable, safe toys and equipment. There is a varied range of play materials to support children's learning which includes homemade sensory toys, treasure baskets, craft materials, sand and water, puzzles, play dough, musical instruments, role play and construction toys.

Children are safeguarded and generally well protected because staff have undertaken child protection training and understand their duty to protect children. There is a detailed written policy and procedure in place which includes information relating to allegations made against a member of staff. All child protection information is available to parents.

Children benefit from the satisfactory range of safety measures in place, such as a locked and secure main entrance door, which is only opened by staff. There is appropriate fire safety

equipment and regular emergency evacuation practices with the children. Regular risk assessments are carried out on the premises and any issues are identified and acted upon. However, the perimeter fence to the outdoor play area is not fully secure and poses a risk to children's safety. Children are developing a sound understanding of keeping themselves safe through positive and continuous explanations by staff, for example, children learn to walk inside and not to climb on the furniture.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and enjoy coming to the nursery. The staff are keen, motivated and interested in the children. Younger children are developing a good sense of self and belonging. Staff provide continuity of care for all the children, which ensures their routines and needs are well met overall. Good relationships are established that enhance children's independence and promote their well-being.

Children have access to a wide range of fun and stimulating activities, which are set out daily. Babies have access to a good range of resources which include feel and texture, musical toys and creative activities. Toddlers are able to express themselves through water play, craft activities, dressing up and imaginative play. They are able to move between activities freely and confidently. Staff use the 'Birth to three matters' framework to plan a range of activities to help toddlers and babies develop across all areas of learning. Attractive displays of the children's own work help to build self-esteem.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making some progress towards the early learning goals. Staff in the pre-school room have a limited knowledge and understanding of the Foundation Stage and have not yet attended training in this area. This lack of knowledge inhibits children's learning, slows progression along the stepping stones and leaves more able children without sufficient challenge.

Children show a natural curiosity about visitors to the nursery. They are confident to ask questions or to stand in front of their peers and sing a song on their own. They have a good relationship with the staff and this enables them to separate happily from their parent or carer. They show a growing independence as they take care of their personal needs, for example, using tissues to blow their nose or making an attempt at putting their own coats on to go outside.

Children chatter happily to each other and to the staff, for example stating, 'the sun is in my eyes through the window we need to shut the curtains'. Some children are beginning to try and write their own name on their work but the writing area is under used and children do not use writing as a part of everyday life, such as writing a shopping list in the role play area. They use positional language in play. For instance, one child commented 'the car goes inside the garage, then put the bricks on top'. They recognise and name familiar shapes and some are capable of putting together quite complicated jigsaws. However, counting and calculation is

not an integral part of their experience. They do not undertake simple tasks such as counting cups, or counting how many more plates are needed.

Children's knowledge of the world around them is developing as they celebrate festivals and learn about countries and cultures through their play. Children go out to the garden to plant flowers and begin to develop an understanding of living things. Staff do not always grasp the opportunity to expand children's knowledge, for example, by talking about what a plant needs to grow and be healthy. Children have opportunities to play with a till, calculator, computer and telephone which introduces them to technology.

Children have access to varied art and craft activities, and water and sand are available. They enjoy movement to music and singing simple familiar songs. They show their developing imaginations as they talk about the diggers and other machines whilst playing in the compost. Children are developing physically as they have opportunities to run and jump in the outdoor play area. They are able to move spontaneously, stopping and starting at will. However, children are not challenged in their physical skills as there is no provision for more able children to pedal, balance or climb. Children are becoming competent with one-handed tools, such as pencils and are beginning to be able to cut paper with scissors.

Assessment of children's learning and progress is managed by the child's key worker. Planning does not always link to assessment so individual children's needs for support or extension are not fully provided for in future plans.

Helping children make a positive contribution

The provision is good.

Children are welcomed into the setting and are valued and respected. There is a good settling in procedure in place which encourages children to feel safe and secure. They are able to make some choices as to what they play with, as some of the resources are at low-level to allow easy access. Children are learning about other cultures and faiths through planned activities and resources with positive images of diversity, for example, when they celebrate a festival, such as Chinese New Year and play with the Chinese cooking set.

Children generally behave well and play cooperatively together, sharing and taking turns. Staff are good role models for children and use suitable strategies to manage their behaviour. They give them praise and explanations to help them understand what is expected of them and why. Children enjoy being given extra responsibilities within their room, for example, when they help to tidy up before choosing different activities. This helps to build their confidence and skills. Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents and carers is good. Parents receive an information sheet when their child starts the Foundation Stage, giving them information about the curriculum. Information is also displayed around the setting. They receive a newsletter which keeps them updated to changes within the nursery as a whole, such as current topics and upcoming events. Key worker systems are in place to allow staff to keep parents informed on their children's progress on a day to day basis. Parents of younger children take home a daily diary sheet sharing information

about eating, sleeping, nappy changes and activities taken part in. Children's work is sent home throughout the year to enable parents to see what their child has achieved.

Parents of younger children have access to their own information about the 'Birth to three matters' framework and the main policies and procedures, which are on display for them to read.

Organisation

The organisation is satisfactory.

The nursery owner and staff work hard together to provide a happy stimulating environment, in which children can play safely. They have organised their time and resources to support children's learning. Emphasis is being given to getting all staff suitably qualified and the nursery owner is undertaking continual training to give her the underpinning knowledge to ensure that children receive the appropriate standard of care and education. Some staff caring for the very young children have undergone the 'Birth to three matters' training to enable them to improve on the care they offer. Most documentation is up-to-date and appropriately maintained, however, the complaints procedure and recording log book are not sufficiently detailed to meet with current legislation.

The leadership and management of the nursery education is satisfactory. There is a strong degree of commitment to improvement and a clear vision for the future of the nursery. However, the system for monitoring the content of the curriculum and ensuring the effectiveness of the teaching is not sufficiently robust.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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):

- ensure accident and medication records are fully completed
- improve security in the outside play area
- review and develop documentation to ensure it complies with the National Standards in particular the complaints procedure.

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 staff's knowledge and understanding of the Foundation Stage and ensure planning and assessment link together and inform future plans
- provide challenges for more able children to develop their gross motor physical skills
- provide opportunities for children to develop their mathematical understanding and practise writing for a purpose through planned practical activities and everyday events
- develop systems to monitor and ensure the quality of teaching and learning is effective.

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