

Harrison Day Nursery

Inspection report for early years provision

Unique Reference Number	306398
Inspection date	20 February 2008
Inspector	Christine Stewart
Setting Address	297 Wallasey Village, Wallasey, Merseyside, CH45 3HA
Telephone number	0151 512 1046
E-mail	
Registered person	Harrison Day Nursery Limited
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 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?

Harrison Day Nursery opened in March 2000. It operates from the old bank building in Wallasey Village on the Wirral peninsular. The nursery operates over two floors of the building and children have access to small enclosed outside play areas. There is an office for administration purpose on the top floor of the premises. The nursery serves the local community and wider area.

It is registered to care for 75 children five days a week all year round, except for bank holidays. It operates between the hours of 08.00 until 18.00. There are currently 124 children on roll, of whom 49 receive funding for nursery education. The children attend for a variety of sessions.

The nursery operates according to Montessori principles, with one of the pre-school rooms fully resourced with Montessori materials and led by a qualified Montessori teacher. There is to be a second pre-school room equipped and operational in the very near future to follow the philosophy and methodology of Dr. Montessori.

There are 29 full and part time staff employed. Staff caring for children all have early years or teaching qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a well maintained and comfortable environment. All resources and equipment in use is clean and in good order to protect their well being. Good hygiene procedures are in place, for instance, washing hands at appropriate times, cleaning teeth after meals and wiping down tables before and after meal times. Policies and procedures are in place for example, a sick child policy to safeguard children's well-being. Many of the staff hold a qualification in first aid, and there are first aid boxes in the nursery to ensure quick and appropriate response to any accidents or injuries.

Children are provided with nutritious, balanced meals all of which are prepared and cooked on the premises daily using fresh ingredients. Children are developing an understanding of healthy eating through the current topic work which is 'healthy options' and from visits to their 'church garden'. The garden was donated to them by the local vicar and is sited in the grounds of the church which is a short walk from the nursery. The children are developing awareness of nature as they are involved in planting and caring for a variety of 'home grown crops'. They harvest their fruits and vegetables and bring them back to the nursery where they are included in preparing the foods ready for them to eat.

Mealtimes are relaxed, social occasions when children sit together around the table. Four-weekly menus are prepared and the weekly menu is displayed in the entrance foyer to keep parents informed. Water coolers and cups are available on both floors, however, this was not freely accessible to all children and babies. Many staff have completed training in food hygiene. This supports their good understanding of safe procedures to follow when handling and storing the children's food.

Children benefit from access to fresh air and exercise daily, they go for walks within the local community and play and work in the 'church garden'. They play in the outdoor enclosed play areas with a variety of resources. However, apparatus and activities in the out door areas are not always planned for, or follow what has been planned to offer sufficient challenge and sustain interest. They enjoy exercise indoors on a regular basis through musical movement and action songs. The older children benefit from additional opportunities, for example, yoga class, weekly dance classes conducted by a teacher from a well known local dance school and they attend swimming classes at the local baths.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, welcoming and clean environment. As well as the nursery staff there are two staff employed to maintain these high standards of cleanliness throughout the premises. Children learn to have regard for their environment as they are encouraged to handle resources with respect and to help tidy them away when they have finished playing. Table and floor dustpans and brushes are provided in all the pre-school rooms and mishaps or crumbs are treated as an opportunity for the children to demonstrate responsibility by cleaning up after themselves. They have access to a range of toys and equipment, which are well maintained, age-appropriate, safe and clean; helping to protect the children's well-being.

There are three baby rooms, which enable babies at different stages of mobility and development to move and progress without compromising each others' safety and well-being. All rooms provide a good range of appropriate toys to meet the needs of the children.

A doorbell system is in place at the entrance area to manage access to the building and a visitor's record is maintained. Staff constantly supervise sleeping children to keep them safe and help them to feel secure. Risk assessments are thorough to ensure that hazards are identified and minimised to protect children. Regular fire drills ensure children know and understand the need to evacuate calmly, quickly and safely in an emergency. Good procedures are followed when children are taken off the premises. Staff carry mobile phones, maintain good staff ratios, have emergency contact numbers and bring travelling first aid kits to ensure they can respond promptly to any eventuality.

Many of the staff have attended training in child protection and are aware of the procedures to follow if concerns are identified. All the required documentation and procedures are in place to ensure the children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

The children are relaxed and secure they arrive happily and settle quickly. They have formed relationships with their key workers and carers, who greet them warmly and show interest in what the children have to say. Staff make good use of the 'Birth to three matters' framework to promote learning and engage children in purposeful play. Babies enjoy plenty of cuddles and have a secure bond with their key workers. Staff know the babies in their care and use information obtained from the parents to ensure babies benefit from continuity of care.

All children enjoy regular sensory and exploratory experiences, such as paint, sand and water. Children's learning and pleasure is supported as staff let children play at their own pace. For example, babies enjoy playing with the sand exploring the texture as it trickles through their hands. They draw and 'mark' make on the large sheet of paper taped to the floor. They are provided with apparatus in the outside play to aide their skills for example, hoppers, bikes and prams to push. They benefit from daily opportunity to have active play in the fresh air.

Nursery Education

The quality of teaching and learning is good. Staff are calm and relaxed with the children and create a well organised and stimulating environment for children to learn and play. Staff have a good knowledge and understanding of the early learning goals. They provide a broad range of interesting activities which promote learning. There are systems in place to observe and monitor children's progress.

Children are very well behaved and adults provide consistent boundaries to help children to feel secure. Children are polite and develop good relationships with adults and each other. They are happy and settle quickly into the setting; keen to be involved in activities and learn. Children are competent communicators. They are confident speakers and listeners, taking turns to speak and listen at circle time and when holding the 'talking stick' at yoga. They listen and follow simple instructions for example, during the dance session as the teacher explains what she wants them to try next. They enjoy listening to stories read by the staff, and they choose to look at books during free play. They recognise letters and explore writing for themselves in the travel agents home corner. Resources and areas are labelled within the rooms helping to reinforce

children's learning that print carries meaning. They develop an awareness of time through the established daily routines and their daily chants of the days of the week, months and seasons of the year.

Children use their imaginations well as they help themselves to dressing up clothes and make a 'red pepper salad' in the role play area, re-creating familiar home routines. They explore and investigate different mediums, such as paints, water and sand. They have excellent opportunities to go outside and benefit from fresh air and active play.

Children learn about the wider world and their natural environment as they plant sweet-corn, strawberries and other fruits and vegetables in their 'Church garden'. They enjoy caring for the crops and watching them grow and finally eating them together. They learn to care for living things as they watch how their butterflies evolves through the different stages from caterpillar, chrysalis to butterfly. They are aware of the wider world when they look at the globe and identify the United Kingdom and continue to name other countries of the world. This spontaneous learning is supported as the small group of children and the member of staff go to the world map displayed on the landing and continue to look for and identify the various countries and flags of the world.

They demonstrate their understanding of size when they discuss how small the caterpillars are, they recognise numbers when using the telephones and finding the number three on the number pad that represents their age. They count to ten and beyond at circle time and confidently find the correct number twenty for the date of the month. They demonstrate an understanding of number sequence as they chalk on their boards one to ten and sort the wooden number tablets into the correct order before putting them away.

They play with telephones and mobile phones, they repair the bell on the door of the home corner, they pop play food into the microwave, all of which promotes their understanding of everyday technology. They have opportunity to access computers to learn to perform simple functions and manoeuvre the mouse with differing levels of skill. Children use their imaginations well as they help themselves to dressing up clothes or the small world play figures and re-create familiar home routines.

Helping children make a positive contribution

The provision is good.

The partnership with parents is good. There is opportunity for verbal discussion daily, this provides an effective way of exchanging information to enable individual children's needs to be known and met. A daily record about sleep, diet and activities keep parents of young children informed. A parent prospectus, notice board and newsletters provide information about the provision. Parents are invited to discuss their child's development in parents' evenings and they are welcome to discuss their child's progress at any time. There is a suggestion box in the entrance foyer for parents to offer their suggestions and comments on the service offered.

Information on the Foundation Stage and 'Birth to three matters' is displayed. However, there are limited information given to parents to support and progress their children's learning at home. Parents stated their overall satisfaction of the quality of care and education.

Staff demonstrate a good awareness of equal opportunities. Children have access to a range of resources that promote equal opportunities, for example, multicultural puzzles, dolls, wall displays, dressing up clothes and books promoting children's awareness of diversity. They have

fun as they learn about the festivals of other cultures, such as, the celebration of the Chinese New year. The children welcome in the New year with a dragon dance and food tasting. They celebrate Shrove Tuesday with pancakes and make a wall display and cards for Valentines day. They learn about the different homes people may live in such as, caravans, canal boats, flats and houses. They have stories about children of other countries, such as 'Handa's surprise' with a wall display in one of the play rooms to remind them of the story.

Children are learning about the local and wider community as they visit places of interest for example, they visit their 'Church garden', the local shops and walk to the park or beach. They go for swimming classes at the nearby swimming pool. They understand that English is not the only spoken language from their weekly French instruction. They are introduced to differing beliefs, for example, a member of staff holds a figure of 'Buddha', who they discuss before commencing with their Yoga class.

The owners, managers and staff provide good role models to the children as they help them to understand why it is important to protect their immediate environment by keeping it clean, tidy and safe. To looking to how they can preserve their wider community by reviewing their own day to day practise. For example, they have become a 'terry towelling' nursery doing away with the use of disposable nappies after they worked out they were using approximately 32,000 nappies a year and were concerned at the effects this placed on the environment.

Staff promote positive behaviour. Children are encouraged to practise good manners, they take turns and share. Staff provide good role models as the are patient, speak to children respectfully and are calm and fair in their handling of all children. Staff use consistent strategies, such as plenty of reward and praise and they spend individual time with the children. This helps children to understand responsible behaviour and work co-operatively with each. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children are cared for by a long standing and skilled staff team. Time, space and resources are used well to offer children a wide variety of experiences, in a child-friendly and very well-organised environment. Staff have a clear understanding of the Foundation Stage curriculum and Birth to three matters framework. This ensures children make good progress in each area of development and towards the early learning goals. Staff are qualified in early years and continue to access training to support their knowledge. Such as, training in first aid, food hygiene, child protection and Foundation Stage curriculum planning. This has a beneficial effect on children's learning and welfare. A key worker system is in place which helps the children to feel secure with staff who know them well. Staffing levels are well organised and generally exceed the required ratios to provide children with a good level of attention and support.

Staff inductions, appraisals, planning meetings and staff meetings take place at regular intervals and minutes of these are maintained. These help to identify staffs training needs and interests. Training for staff is positively encouraged and supported to benefit children's care and learning.

Policies and procedures are in place and contribute to children's well being. They are displayed in the entrance foyer for parents to view. All required documentation, which contributes to the health, safety and well-being of the children is in place and is generally well maintained. However, the register is not always recorded to accurately reflect children in attendance.

The leadership and management of the nursery education is good. The owners and the managers provide positive direction and all work well together to promote children's welfare, care and learning. Planning is evaluated regularly to identify areas for development.

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

Improvements since the last inspection

At the last care inspection the nursery was recommended to ensure the layout of the medicine recording system complies with the code of confidentiality. All entr  e now observe confidentiality. To devise a system to record complaints and to seek advice regarding window opening restrictors on the first floor level. A complaints procedure is in place and shared with parents. First floor windows all now have restrictors fitted.

At the last education inspection the nursery was asked to improve the information given to parents about the six areas of learning. Parents are now given more information and additional information is displayed within the nursery. to improve the monitoring of planning to ensure that there is a balanced emphasis on all stepping stones in the six areas of learning. All planning is now evaluated by the staff and managers to provide a balance within the stepping stones. The chances for children to develop climbing skills has now improved as apparatus to develop this skill is now in the outside play area. Overall, these measures have a positive effect on children's safety, welfare and learning.

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

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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):

- ensure water is easily accessible to babies and children
- maintain an accurate register of children's attendance.

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 information given to parents to enable them to support and progress their children's learning at home
- further develop planning in out door areas to offer greater challenge and interest.

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