

# Regent Private Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	400129
<b>Inspection date</b>	04 June 2007
<b>Inspector</b>	Christine Anne Rice
<b>Setting Address</b>	19-21 Regent Road, Skipton, North Yorkshire, BD23 1AT
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<b>Registered person</b>	Susan Margaret Hall
<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 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?

Regent Day Nursery opened in April 1988 and is privately owned. It operates from a converted semi-detached house on the outskirts of Skipton. The children have access to six playrooms; the children under two years being on the first floor and children aged two to five years on the ground floor. It has extensive outside play facilities. The nursery serves the local community and the wider district including Harrogate and Leeds.

There are currently 56 children on roll. This includes 16 funded children. Children attend for a variety of sessions. There are no children attending with learning difficulties or disabilities and some children who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07.30 hours until 18.00 hours.

There are three part-time staff and seven full-time staff, six of whom have early years qualifications and one of whom is currently on a training programme. The setting receives the support of the Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in a clean, healthy environment. Their health is promoted as the staff take positive steps to promote good hygiene routines. For instance, staff provide fresh, individual flannels for the children to clean their faces and hands after eating lunch. This encourages children to begin to take responsibility for meeting their own health needs. Children know that they must wash their hands before eating and after using the toilet. Effective measures are taken to prevent the spread of infection when children become ill, with information being provided to parents and staff about the advised minimum exclusion periods. Relevant documentation is in place to record accidents and administration of medicine, which helps to protect children's welfare.

The children benefit from eating nutritious food, which is freshly prepared on the premises. Typical lunch menus include pork and tomato casserole with vegetables, spaghetti Bolognese, tuna bake and mackerel pie. Many of the children enjoy second helpings of both the main course and the rice pudding dessert. Mealtimes are sociable occasions when the children sit down together and chat to their friends and the staff. They help themselves to peas from a tureen, which is passed around the table. Older children help younger children by pouring drinks of water. Snacks of fruit or toast are often eaten outside as a picnic in the garden. The children stay hydrated as they always have access to water, which is stored in jugs, ready to pour into their beakers, at the side of the room or outside on the picnic table. Younger children are encouraged to be independent by feeding themselves. All children are able to rest and be active according to their needs. Staff have a sound knowledge of the 'Birth to three matters' framework; they use the guidance well to provide a range of physical play experiences for babies and young children.

All the children, including those in receipt of nursery education, have good opportunities for exercise and physical development in the enclosed garden. A stimulating variety of activities helps children gain increasing control of their bodies, for example, as they play parachute games or as they convey compost on a trowel from the bag to the plant pot. The children move around in a range of ways, running and pretending to be aeroplanes with outstretched arms, enjoying the space and freedom. They ride bikes, negotiating pathways around the other children, slowing down when there are obstacles in their course and speeding up when there is a clear path.

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

The provision is good.

The children are cared for in a warm, welcoming and homely environment, with separate areas for the under and over two year olds. The walls are adorned with examples of the children's work, such as the gardener and beach displays, which helps to develop their self-esteem. A wide variety of eye-catching mobiles adds colour and interest, especially for the babies at nappy changing time. Outside, long ribbon streamers trail in the breeze from the trees and capture the young children's attention.

Children benefit from a wide range of age appropriate resources, such as books, jigsaws, dough, paint, drawing materials, sand and water play and construction toys. These are complemented by a good range of equipment, which promotes children's learning and development, such as

high chairs and child-sized tables and chairs. Excellent attention is given to sleeping with separate quiet rooms containing individual cots and mattresses. There are cosy settees and chairs in all the rooms so that children may relax and adults may feed babies comfortably.

The environment is safe and secure and potential risks are minimised effectively by the staff, who are vigilant in caring for the children. For example, hazardous materials are inaccessible, risk assessments are reviewed regularly, and activities and resources are suitable for the ages of the children. In addition, the front door is always locked and there are double safety gates outside, so that children are protected and unable to leave unattended. The children's welfare is further promoted through the staff's recent training and practical understanding of the child protection procedures, which are contained in the setting's written policy. However, this policy does not contain the procedures the setting plans to follow in the event of an allegation being made against a member of staff, or the contact details for the local child protection agencies.

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

The provision is good.

The children have access to a good range of toys and resources, such as paint, craft activities, sand, water, construction, books and role play. In addition, there is a ball pool and sensory area, plus rattles and shape sorters for the younger children. Babies and toddlers are secure and play safely, learning to enjoy being with others. They benefit from good, warm relationships with the staff, who cuddle them reassuringly when they wake up. Several of the staff are trained in the 'Birth to three matters' framework, which influences their work and is clearly displayed on the playroom walls for parents to see.

Children independently select activities, which helps to foster their independence. They participate in a craft activity where they make fish, decorating them with brightly coloured and shiny materials. Adults are not dominant in the activity, but subtly supportive, allowing the children to choose how to make the fish and develop their learning. When they have finished, the staff react very positively, saying 'Wow' and praising the children for their creations, which helps to nurture their confidence and self-esteem. The children enjoy experimenting with gloop, so much so that the nursery gives the recipe to parents, so that they can continue this favourite activity at home.

The atmosphere is calm and happy, with children singing along to songs and rhymes and babies joining in by shaking maracas. Children stretch to touch their toes and do the actions to the rhyme, 'Heads, Shoulders, Knees and Toes'. The staff interaction with the children is good, as they ask them questions to encourage their thinking, especially at story time. They take time to listen to the children and encourage them to develop their interests in, for example, animals.

Opportunities abound for the children to gain fresh air as they play outdoors as much as possible. There is both a hard surface and a large grassy area, so that children may safely go out in all weathers. The setting organises as many activities as possible outdoors, such as painting, chalking and sand and water play, as well as allowing the children to use the good range of equipment, such as the seesaw, climbing frame and tunnel. Consequently, the learning potential is extended as the children satisfy their curiosity about the natural environment by, for instance, going on a snail hunt.

### **Nursery Education**

The quality of teaching and learning is good and, as a consequence, children make good progress towards the early learning goals. Planning provides an overview of the term's programme, plus detailed weekly activities with links to the areas of learning and the stepping stones, which ensures comprehensive coverage of the curriculum. All staff contribute to the planning, monitoring and evaluation of activities, as well as the assessment of the children and the recording of their progress, which informs planning for the next steps in learning. Children profit from the positive interaction with the staff, especially the consistent praise and encouragement. The helpful balance between adult- and child-led activities enables the children to maximise their learning.

Children develop a healthy interest in books and, being eager to share favourites with their peers, they bring in stories to nursery for the staff to read to the whole group. They particularly enjoy participating and keenly respond to the staff's questions about the whereabouts of the spider and the texture of some of the materials in the book. They are confident speakers, and understand they can use writing for a variety of purposes, such as writing a list of invitees to a birthday party. Some older and more-able children are able to form recognisable letters and make good attempts to write their names. Children competently use and recognise numbers in everyday activities. For example, they make the number six out of dough and most children confidently count up to 10, whilst some older children count over 20 dough buns they have made. They enjoy number rhymes and songs, calculating that there will be four men left in the flying saucer, when one man has flown away. Children recognise a variety of shapes, such as stars, are able to cut dough to size adeptly and compare quantities using language, such as 'bigger' and 'smaller'.

There are good opportunities to learn about the natural world as the children transplant bulbs and grow sunflowers, beans and potatoes. Staff extend the children's learning by asking the children about the different parts of the plant and the growth process. Children are quick to point out the roots and explain that plants need water in order to grow. They remember how last year's sunflowers grew very tall, taller than the beans, and note how well the potatoes are growing. Being enthusiastic, the children approach the staff for more potatoes to plant. The staff happily oblige by suggesting that they leave out some potatoes in the light to sprout so that they can plant them, which further stimulates their interest. Spontaneous learning ensues from a conversation the children have with the staff about a bird's nest in the tree in the garden.

The children enjoy imaginative and creative activities, particularly role play, painting and craft activities, when they make a robot out of box craft. Children enjoy singing songs, delightedly tapping out rhythms and accompanying the music with a variety of instruments, from maracas to tambourines and bells. Children form good relationships with each other and the staff; they show concern and are sensitive to others' needs. Staff and children laugh together and enjoy very good relationships, helping to support their personal development. Children are eager to learn, self-assured in their play and confident to try new experiences.

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

The provision is good.

The approachable staff build warm relationships with parents and children. Children feel secure and develop a sense of belonging because they are greeted in a friendly manner and they chat freely about their home lives when staff display genuine interest in the arrival of new babies. They soon become engrossed in activities of their choosing, such as pretending to be shopkeepers in the home corner. The children operate very independently in the setting, helping

themselves to drinks and going to the toilet on their own. They are helpful and cooperative, tidying up and clearing the table after snacks.

Children's spiritual, moral, social and cultural development is fostered. The children learn appropriately about their community and the wider world through activities and visits from people who help us, such as the fire brigade. Their environment reflects the diversity of the local community and they have access to a good range of resources which reflect positive images of race and gender, such as books and role play activities. These are supplemented with the celebration of various festivals, such as Eid and Chinese New Year, in addition to St George's Day and Christmas. The setting is not currently caring for any children with learning difficulties or disabilities, though staff are fully prepared to work with parents and professionals in meeting children's particular needs. This accords with the current practice of valuing all children as individuals and respecting the contribution of parents in caring for their children at nursery. There is a Special Educational Needs Co-ordinator (SENCO) in place, with another member of staff about to undertake further training and an appropriate policy for guidance.

Children behave well, are enthusiastic and well motivated; they benefit from the consistent praise and encouragement offered. Staff support younger children in sharing and turn taking and use positive methods, such as redirection where appropriate. Staff set consistent boundaries for older children, which helps them learn to negotiate with others and take responsibility for their own behaviour. Children are encouraged to be thoughtful and kind; they spontaneously ask others to move up on the settee to make space for all the children to listen comfortably to the story.

Partnership with parents and carers is good. When parents join, they receive a helpful brochure with details of the nursery and are made aware of all the major policies, which they can subsequently access at any time in the parents' file. Parents are well informed as there are regular newsletters, which keep them in touch with the educational programme. Furthermore, information about the Foundation Stage as well as the 'Birth to three matters' framework' is clearly displayed on noticeboards around the provision, with daily menus and activities on separate boards. There are frequent verbal exchanges of information as parents take advantage of the open communications policy. In addition, the staff complete diaries for very young children, so that their parents can take them home and read about their day. Older children's profiles are regularly updated and parents may access these at any time. However, this is not easy as the children's profiles are all stored together in one file. There is no space for parents to add their comments to these profiles, though parents contribute to their children's learning in other ways by helping their children to find suitable items to take to nursery to support current topics.

## **Organisation**

The organisation is good.

Children are at ease, playing and learning in a friendly, pleasant and well-organised environment. The effective use of resources, outdoors and indoors, supports and extends the children's learning and development. The children's independence grows as they choose the activities they wish to participate in and when. All children receive good support from a staff group that enjoy their company and know them well, helping them feel secure and confident. The children's well-being is further promoted by the fact that all the required documentation, such as emergency contact and registration details, are in place, easily accessible and stored securely.

The staff work well together as a team, being clear about their roles and responsibilities. There is a thorough recruitment procedure in place, which ensures that the staff working with the children are suitable to do so. For instance, background checks are carried out and two references are obtained. The maintenance of adult–child ratios at all times assures the children of good levels of support. Continuity is provided by the setting's use of bank staff to cover staff absences.

Leadership and management of the funded nursery education is good. There is a consistency amongst the staff in their good understanding of the Foundation Stage and an enthusiasm and commitment to the children's development. The manager oversees the planning of the educational programme, with all staff contributing to the detailed activities and guidance being sought from an advisory teacher. Planning and evaluation is an ongoing process, with effective systems in place for monitoring focused activities. There are regular appraisals that identify training needs and staff are actively encouraged to enrol on relevant courses. This supports staff in their role and promotes their up to date practice. 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 provision was asked to ensure that children have access to a good selection of resources reflecting positive images and that the staff regularly update their child protection training. The provision now has a good range of resources reflecting diversity in a constructive way. For example, there are books, dressing up clothes and posters displayed on the walls. In addition, the staff group reflects a broad mix of the community, which reinforces the positive images. All staff regularly update their training with short courses on a range of topics, from behaviour management to 'Special Needs Awareness'.

At the last education inspection, the provision was asked to extend the learning opportunities for the older children, particularly in personal, social, emotional, creative and physical development. Additionally, the provision was asked to involve parents more in their children's education and develop effective systems to support children with learning difficulties and disabilities. Children now have many opportunities to develop independence, such as at snack time when older children pour their own drinks. They enjoy free painting and craft activities and have good opportunities for physical development as they use the climbing frame, bikes and slide in the garden. Parents contribute to their children's education by bringing in items from home, such as photographs and holiday memorabilia. There is a SENCO in place, a key worker system and a commitment to undertake further training in learning difficulties and disabilities.

### **Complaints since the last inspection**

Since 1 April 2004 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):

- extend the child protection policy to include the contact details for the local child protection agencies and the procedures to follow 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):

- improve parents' access to their children's educational profiles and provide opportunities for them to add comments.

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)