

Siblings Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY341686
Inspection date	16 March 2007
Inspector	Jacqueline West
Setting Address	Siblings Nursery, Business & Innovation Centre, Wearfield, Sunderland Enterprise Park, Sunderland, Tyne and Wear, SR5 2TA
Telephone number	0191 5166455
E-mail	
Registered person	Joanne Justine Anderson
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?

Siblings Private Day Nursery was registered in 2006. It operates from two playrooms and associated facilities. The nursery is situated on the Hylton Riverside Business and Enterprise Park in Sunderland. A maximum of 38 children may attend the nursery at any one time. The nursery is open 51 weeks of the year, each weekday from 07.30 until 18.00. All children share access to an enclosed outdoor play area. There are currently 29 children under five years on roll; of these, nine children receive funding for nursery education. Children come from a wide catchment area. The setting employs seven staff. All members of staff, including the manager, hold an appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are developing a satisfactory understanding of how to keep themselves healthy. For example, they independently use the toilet and wash their hands. However, staff offer limited

explanations, therefore children's understanding of such practices is limited. Staff implement safe hygiene routines. They wash their hands before serving food and ensure that tables are regularly cleaned with an antibacterial solution. Children's well-being is ensured as the majority of staff are first aid trained. There are also effective arrangements and written documentation to support the care of children in the case of accidents and emergencies, and for the administration of medicines. The implementation of the sickness policy protects children from the spread of infection.

All children enjoy a social environment when eating. The older children access a self-service area at snack time. Children choose to engage with their peers and independently enjoy a drink and some fruit. However, the younger children's independence skills are hindered during this time as the water bottles are inappropriately labelled. Parents provide children with a packed lunch; they are informed of what can be stored safely and this promotes children's well-being. Babies are developing their independence skills well. The older babies feed themselves while being appropriately encouraged and supervised by staff who sit at the children's level.

Older children participate in a range of physical play experiences, which helps them develop confidence and control in their movements. They access the outdoor area twice daily to explore the climbing equipment, play ring games and ride the bicycles. Babies access the outdoor area when possible; they practise and develop their physical skills, such as crawling, sitting and walking with the support of staff. Staff liaise closely with parents to ensure rest and sleep routines flow with each child's needs. The flexible routine throughout the nursery incorporates time for quiet play and rest; this enhances children's overall well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have access to a clean, well-organised environment. The two playrooms are made welcoming with photographs of activities and displays of children's work. Children benefit from lots of natural light as both rooms are fitted with large low-level windows. Children learn to use the play environment purposefully, as staff enable them to access all areas of the environment with safety and independence. There is a range of equipment to aid children's overall development. Children confidently make choices as the equipment is stored at child height. However, the inconsistent labelling of the resources does not fully develop children's independence skills. The outdoor area provides satisfactory play space for the children to explore and develop their physical skills.

Children are kept secure through good procedures for entry to the building. This is supplemented with effective procedures for adults collecting children. All visitors to the building are monitored. Regular risk assessments both indoors and out minimise the risk of accidental injury well. Fire drills are practised to ensure children's safety. Routines, such as tidying away toys from the floor, encourage children to take responsibility for their own safety. Staff understand their responsibilities well within child protection procedures, so that children's welfare is safeguarded. This is supplemented with written policies and procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy, settled and secure. They clearly enjoy their time at the nursery and are eager to participate in the variety of activities provided. These include role play, creative, construction and quiet activities. Trips to places of interest within the local community broaden

children's experiences. An example of this is a visit to the library; the children develop an understanding of the process in order to take books home. The 'Birth to three matters' framework is being introduced. Staff have started to incorporate natural resources and more choice for children. However, planning and recording of children's progress is still in the early stages. Staff follow the children's lead and support their interests well. For example, the babies show an interest in the book area; a member of staff follows the babies and engages in a story telling session. The children's self-esteem is well developed as they receive regular praise for their efforts. All staff get down to the children's level, joining in with their play. Staff are interested in what the children are doing; they listen closely to them, ask questions and offer helpful suggestions. An appropriate balance of child-centred and adult-led experiences ensures suitable challenge for their age and stage of development.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a developing knowledge of the Foundation Stage. They are very aware of individual children's interests and plan activities around them. Staff understand how children learn, and apply this as they support children with the range of learning opportunities provided. Written observations of the children's learning are recorded. However, they are not used to assist in planning the next steps in children's learning and development.

Children settle well on arrival. They are confident when they speak to visitors, staff and one another. Children show care and concern for others. For example, older children assist the younger children when putting their coats on for outdoor play. Children enjoy the company of their peers and some children have developed close relationships. They are beginning to understand the need to share and take turns with the sensitive support of staff. A variety of mark-making materials are available for children to easily access, which promotes their writing skills. They are beginning to draw recognisable pictures, for example, a flower and portraits of staff. More-able children are gaining confidence at recognising their own names, with some older ones being able to identify individual letters. Children are gaining confidence with numbers, counting and identifying shapes with adult support.

The children's opportunities to freely express their creativity and develop their skills during art and craft activities are well supported. The children move the sand and play dough into the home corner in order to explore in their play. Children enjoy seeing how things work, for instance, as they explore with magnets. They explore the natural world through the science area and benefit from trips to places of interest. Children are developing their hand-eye coordination. Some are very competent using scissors. Regular use of the outdoor area ensures children's developing physical skills are regularly promoted through access to wheeled toys, bicycles, climbing and balancing equipment. Children show interest in the experiences provided and interact well with staff, which has a positive impact on their overall development.

Helping children make a positive contribution

The provision is satisfactory.

All children receive a warm welcome into the nursery and are encouraged to play a full part in the group. Children develop a positive attitude towards others. They gain an understanding about the wider world as staff plan regular outings to places of interest, such as to a Chinese restaurant for lunch as part of the Chinese New Year celebrations. This is supplemented with a selection of resources. Staff know individual children well, which fosters a firm feeling of trust and security. Babies are cared for in accordance to their home routine, which promotes

their well-being. Staff have experience of caring for children with learning difficulties and disabilities. They show a positive attitude to providing an inclusive environment and working with outside agencies to offer appropriate support.

Children's spiritual, moral, social and cultural development is fostered. Positive behaviour is encouraged through praise, which develops children's self-esteem and confidence. Consequently, children's behaviour is good. Consistent encouragement from staff ensures children are developing a firm understanding of what is right and wrong. Children are beginning to learn to cooperate well together and the older children show delight in caring and supporting the younger children, for example, when accessing the baby room. Babies and young children show a sense of belonging and enjoy close interactions with well-known staff. Clear and sensitive consideration is given to planning of the transition between rooms, enhancing children's sense of security.

Partnership with parents and carers is satisfactory. Parents' views about their child's needs are sought before the child starts at the setting, enabling children's home routines to be implemented in the nursery setting. A written prospectus informs parents of the aims of the setting and the activities on offer. Parents whose children are cared for in the baby room are provided with a daily sheet; this informs parents of sleeping, eating, nappy changes and activities. The parents whose children receive nursery education are provided with basic information about the Foundation Stage. However, this does not currently reflect the practices in place due to the current changes in the organisation and routine of the room. The children's achievements are discussed daily with the parents. Staff are at present explaining to parents the changes being implemented. They offer an insight into why the changes are happening and the benefits for the children. Parental feedback is encouraged in a variety of ways, including verbally on a day-to-day basis and a comments box in the entrance hall. Positive feedback was received from parents; they are happy with the range of activities their child is involved in and the recent changes within the nursery are positive.

Organisation

The organisation is satisfactory.

Children benefit from being cared for by appropriately qualified and experienced staff who are friendly and caring. Relevant vetting procedures are in place to ensure children are safeguarded. Satisfactory policies and procedures are in place to promote the welfare, care and learning of children. However, at present these are being regularly reviewed as they do always reflect the practices and changes occurring within the setting.

The nursery is well organised. Older children's play is enhanced as they have play areas which are large enough for them to move freely, with separate areas for different activities. Each area is appropriately resourced offering a choice of activities to the children. The babies are provided with a safe, comfortable environment. They access a range of resources from shelves and toy boxes; this encourages their independence skills. All staff are appropriately deployed in the setting to support children's learning as required. The flexible routine throughout the nursery incorporates time for quiet play and rest; this promotes children's well-being.

The leadership and management is good. The manager has introduced a period of rapid development. All of which has had a significantly positive impact on the children's learning and the staff's understanding of how children learn. The environment is organised into areas which provide a framework of challenge for the children. The routine is flexible and children have the opportunity to access a range of activities from when they arrive until the setting closes. The

manager spends time working alongside the staff, supporting them in the implementation of the Foundation Stage and 'Birth to three matters' framework. She is very enthusiastic and committed to her role. She has a clear vision for the nursery and strategies to improve the quality of care for all children in attendance. The staff team work very well together and are committed. They show an enthusiasm in their ability to learn to enable them to effectively support the children's progress. Regular team and appraisal meetings identify ongoing training needs.

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):

- develop children's understanding of why personal hygiene practices are encouraged
- continue to develop the labelling of resources to further aid children's independence skills
- develop the policies and procedures to reflect the nursery practices.

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 staff knowledge of the Foundation Stage
- continue to develop the planning systems to ensure observations made on individual children inform future planning.

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