

ABC Day Nursery

Inspection report for early years provision

Unique Reference Number	218401
Inspection date	05 June 2007
Inspector	John Vernon
Setting Address	St Andrews Church Hall, Lawson Terrace, Newcastle, Staffordshire, ST5 8PB
Telephone number	01782 613100
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Registered person	Mrs Ann Gregory and Mrs Angela Ashley
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?

ABC Day Nursery opened in 1984. It operates from three rooms within St. Andrew's Church Hall in Porthill, Newcastle-under-Lyme. The setting has sole use of the premises during nursery hours. It serves the local community and surrounding areas.

The nursery is registered to provide 32 places for children under five years. There are currently 35 children on roll. This includes 14 funded children. Children attend for a variety of sessions.

The nursery is open five days a week, Monday to Friday, all year round. It closes for one week at Christmas and during Bank Holidays. Sessions are from 07:30 until 17:30.

Seven staff work with the children and all staff have early years qualifications. The setting receives support from a teacher/advisor from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Having recently completed specific training, staff have a good knowledge of nutrition & oral health. Consequently, children are aware of the importance of taking good care of their teeth and eating healthily. The menu, displayed for parents, ensures a good variety of meals are provided. Meals are prepared by a trained cook, who uses fresh ingredients to offer the children wholesome, homemade fare. Equally, children's dietary needs are well met through the provision of healthy snacks that take account of their individual needs and preferences. Children sit together and enjoy toast and fruit for snack and are offered water and juice to drink. The children have access to fresh drinking water at all times ensuring that they stay healthy and hydrated.

All required documents and consents are in place. Children receive good quality care if they become ill or have an accident because staff are alert and have a good awareness of the individual health needs of the children. The accident and incident records are complete, signed and dated by parents. Staff have a good knowledge of first aid and some staff have specific first aid training to ensure the welfare of the child in the event of an accident or emergency.

Children stay healthy and benefit from good opportunities to learn about good personal hygiene during daily routines, such as washing hands after visiting the toilet, before snack and after messy play. Additionally, older children are aware that washing their hands with soap and water helps to wash away germs. Staff remind children to cover their mouths when they cough and therefore the risk of cross-infection is minimised and children stay healthy. All staff have undertaken training in food hygiene and consistently follow appropriate procedures when preparing and serving food or drink.

Physical play is offered to the children everyday and they have access to a suitable outdoor play area during fine weather. Children are offered an appropriate variety of play opportunities. For example, whilst outside, they enjoy playing circle games, riding trikes and bikes and running, skipping and jumping. Whilst inside, they have fun singing, moving and dancing to music, following actions to nursery rhymes, scurrying through tunnels and moving back and forth on rockers. Consequently, they are beginning to gain an understanding of how keeping active contributes to a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children can select activities from a suitable range of developmentally-appropriate resources, which meet safety standards. Children are able to rest and play in comfort as there is appropriate space for their needs. Most toys and resources are available at floor level and are accessible to children. Consequently they are able to self-select and make choices about their play. Play materials are monitored to ensure they are safe and age-appropriate. The regular cleaning of toys and equipment helps to reduce the possibility of the spread of infection.

The children are cared for in a safe and secure environment where staff take suitable steps to minimise risks. For example, staff exclude children from the kitchen, prevent access to the stage and organise themselves appropriately when supervising the children outdoors. Suitable fire precautions are in place and staff regularly practise evacuation procedures with the children

to ensure they know what to do in the event of an emergency. Staff encourage children to hold hands and keep within the sight of an adult when on walks. Equally, children learn about road safety and some older children know the Green Cross Code. Consequently they are beginning to develop an awareness of personal safety.

Staff have a satisfactory awareness of the signs and symptoms of abuse and neglect. Equally, staff have a clear understanding of the procedure to follow should a concern arise. All staff have completed basic training in child protection and one member of staff has undertaken advanced child protection training. There is a written policy in place but at present, this does not include written information about the procedure to be followed in the event of an allegation being made against a member of staff to suitably safeguard the welfare of all.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children form good relationships with each other. Most children arrive happy and settle well. Children are given opportunities to learn about what is right and wrong and in general, they are developing an awareness of their own needs and those of others. Equally, they are beginning to gain an understanding that their actions, along with the actions of others, have consequences.

Access for all children to a suitable range of messy play activities linked to themes ensures children's development is supported across all areas of learning. Resources are changed regularly to ensure that children have access to a varied range of suitable toys each day. Photographs of children at play are displayed to show they are enjoying themselves with sand, water and paint, plus other varied activities. Children's development and progress is adequately promoted under the 'Birth to three matters' framework due to the staff's satisfactory knowledge.

Nursery Education

The quality of teaching and learning is satisfactory. Children are offered an appropriate balance of adult-led and child-initiated play which ensures they are engaged in a suitable range of developmentally-appropriate activities. Children's progress is shared verbally with parents. Staff do engage the children in educational play. As a whole, the staff team are developing their understanding of how children learn through play. In turn, staff are beginning to increase their understanding and knowledge of the Foundation Stage, so that they are able to focus upon specific learning objectives with the children. Across the staff team, particular knowledge and understanding of the stepping stones in relation to the children's development is less secure. This means that not all staff enable all of the children to gain the most from their play and learning.

Children enjoy their time at the setting. They have a good attitude to learning and are developing increasing levels of confidence in their play. In general, the children interact well with staff and their peers to share experiences and ideas, for example, actively seeking out staff members to show them what they have made. Most children confidently recognise their own name and make good use of the toys and play resources offered. Children are developing skill in holding pens and pencils. Within the role-play area, children enjoy talking to each other on mobile phones and use cameras to take pictures of friends. Children mark make in context, as they take orders for 'lunch at the café'. Children are well supported, as staff take time to talk and listen to the children, as they each share what they have been doing at the weekend or during holidays. Children gather together to listen to stories and tales, read by staff, both in the

morning and afternoon. However, outside of this time, and of their own accord, few children venture into the book corner to enjoy and explore books by themselves.

Children use their senses and imagination to create their own work and to communicate their feelings. They use a varied range of materials and tools to help them to express their creativity. Photographs show that children have enjoyed using clay and salt dough, as well as twisting, squeezing, pinching and shaping malleable materials into creatures of their own design. Children skilfully cut out pictures from holiday brochures and creatively stick these on to paper to make new pictures to their own design and satisfaction. Staff attach the children's names to their work, as they place them to dry and praise each child's individual creativity, enabling them to feel valued.

Children practise counting during some everyday play activities, but this can be inconsistent. However, overall, the children are developing some understanding of mathematics. They use their knowledge effectively during play when, for example, counting and identifying numbers on a lotto board. Equally, they become familiar with mathematical language as they count strides together during outdoor play or help staff to count other children into groups. Children are beginning to make connections and relationships between numbers, shapes and measures. Staff ask open questions to challenge and elicit further understanding from the children in respect of capacity and volume. During water play, for example, children are asked to predict which container holds the most water, and how many cups of water they might need to fill various pots and containers, in order to extend their understanding and learning.

Children's physical development is promoted sufficiently through the use of a suitable range of outdoor equipment. The children enjoy the opportunity to play outdoors and go outside to play every day, as the weather allows. Some children have fun trying to out run their shadow, as they race around and move between the shady and sunny parts of the play area. Equally, whilst outside, some children form a circle, join hands, and sing popular nursery rhymes, whilst enjoying the fresh air. Other children enjoy exploring and investigating living things. For example, with staff help, some children become fascinated by the movement of slugs, snails and worms whilst outdoors.

Helping children make a positive contribution

The provision is satisfactory.

Children's awareness and understanding of the needs of others are promoted successfully through discussion and inclusion within the nursery. Children do have opportunities to learn about the world beyond their immediate experience. They have access to a range of resources that enables them to find out more about other people and places around the world. They have tried and tasted different foods from other countries and had fun trying to use chopsticks. The children have been introduced to the festivals celebrated by other nations and cultures and made Chinese lanterns, hats and celebration cards. However, in respect of wider diversity within society, children have access to a limited range of resources and therefore their understanding of how everyone contributes positively in the community is diminished. The provision has appropriate arrangements in place to care for children with learning difficulties and/or disabilities and staff work in partnership with parents and other professionals to ensure children's specific needs are met.

The children's spiritual, moral, social and cultural development is fostered. All children are welcomed into the setting and staff value their individual personalities. Children are able to play with toys and equipment which meet their individual needs and, on the whole, children

play well together. They are encouraged to take turns and are offered praise and encouragement when they are helpful and kind. Staff have satisfactory knowledge of how to manage children's behaviour and in general, children do follow the boundaries established by staff. Equally, the children are developing a suitable understanding of the difference between right and wrong. Any incidents regarding sharing or turn taking are calmly dealt with by the staff to ensure the children are fully supported and that the management of their behaviour promotes their welfare. There is a written behaviour management policy in place, but at present, this does not contain written information about how the setting would manage instances of bullying, should this arise, to adequately safeguard the welfare of all. Records of incidents are stored in individual children's files, with no reference to other children involved to ensure confidentiality.

Children's individual welfare is effectively ensured as staff form effective relationships with parents to ensure the continuity of care of the children. Parents receive a 'Welcome Pack' when their child starts at the nursery which includes details and information about routines, policies and procedures followed by the nursery. Individual children's records are sufficiently detailed to maintain the welfare of the children. Information is exchanged verbally on a daily basis to ensure children's needs are met.

The partnership with parents and carers for children in receipt of funding for nursery education is satisfactory. Parents receive some written and some verbal information about the Foundation Stage and what their children will be learning. Parents are provided with information sheets each half-term, which inform them about the topics the children will study. These sheets contain ideas and information so that parents can continue the children's learning at home. When new children first start at the nursery, staff talk to parents about what children already know and can do. Staff make some written notes and complete some informal observations of the child, when they are settled. These observations are fed into planning to help the child progress to the next stage of their learning. In turn, satisfactory procedures are in place to encourage parents to share or contribute to their child's records. Parents comment that staff are friendly and approachable and are happy to discuss their child's progress. Equally, parents are complimentary about the standard of care and education provided. Should they wish to make a complaint, parents are made aware of the procedure to follow. Equally the group is aware of their duty to log complaints, should such matters arise thus ensuring the welfare of the children.

Organisation

The organisation is satisfactory.

On the whole, children are happy and relaxed in the setting. They are cared for by staff who have a satisfactory knowledge and understanding of how children learn through play. Adequate vetting and recruitment procedures are in place to protect the overall welfare of the children. The environment is suitably organised and staff are appropriately deployed to enhance children's play experiences and offer adequate support. Staff have a satisfactory understanding of the National Standards in respect of care and work together to enable children to enjoy and achieve. Appropriate routines are in place to help children settle and become confident.

The leadership and management of children in receipt of funding for early years education is satisfactory. The management team is keen to help and support children to learn through play. Staff are made aware of training opportunities and are encouraged to develop and extend their own knowledge and skills. Staff are supported and appropriate guidance is given to ensure that they are clear in their roles. At present, not all staff have a clear understanding of the Foundation Stage and therefore are not fully involved with the planning and assessment of the children's

learning. As a consequence, not all staff are currently equipped to extend children to their full potential.

Operational policies and procedures are effective in practice, helping to promote children's overall well-being. Appropriate adult:child ratios help to positively support children's care, learning and play. Overall, children's needs are met.

Improvements since the last inspection

At the previous care inspection, the setting agreed to ensure that there are effective procedures in place for appointing and vetting staff. As a result, the setting has put in place suitable measures to ensure all new staff are suitable to work with children. These measures include obtaining two written references, checking all qualifications and certificates, copying passport and birth certificate details and asking all new staff to complete a health declaration. Additionally, all staff undertake an enhanced Criminal Record Bureau check. The setting was also asked to plan a suitable range of activities and play opportunities for children under 2 years to further develop their creativity, and devise a system for planning and implementing a suitable range of activities, which are appropriate for their age and stage of development. In response to this, most staff have completed some training and attended some short courses to increase their knowledge and understanding of how children learn through play. Staff do plan some activities to enhance children's learning and development. Staff ensure that all the children are involved in all creative activities such as painting, sticking, gluing, water and sand play. Additionally, the setting was asked to develop staff's knowledge and understanding of child protection. Consequently, all staff have completed basic child protection training and one member of staff has undertaken advanced training in child protection. Consequently, all staff currently have a satisfactory awareness of the signs and symptoms of abuse and neglect and equally have a clear understanding of the procedure to follow should a concern arise.

At the previous education inspection the setting was asked to ensure staff plan for and meet children's individual learning needs during all activities and whole group situations, therefore effectively challenging the more able in the area of communication, language and literacy and knowledge and understanding of the world; increase the opportunities children have to observe, find out about and identify features in the place they live and the natural world; increase the opportunities children have to build and construct and use a wide range of materials to express and communicate their ideas. In response to the above, staff have provided additional resources and most staff have completed some training and attended some short courses to increase their knowledge and understanding of how children learn through play. Equally some staff have completed some training in respect of the Foundation Stage. Currently, staff plan some activities to enhance children's learning and development. Also, staff are beginning to use some routines and activities and are also further developing questioning to help challenge more able children to enjoy and achieve. Additionally, in order to offer children some opportunities to observe, find out about and identify features in the place they live and the natural world, the children have been watching the movement of slugs and snails. Also, in the past, they have had the opportunity to watch frog's spawn develop into small frogs. Additionally, staff have taken the children on walks to the park, the dingle and the library. During the walk, they have identified features such as safe places to cross the road, the local church, shops and other places of interest and discussed with staff what they have seen, when they returned back to the setting. Staff have provided the children with additional resources and currently plan some opportunities for the children to build and construct. The children are offered a wide range of materials to express and communicate their ideas and recently they have used junk modelling, straws and pipe cleaners to create, build and construct.

Finally at the last inspection, the setting was asked to ensure parents are kept well informed about their child's progress and achievements. In response to this, parents receive some written and some verbal information about the Foundation Stage and what their children will be learning. Parents are provided with information sheets each half-term, which inform them about the topics and activities involving the children. These sheets contain ideas and information so that parents can continue the children's learning at home. Staff operate an 'open door' policy and are always happy to talk to parents about their child's progress and achievements.

Complaints since the last inspection

Since the last inspection, there has 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 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 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 the child protection policy includes a written statement about the procedures to be followed in the event of an allegation being made against a member of staff or volunteer
- ensure the behaviour policy includes a written statement about the procedures to be followed in the event of bullying
- further increase resources to address wider diversity.

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):

- increase staff's knowledge of the Foundation Stage to enable them to take a greater role in and responsibility for planning and assessment
- further develop planning and assessment so that it clearly links to the stepping stones and shows the progress children are making towards the early learning goals
- further encourage and increase children's opportunity to use numbers during everyday activities
- further develop and increase children's opportunity to use, handle and enjoy books.

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