

# Fearnley Private Day Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 302032   |
| <b>Inspection date</b>         | 18 May 2007  |
| <b>Inspector</b>               | Rasmik Parmar  |
| <b>Setting Address</b>         | 1 Belmont Avenue, Low Moor, Bradford, West Yorkshire, BD12 0PD |
| <b>Telephone number</b>        | 01274/691443   |
| <b>E-mail</b>                  |  |
| <b>Registered person</b>       | Pauline and Vincent Fearnley                                   |
| <b>Type of inspection</b>      | Integrated   |
| <b>Type of care</b>            | 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](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 satisfactory. 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?

Fearnley Private Day Nursery is privately run and opened in 1996. It operates from converted shop premises situated in the Low Moor area of Bradford. There are shops, schools and parks within walking distance. Children are accommodated in three rooms, dependant on their age; two ground floor rooms for younger children and one first floor room for older children. There is a fully enclosed outdoor play area available to the side of the premises. The nursery serves families from the local and wider community.

There are currently 78 children from three months to five years on roll. This includes 20 children who receive funding for nursery education. Children attend a variety of sessions, either part-time or full-time. The nursery currently supports a number of children with learning difficulties or disabilities.

The nursery opens five days a week, Monday to Friday all year round. Sessions are between 07.30 until 17.30.

There are 10 members of staff and the two nursery partners who work with the children. Seven members of staff have early years qualifications to level three. Two members of staff are currently working towards a level two early years qualification.

They receive regular information through the National Day Nursery Association and subscribe to early years publications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are gaining a good awareness of personal hygiene routines through using facilities that promote their independence. For example, the toilets are made child friendly through good visual displays created by children. Children's awareness of personal hygiene is promoted by reminders to wash their hands before they eat and after using the toilet, using anti-bacterial liquid soap and paper towels to prevent cross contamination. Children remain healthy because staff consistently follow good hygiene routines to prevent the spread of infection by adhering to cleaning schedules planned for the day, week and month. High standards of hygiene are maintained in the kitchen as acknowledged by the relevant agency responsible for businesses that serve food. In addition, 'Food Hazard Analysis' is carried out, whereby hot and cold food temperatures are recorded to ensure that they are within strict guidelines for the overall health of children.

Children's welfare and well-being are closely protected through the proper maintenance of the required documentation to monitor their health and through policies which promote their well-being. For example, children who are contagious do not attend. This helps to prevent the spread of contagious ailments and acts in the best interest of all children to protect all those being cared for. Their welfare is safeguarded further because a significant number of staff hold current and relevant first aid certificates. This means that staff have the relevant knowledge to administer first aid promptly in the event of an accident.

Children are well nourished as meals are cooked from frozen, canned, pre-prepared and fresh vegetables to include fish and meat. Vegetarians enjoy an alternative version to meet their dietary needs. Food for babies and toddlers are appropriately mashed or pureed. Lunch is balanced and made interesting as children eat foods from a variety of cultures. Healthy snacks include fresh fruit and sandwiches with a choice of spreads. Children have access to fresh drinking water which they can access independently. Older children have opportunity to serve sandwiches during snack times as part of promoting their independence and self-esteem. However, there is a missed opportunity for older children to participate in family style meals whereby they are able to help themselves to foods presented to them in serving dishes at the table.

Children are encouraged to be active through regular activities outside on physical play equipment. These include a climbing frame, as well as wheeled toys and a range of other equipment, which promote strength, stamina and hand to eye coordination.

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

The provision is satisfactory.

Children enjoy a wide range of stimulating activities in a safe environment. They use furniture and equipment that is safe and suitable for its purpose. Space is used well, including outdoors, to promote children's independence and to promote their all round development. Children access most resources freely and choose activities from a wide variety to suit all abilities and preferences.

Children benefit from good safety procedures and risks are minimised through comprehensive risk assessments for all areas of play. Staff are vigilant throughout the day and carry out safety checks to ensure continued safety for all children. In addition, the proprietors have ensured that fire safety checks are carried out rigorously to include checking the closure of all fire doors weekly, testing of the fire alarm and emergency lighting. Further safety checks for the continued safety of children include an electrical and gas test annually. All equipment used conforms to safety standards and fire drills are carried out to familiarise children with the process of fire safety.

Children are satisfactorily protected from abuse through staff knowledge and understanding of child protection procedures. Staff are knowledgeable about the potential signs and symptoms and are familiar with the reporting procedures. They have information for the Local Safeguarding Children Board. However, there are no procedures to be followed in the event of an allegation being made against a member of staff.

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

The provision is good.

Children are friendly and curious and very interested in the activities available for them. They are happy and settled and play together in small groups of friends. They remain well stimulated through good play opportunities that foster their imagination, promote their ability to form friendships and help them to consolidate their skills. They are confident and make decisions for themselves. The 'Birth to three matters' framework is implemented well as children are cared for by key workers and settle in through an effective settling in procedure. Children explore independently and develop new skills at their own pace. They respond to positive adult interest as they persevere with activities to achieve their individual goals.

### **Nursery Education**

The quality of teaching and learning is good. Children benefit greatly from staff knowledge and understanding of the early learning goals. Key workers are involved in the planning process. This helps them to understand how to make useful observational notes and to see the impact of their planning and delivery of the early years curriculum on children's progress. Children of all ages are sufficiently challenged and resources are used effectively in most areas. Children learn through first-hand experiences and benefit from good behaviour management strategies, which help them to develop good relationships with each other. Children with learning difficulties or disabilities are particularly well supported as staff liaise with parents and outside agencies to effectively meet the specific needs of the child.

Personal, social and emotional skills are well fostered as staff allow children to learn and develop through daily routines, and by becoming familiar with the areas of learning. Children are allowed to discover and have fun which helps to promote confidence and self-esteem. Children listen

and concentrate well during story time and grow confident to speak and answer questions in groups. Older children are given opportunity to serve sandwiches at snack time.

Children are making good progress in communication, language and literacy. They benefit from encouragement to foster writing for different purposes. Children speak well and contribute to group discussions effectively. They listen attentively in group story sessions. Children learn to write for different purposes. The use of positional language is widely used such as 'I am putting the pan on the cooker'.

Children's progress in mathematics is good. They are gaining a concept of mathematics through their everyday routines so that they gain an awareness of its proper uses. Children are learning about size, shapes, comparatives, counting, sequencing and matching through activities planned to bring out those outcomes. The home corner encourages mathematics through counting out objects such as 'we need three bowls and four cups'. Children are learning to solve problems through table top jigsaws and are choosing suitable components for construction and junk modelling.

Children's knowledge and understanding of the world is good. Their understanding of technology is good as they use the computer to play educational games. They learn about the seasons and its effect on plants and animals. For example, the season Spring includes planting and growing where children learn about how plants and flowers grow. Topics on celebrating festivals around the world help children to broaden their horizon by learning about different cultures and ways of life.

Children's physical development is progressing well. They are developing skills in the use of a wide range of equipment, such as scissors, stampers, hole punchers and stencils. Their balance, coordination and strength is promoted well through the use of a wide range of large equipment, which includes a climbing frame. Their spatial awareness and stamina are fostered effectively as they enjoy using a wide range of physical equipment to support this. They are gaining an awareness of the effect of exercise on their bodies as they participate in physical activities, such as skipping and hula hoops.

Children's creativity is fostered well. They are encouraged to express themselves artistically through a variety of methods, including dressing up and role play, singing songs and making music. They experiment with a wide range of tactile materials, such as play dough, hand printing, and junk modelling to express themselves creatively. Their artwork is beautifully displayed on the walls and ceilings as a celebration of the achievements and helps to build their self-esteem.

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

The provision is good.

Children benefit from the good equal opportunities policy, which is effectively promoted throughout the setting. Children are valued and made to feel welcome, through photographs, birthday cards and names on coat hooks. Children play with resources which promote a multi-cultural society in a positive way, such as dolls, books and dressing up clothes. Local cultural festivals are celebrated such as Diwali and Chinese New Year as part of broadening their understanding of the wider world.

Children are well behaved and good behaviour is positively encouraged by praise and an interest in the children. All children are confident to express themselves in a variety of ways. Children

benefit from following good examples of behaviour from the staff, who treat them with respect and encourage politeness through example.

Partnerships with parents and carers is good. Parents are happy with the care and education their children receive. They appreciate the wide range of activities in which their children participate and they find the staff are committed, experienced and enthusiastic. Parents receive continual verbal reports on their children's progress as well as written reports. There is a good exchange of information between the parents and the staff so that continuity of care is fully maintained.

Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

Children are settled and relaxed in a well organised environment, so that they grow in confidence to promote their own learning. The person-in-charge ensures that appropriate procedures are in place to ensure that all staff are suitable to work with the children. Most are well deployed, each knowing their roles and responsibilities, so that the children's daily routines are well-organised and their needs are met.

Children's welfare is promoted well through good record keeping. Records, policies and procedures which are required for the efficient and safe management of the setting are well maintained. All relevant documentation is shared effectively with parents so that children benefit from a good working relationship between staff and parents.

Leadership and management is good. The management clearly understands its role and monitors and assesses the quality of teaching and learning effectively. Children are well stimulated in the setting because staff have a clear commitment to improve all aspects of the provision. Children with learning difficulties or disabilities are particularly well supported and benefit from a good exchange of information between staff and parents.

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

## **Improvements since the last inspection**

At the last inspection the provider was asked to devise a consistent system in regard to how parents acknowledge entries of the medications administered to children; review the current planning system and look at different ways that can be used to plan for children aged from birth to three years and review the current system for recording the hours of attendance of staff and children to provide more clarity.

The provider now has a consistent system for acknowledging, with parents, entries in the medication book for the overall safety of children. They have implemented the 'Birth to three matters' framework in order to better plan suitable activities for children of that age group. They now have a system for recording the exact times of attendance for staff and children to ensure their protection.

## **Complaints since the last inspection**

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.

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.

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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):

- update the child protection policy to include procedures to be followed in the event of an allegation being made against a member of staff.

#### **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 more independence at mealtimes for older children by providing opportunity for them to serve their own food.

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)