

# Day Care Childrens Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	511398
<b>Inspection date</b>	08 May 2007
<b>Inspector</b>	Sarah Jane Rhodes
<b>Setting Address</b>	Ashwood, 3-4 Ashwood Terrace, Stoke-on-Trent, Staffordshire, ST3 1DU
<b>Telephone number</b>	01782 331043
<b>E-mail</b>	
<b>Registered person</b>	Daycare Nurseries Ltd.
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Day Care Children's Nursery is one of two nurseries and one out of school club run by Daycare Nurseries Ltd. It opened in 1980 in Longton, Stoke-on-Trent and operates from four rooms in a converted house. A maximum of 57 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 17.30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 68 children aged from four months to nine years on roll. Of these, 13 children receive funding for early education and 12 attend the out of school club. Children come from the local area. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs 15 members of staff. Of these, eight hold appropriate early years qualifications and six are working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children benefit from a healthy and nutritious diet. They have access to drinks throughout the day ensuring they are not left thirsty. The nursery provides three meals a day prepared from fresh ingredients in the nursery kitchen on a daily basis. All dietary requirements are discussed with parents and information about what children have eaten is written in the children's daily diaries. Staff sit with the children, ensuring meal and snack times are social occasions. The staff also make use of mealtimes as learning opportunities helping children develop a positive attitude to healthy eating and trying new things like, star fruit and even lemon. The children serve themselves at lunchtime providing opportunities for them to develop their coordination skills and independence, as well as have some control over the amounts they have. Staff are very attentive to the babies needs, implementing their individual routines and encouraging weaning and self feeding. Older babies are very independent and all enjoy meal times.

Children learn the importance of good personal hygiene through well-planned routines. They are able to use acceptable hand washing facilities and know that they need to wash their hands before eating their lunch. Some procedures such as staff wearing protective clothing for serving food sustain good levels of hygiene and help reduce the risk of cross-contamination. However, staff use a communal hand towel which means this avenue of contamination is present. Children's medical needs both in an emergency and with regard to ongoing medication are met through the use of accident and medication procedures that are clear and understood by all the staff. Clear and updated procedures for sick and infectious children help prevent the spread of infection and keeps children healthy.

Children enjoy good opportunities for physical exercise. They join in well with action songs and climbing equipment is provided for all ages. Outside all children have lots of fun twice a day with a wide range of equipment, which is changed on a daily basis to maintain interest. Children develop their physical skills and have a positive attitude towards exercise and maintaining a healthy lifestyle.

All are able to rest and be active according to their needs. Children are comfortable and secure in the rest areas, supported by staff who ensure their daily routines are followed.

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

The provision is good.

Children are cared for in a welcoming environment. It is a converted house which requires children and parents to walk through some group rooms to gain access to other rooms. However, this does not have a detrimental effect on the children and staff have used decoration and the display of children's art work to make it a bright friendly environment that is warm and welcoming. Risks to children are limited through clear safety and security procedures. Staff monitor access to the group at all times and precautions are taken by staff to ensure the outdoor areas are safe and secure. Risk assessments are completed regularly. Fire evacuation procedures are fully understood by staff and regularly practised at different times of the day. This helps children remain safe, and allows most children to have a full understanding of how to keep themselves safe.

Children use a varied range of safe, good quality, developmentally appropriate resources. These are well-presented by staff and children are able to choose from the inviting range either stored at low level in the group room or set out by staff. Staff explain safe practices to children such as not spilling water on the floor and rolling, not throwing balls inside. This helps children learn to take responsibility for keeping themselves safe.

Children are well protected by staff that have a clear understanding of child protection issues and understand the correct procedures to follow. Many staff have received training in child protection and all staff have had a full induction into the nursery's child protection procedures, which ensures that staff fully understand their responsibilities in protecting children from harm.

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

The provision is good.

Children are confident in the setting's welcoming and caring environment. Staff make good use of the 'Birth to three matters' framework to guide their planning and recording of children's progress. They identify the next steps in children's learning and use these in future activity planning. Babies receive lots of cuddles and consistent adult support when they are settling into nursery life. They really enjoy the positive interaction they receive from staff, benefiting from routines which are consistent with their experiences at home and staff that are very attentive to their needs. The babies move around the room with confidence and explore the activities provided with interest. They develop early communication skills as they join in with action songs and older babies are able to make their wishes very clear, for example, by tapping a staff member on the arm and pointing to a painting apron when they want to make a sticky picture.

Older children have very positive relationships with staff and receive comfort and attention when they need support. Children play happily together and with adults, using resources such as water, construction toys and sorting boxes, all suitable to their age and stage of development. Exploration with paint and gluing activities help children represent their feelings and ideas in a variety of ways. They show much interest as they create pictures out of shiny shapes. Children's language and communication skills are promoted well by staff through constant conversation, as well as spontaneous singing sessions. Consequently, children are learning to develop their speech and are able to express their needs confidently. There is a varied range of resources throughout the nursery to promote imaginative play and children play together in small groups with, for example, handbags and dolls, acting out every day situations. As a result children's social skills are developing well.

### **Early Education.**

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage and a good understanding of how young children learn and progress. Planning is very clear, links to the stepping stones and provides guidance for all staff to ensure a wide range of activities and experiences are provided for children to extend their learning in most areas. The planning shows how activities will be adapted to meet the needs of the full range of children attending and evaluation of the activities focuses on individual children identifying their next steps, these are woven into subsequent activities. Assessments along with other incidental observations are used to complete the children's assessment records and allow staff to monitor children's progress. Staff use good methods to maintain children's interest, sitting with children, asking questions, providing help and support and extending their play. Staff help raise children's awareness of the community and the wider world through walks in the neighbourhood and by

taking part in community fund raising events. Behaviour is well-managed and this results in a calm and caring environment for children. The room is well-organised and offers a stimulating environment with a good range of accessible resources to promote children's learning.

Children show a strong sense of belonging as they greet staff on arrival and talk about what they have been doing at the weekend. Children are interested and eager to take part in activities. They show good concentration as they paint pictures and make salt dough. Children behave well, responding positively to the boundaries set, the room has a busy buzz. They are able to start to take care of themselves, being able to visit the toilet independently and serve themselves at lunch time. Children's language skills are good. They speak clearly and confidently, sharing their experiences in small groups and listen intently to stories. They begin to link letters to letter sounds at circle time. Children show interest in books at circle time and enjoy sharing stories with staff. However, they rarely use the book corner during sessions and therefore are not fully developing the skills of enjoying books for pleasure. Writing skills are developing and children show some control as they draw their pictures and attempt to write their name.

Children understand and use numbers appropriately for their age. They count up to eight with help and are able to match number to object as they count the salt dough legs used to create a spider. They explore concepts of quantity through making dough and using balancing scales. Children develop an initial sense of time and place. They are given lots of opportunities to explore and investigate, for example, by undertaking a nature walk to look at bugs as part of a mini-beasts theme, or simply having magnifying glasses to look at mini-beasts in the outside play area. They have constant access to information and communication technology, such as a computer.

Use of the indoor and outdoor areas help children to develop their physical skills. The use of the outdoor area is planned in two different ways, a toy rota ensures fresh equipment is available for all the nursery children and the early education planning links the use of the outdoor area into the children's current theme. This means staff ensure that all children are obtaining maximum benefit from their time outside, with opportunities to develop a wide range of physical skills. They use tools competently as they draw their pictures and use scissors well to cut up paper for craft activities. Children ride sit-on bikes and throw and catch balls. They are able to express themselves freely through painting and enjoy exploring many different textures such as salt dough and fruit at snack time. They have access to musical instruments and singing sessions to develop their understanding of rhythm and sounds.

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

The provision is good.

Children enjoy very warm relationships with the staff and with each other. All children are valued and respected as individuals and their confidence and self-esteem is developed well by staff, with use of praise and encouragement on arrival and during their play throughout the session. Children benefit from stable staff teams in each of the rooms, which ensures their needs and preferences are well known. Staff ensure that the resources positively represent the children who attend, as well as individuals from the wider community and festivals are celebrated drawing on the knowledge of staff and parents. Children go for walks in the local community, and join in with fund raising events, all of which helps them develop their knowledge of the wider world. The setting's policies promote inclusion for all children. Good support is provided for children with learning difficulties and/or disabilities and their needs are met well.

Children behave extremely well, and respond positively to boundaries and simple rules set by staff, for example, numbers of children in activities such as the sand play. Young children's behaviour is managed in a positive way by the use of distraction or redirection, for example, showing a child how to roll a soft ball rather than throw it when inside. They take turns and share, help each other to tidy away and are learning to use their manners. Children's spiritual, moral, social and cultural development is fostered.

All children benefit from the positive partnership staff are developing with parents and carers. Children settle well because the staff work closely with parents and carers to ensure their child's needs are met. Parents are made aware of how the setting operates through discussion and the sharing of information sheets at the induction visits, newsletters and supplementary notices in the entry hall also give information. However, some parents were not aware of the range of policies available for them to look at and so were not fully aware of the setting's operational policies. Children's individual needs and routines are discussed with parents and where necessary recorded. This helps children to settle quickly and enables staff to fully meet the child's needs. Daily verbal information is exchanged with parents about their child's well-being and this is supplemented by a written daily diary for all nursery children. The partnership with parents and carers of children who receive early education is good. Information on the educational programme is shared at the beginning of the placement. In addition to the daily diaries end of term reports and parents evenings give parents an insight into their child's progress, with individual targets set for the next term. Newsletters also give parents information about the topics being covered and ways to become involved, for example, the words to theme songs or items required for display. However, some parents felt they lacked enough information to be confident in extending their child's learning at home.

### **Organisation**

The organisation is good.

There are robust staff recruitment and vetting procedures which ensure children are well protected. Most staff who work with the children are qualified or working towards a qualification and additional training courses have been attended. This contributes to the quality of care and experiences provided for children. Staff are well managed and there are good systems in place to provide clear direction, support and leadership. Staff induction procedures are effective and this is followed by well-organised appraisals which include regular meetings throughout the year. Appropriate guidance is given by the management to ensure that staff are clear in their roles and they work as a supportive team. For example, a range of staff group meetings, which allow room leaders to meet together and with their individual staff groups or as a whole nursery team. Detailed policies and procedures work well in practice to keep children healthy and safeguard their welfare. There are effective systems in place for recording accidents, medication and attendance.

The leadership and management is good. Clear guidance and support is given by the management to ensure that the educational programme is delivered effectively. There are systems to develop the curriculum with additional support provided through regular visits by the local authorities advisory teacher, and staff are active in implementing her suggestions. Regular monitoring takes place to ensure that all children progress well. Overall, children's needs are met.

### **Improvements since the last inspection**

It the last care inspection the provider agreed to: ensure parents sign to acknowledge all medicines administered; that the complaints policy included the address of the regulator and

to ensure sufficient consent was gained from parents regarding the seeking of emergency medical advice and treatment and confidentiality was maintained within medicine records.

The medication records and consents include all necessary detail and are organised to maintain confidentiality and the complaints record has the latest contact address for the regulator.

They also agreed to organise resources to promote babies independent feeding skills during meal times. Older babies now feed themselves with enthusiasm and confidence.

During the last early education inspection the provider agreed to: provide opportunities for children to self select appropriate tools to join and assemble materials; ensure staff are consistent in their approach to children writing their own names and further develop children's understanding of rhythm and beat, providing them with opportunities to explore sounds and how they can be changed.

The children now have a range of materials they can use to create junk models and are encouraged to write their own names on their work or at the emergent writing table. Circle times provide opportunities for the children to use rhythm and beat to reinforce learning, for example, when singing a days of the week song. Musical instruments are also used to create patterns and sounds.

### **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 steps taken to prevent the spread of infection with regard to hand drying facilities for adults
- continue to develop parents' awareness of the policies and procedures that are available for them to access.

## **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):

- encourage children to access and enjoy books during sessions more frequently
- continue to develop ways of encouraging parents to become involved in their children's learning in meaningful ways.

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)