

Abacus Nursery/Stray Cats Holiday Club

Inspection report for early years provision

Unique Reference Number	EY337634
Inspection date	01 February 2007
Inspector	Hilary Mary Mckenning
Setting Address	Pinderfields Hospital, Aberford Road, WAKEFIELD, West Yorkshire, WF1 4DG
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Registered person	The Mid Yorkshire Hospitals NHS Trust
Type of inspection	Integrated
Type of care	Full day 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.

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?

Abacus Nursery and Stray Cats Holiday Club is run by The Mid Yorkshire Hospitals NHS Trust. It opened in the current premises in 2006 and previously operated from 1990 in different premises on the same site. It operates from a single storey building within the grounds of Pinderfields Hospital, in Wakefield.

There are currently 95 children attending the nursery including 28 children receiving nursery education funding. There are 32 members of staff which includes permanent and supply staff. All are suitably qualified. The nursery is open each weekday from 06.30 to 18.30 all year round offering a service to the hospital staff. The nursery supports children with disabilities and those for whom English is an additional language.

There are also 100 children attending the holiday club and there are 11 members of staff. All children have access to a secure outdoor play area. The setting is supported by the Mid Yorkshire Hospitals NHS Trust and the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, welcoming and well maintained environment. Children are encouraged to follow good hygiene procedures from an early age, as staff show them how to wash their hands before they eat and after using the toilet. Staff have a good understanding of the importance of having effective systems in place to protect children from infection so that they stay healthy. For example, they wipe tables and sweep floors regularly throughout the day. Children learn very good hygiene practices within everyday routines, they independently access the toilet and hand washing facilities and use the liquid soap and paper towels successfully. Older children manage their personal needs effectively, for example, they know where the tissue boxes are located and obtain tissues to wipe their own noses. Individual cloths are used to wipe babies and young children after meals and snacks, which maintains high levels of cleanliness. Staff hold current first aid certificates and there are clear details for the exclusion of sick children to prevent cross contamination.

Excellent varied menus are in place, having been developed with the staff and the hospital's nutritionist which ensure that children are well nourished and receive healthy, freshly cooked food. Meal times are social occasions and children are encouraged to become independent in feeding themselves, for example, toddlers have their own cutlery and successfully help to feed themselves. One child feels the texture of his lunch as he squashes peas in his fingers as staff feed him. Fresh fruit and vegetables are offered everyday, which encourages children to have an awareness of nutritious food. At snack time children's independence and self-help skills are enhanced further, for example, they obtain their fruit and sit with friends to socialise and enjoy their snacks. Staff note the facial expressions young babies make in response to their affectionate attention as they feed them their bottles of milk.

Children are suitably cared for if they have an accident or become ill. All staff are trained in administering first aid and there are appropriate permissions and records in place regarding the administration of medication and recording accidents.

Children relish playing in the outdoor areas where they access a variety of activities. Older children move with coordination and control as they adjust speed and change direction to avoid obstacles, for example, when playing on wheeled toys. Babies use furniture to pull themselves up and staff support them very effectively to develop and extend their physical skills. The staff recognise the signs of tiredness in babies and young children, for example, they act upon this knowledge to plan and support appropriate periods of rest and activity. Staff use the 'Birth to three matters' framework effectively and children under three years are beginning to benefit from this. Young children follow their own routines and are developing confidence in a nurturing environment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright and colourful environment. Children's artwork is displayed attractively throughout, which develops their self-esteem. Children have access to sufficient, safe space to allow them to enjoy a wealth of varied activities. They use a broad range of excellent quality resources, which are easily accessible and promotes their independence and choice successfully. Furniture is of a suitable design for all the ages cared for and conforms to

safety standards. Indoor and outdoor space is organised effectively, creating a child friendly environment, which enables children to explore and be adventurous while being appropriately supervised. There is a variety of toys and soft play materials for babies that encourages crawling, hiding and peeping. Children's risk of accidental injury is minimised as staff conduct clear risk assessments to reduce potential hazards, for example, they check the equipment and environment daily and monitor the room temperature.

Staff effectively ensure that the premises are safe and secure by monitoring all visitors to the setting. The supervision of children is effective as the ratio of staff to children is high.

Children are well protected as staff have a thorough understanding of child protection procedures and recognise this as their first priority. Children learn about fire safety and practise the evacuation procedure regularly, which helps them to learn to keep themselves safe. Outdoor play areas are fully enclosed and are equipped with sturdy outdoor apparatus and equipment suitable for children to use all year round.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and secure because staff take time to get to know them and foster warm, trusting relationships. Children arrive at nursery showing enthusiasm and anticipation for the day's events. They confidently make choices about their play, selecting activities independently from the balanced range available. Children enjoy their bright, colourful environment sensitively supported and reassured by the presence of familiar adults. They explore freely in activities, such as water and sand play and find out what they can do with the craft activities.

Babies enjoy lots of cuddles and physical closeness, enabling them to play contentedly and feel secure. Non-mobile babies are placed near to mobile babies and young children and so that they interact by watching, making eye contact and using gestures. Their learning experiences are enriched as staff develop activities based upon the 'Birth to three matters' framework. For example, they laugh with delight as they have fun in the soft play area.

Children are developing very good communication skills as staff actively listen and involve other children in conversations. For example, they provide many opportunities for face-to-face interaction, echo babies' sounds and talk through their actions. Children receive good levels of support from staff, who observe children and know when to involve themselves in children's play and when to allow them freedom to explore at their own pace.

Nursery education.

The quality of teaching and learning is good. This ensures children make good progress through the stepping stones. Children's progress in personal, social and emotional development is very good. This is because staff understand that this area of learning supports children's development in all other areas and give it priority when planning. Children are motivated to learn through their involvement in planning activities, which capture their imagination and interest. Children's behaviour is very good and reflects the high expectations of staff. They manage their own behaviour well, using language to resolve conflict and follow the good example set by staff as they tell each other 'That's not very sensible'.

Children are very good communicators and use language confidently for a variety of purposes. For example, they initiate conversations, make their needs known verbally and retell their

favourite story. Children learn effectively about space, shape and measure through many practical activities, such as exploring capacity in water play. They have good counting skills and are introduced to number operations in focused activities. Children's imagination is successfully stimulated as they act out real and imaginary experiences with role play and small world resources.

Staff find out as much as they can about children's interests by talking to parents and observing children as they play. They regularly assess children's progress through the stepping stones for children's learning and provide a clear picture of their progress for parents. However, this information is not consistently used to plan further challenge for more able children. Staff make good use of open-ended questions to develop children's thinking and encourage them to use their imagination. They have secure knowledge of the early learning goals and use this to plan a relevant curriculum, which includes all six areas of learning. Planning is flexible enough to respond to children's interests, which ensures that they enjoy their learning. Overall children make good progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children develop a strong sense of belonging and are very familiar with routines and expectations. Babies enjoy secure relationships with trusted adults, who listen to them and are attentive to their needs. Children know they are valued, as staff listen attentively to what they say and ask questions about their experiences and interests. For example, they make sure they greet each child individually on arrival and talk to them about what they have been doing at home. This contributes effectively to children developing self-esteem.

Children are well behaved. They know what is expected of them and older children have been involved in the setting of their own rules. Children's understanding of right and wrong is developing as they respond to gentle reminders to care for each other. Children follow the example of staff in showing courtesy and consideration. For example, children find apparatus and readily join in construction activities.

Children play harmoniously together, are aware of their own needs and show consideration for the needs of others. For example, an older child showing concern when she noticed a graze on the inspector's finger, asking if it hurt and did she need to see the doctor. Children confidently share information about themselves and listen with interest when others share their news. This is due to staff planning opportunities for them to be together in group times and independent play. For example, a small group of children spontaneously talk about their favourite storybook and one child begins to tell the story. Children have opportunities to learn about themselves, each other, and the world about them, through a variety of planned activities. They have access to a broad range of resources, play opportunities and activities, which reflect diversity. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. The setting values and respects parents and actively involves them in all aspects. Children separate with ease from their parents, showing a trusting relationship has developed. Children are extremely confident in their surroundings and relish their time at the setting. Parents have clear information about the setting and their children's progress. They receive a prospectus, regular newsletters and information displays. They have opportunities to contribute to their child's learning, for example, by sharing the assessment and recording of their child's progress. Parents are informed of the daily routines and their

children's activities, developing good links with home and enabling them to share experiences with their children. Children clearly benefit from the positive partnership with parents.

Organisation

The organisation is good.

All the children are cared for in an environment that is bright and welcoming. Children access designated play areas effectively and explore freely. Effective deployment of staff and good use of the premises promotes children's well-being. Familiar staff are always on hand to offer support and reassurance. This contributes to children feeling secure and content in the setting. The nursery is well resourced and the organisation of the different play areas encourages children to develop independence and initiative. The indoor and outdoor space is laid out to maximise play opportunities for children.

Children benefit from the cohesive staff team who are enthusiastic and clearly committed to self- evaluation and improvement of their practice. They share a clear understanding of good early years practice through a comprehensive induction process, regular meetings and appraisal system. This commitment to improvement ensures the continuing development of the provision. Monitoring systems are in place to keep children safe. Policies and procedures are organised well and reviewed regularly. These are readily available to parents. The majority of the required documentation is in place and maintained appropriately. However, the recording of medication given is not consistently maintained to ensure confidentiality.

Leadership and management is good. The manager leads a committed staff team who have a high regard for children's welfare, care and learning. This helps to enhance the children's care and education. The manager has a clear vision of the future identified through the review and evaluation of the service. Staff work very well together as a cohesive team. They promote children's welfare, enabling them to participate actively and make good progress within a well-structured and safe environment. Staff access appropriate training and development opportunities, which enhance children's experiences. A good ratio of staff support children. Organisation of the planning, and the monitoring of children's progress and achievements is good and is shared with the parents.

Children are grouped effectively and the key worker system promotes consistency and allows for lots of discussion between staff and children. The staff are particularly skilled at interacting with the children, responding well to them and listening to their ideas. 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):

- review procedures for recording medication administered to children to ensure confidentiality is maintained.

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 the links between children's assessments and planning to inform the teaching for the whole group and for individuals.

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