

Childsplay Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY234154
Inspection date	27 April 2007
Inspector	Paula Fretwell
Setting Address	21 Thornhill Road, Dewsbury, WF13 2SN
Telephone number	01924 488808
E-mail	
Registered person	Childsplay Private Day Nursery
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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

Child's Play Private Day Nursery opened in 2001. It operates in premises which were originally a church hall, situated in Dewsbury. The provision is situated on two levels with the funded children cared for on the ground floor. There are separate all weather outdoor play areas for the age groups and an additional portable playroom where children of two to three years are based. The nursery serves families who live or work locally.

The nursery is open between 07.30 and 18.00, Monday to Friday all year round except for Bank Holidays. There are currently 75 children on roll, of which 16 children receive funding for nursery education. There are suitable systems in place to support children who speak English as an additional language and children with disabilities and learning difficulties.

The nursery employs 16 members of staff including a cook, 13 of whom have recognised early years qualifications. The nursery is a member of the Private Day Nursery Association and works with the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is adequately promoted throughout most areas of the nursery. Practitioners wear protective clothing when changing nappies and changing surfaces are wiped down after each use to prevent cross-contamination. Children understand the need for personal hygiene and gentle reminders from practitioners ensure they follow hand washing routines and remember to use tissues when required. Children in the 'Tweenies' room enjoy washing their hands, although the facilities they use do not promote good hygiene because they all use the same sink of water and they share towels for hand drying. Practitioners take care to ensure dummies and utensils used for babies are kept clean and sterilised. Anti-bacterial gel rub is used by practitioners to ensure their hands are clean and this helps to prevent the spread of infection. Accidents and medication are recorded appropriately and information is shared with parents. Children are excluded from the setting if they have any infectious illnesses until they are well enough to attend. Parents are kept informed of any outbreaks of illness within the nursery, such as chickenpox, so that they can be aware to look for symptoms in their child. Medication is given with parents consent, although it is not always prescribed as the nursery keeps its own supply of non-prescription medication to administer should parents wish them to do so.

Mealtimes within the nursery are happy, social occasions in which practitioners eat with the children and they share lots of conversation and friendly banter. Food is nutritiously prepared by the designated cook who ensures there is a good supply of fresh fruit and vegetables daily. All staff are aware of children's individual dietary needs and special information is displayed as a reminder of any allergies or particular requirements. Children enjoy regular healthy snacks and meals and these are served in good quantities for their needs. Practitioners give support to feed very young children who enjoy the same nursery meals, blended to suit their needs and their growing independence at mealtimes is encouraged. Drinks are freely available to all children so they do not become thirsty.

Children benefit from regular fresh air and outdoor play to promote healthy development. They have a range of equipment which supports their physical needs and provides sufficient challenge. Very young children safely explore their surroundings under close supervision and practitioners are very aware of their developmental stages. Older children proudly show how they can move in a range of ways and they hop, jump and balance using the all weather outdoor play areas well. Children are beginning to understand how exercise is beneficial. For example, they talk about having big muscles, doing exercises and demonstrate how they can do press-ups. Children confidently throw and catch balls and they have increasing coordination. Outdoor play is planned and equipment is rotated so opportunities for children's development are considered.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in a safe environment which is mostly free from hazards. Security is given high priority and staff monitor and control access to the premises through the use of close circuit television cameras. Doors are kept locked and there are clear procedures which ensure only those authorised to collect children may do so. Children use a suitable range of toys and equipment including everyday household items and natural materials, which are of good quality and safe. All equipment is appropriately maintained, clean and regularly checked for safety. Very young children enjoy the attractive surroundings in the baby room; they are fascinated

by eye-catching balloons and streamers and they enjoy playing in the sensory area, watching the lights and the movements in the artificial fish tank. Effective organisation of furniture and equipment gives very young babies free space to explore, rest and sleep. However, furniture used for mealtimes is placed in too close proximity to the nappy changing table which does not promote children's health and safety.

Practitioners are aware of their responsibility to keep children safe; they assess some potential risks to children and provide appropriate safety equipment where necessary. Regular reminders within everyday situations help to develop children's understanding of how to keep themselves safe. For example, children are reminded not to stand on chairs or throw toys and practitioners say 'what might happen if you do that?' to encourage children to be aware of the consequences. Older children talk to each other to explain how to blow their dinner 'because it's hot and it might hurt your mouth'. Children learn about fire safety through regular evacuation practises and a clear evacuation procedure is displayed and understood by staff. Candle burners are used in the care rooms to provide fragrance and although these are not within children's reach, there is no risk assessment to demonstrate how these are used safely.

Children are safeguarded through practitioners appropriate knowledge of what action to take in the event of a child protection concern or allegation, and a written policy is available to staff and parents.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are settled, happy and confident in the friendly nursery environment. There are warm and trusting relationships between children and practitioners, which enable children to feel secure. Practitioners are very caring and they understand each child's individual needs. They ensure that children have sufficient play opportunities at a pace that is appropriate for their needs and there are opportunities for children to rest comfortably when they feel tired. Practitioners interact well with the children and they show an interest in what they do as they engage in play and conversation with them. Children are encouraged to think, through practitioners using appropriate opportunities to question them, such as when asking what noises animals make or what colours they can identify. Very young children's non-verbal cues are interpreted effectively and practitioners respond promptly to their needs with plenty of positive, gentle interaction.

Nursery Education.

The quality of teaching and learning is satisfactory. Children enjoy a suitable range of planned and free play experiences which enable them to make sound progress towards the early learning goals in most areas. Practitioners are new to the pre-school room; they have a satisfactory knowledge of the Foundation Stage and they are aware of how young children learn. Space is generally used appropriately to support children's play and encourage them to learn new skills, although some resources are not presented well or are of sufficiently good quality for children to benefit. Activities are planned for indoors and outdoors, although plans are not consistently evaluated. Regular observations and assessments of children's abilities informs their development profiles, although practitioners do not use their knowledge of what children can do to plan the next steps in their learning.

Children are involved in making simple decisions and they enjoy being responsible for small tasks, such as giving the lunch out. Children are confident and sociable, they enter the setting

with little support required from practitioners, initiate conversations and form good relationships with their peers and with adults. Children are acknowledged at circle time when practitioners address each child in turn and children say hello in a variety of languages. Children are confident to sing to a group and their peers applaud their singing. They show consideration for younger children when grouped together, such as when playing outside and they help them to fasten their coats or reach the things that they need.

Children speak clearly using clear vocabulary and they listen well to practitioners. Children recognise their own names and they point them out on the sticker chart and some children can identify letter sounds. Children write recognisable letters, although the presentation of mark making areas does not encourage them to practise their skills and there are limited opportunities for children to attempt to write for a purpose. Children are not able to access good quality books for everyday use and insufficient emphasis is placed upon enjoyment of stories. For example, children are not always able to see the pages of stories being read at circle time and they sometimes lose interest.

Children demonstrate their mathematical knowledge in everyday ways. They count reliably up to ten and they use mathematical language in their play. They make size and number comparisons, such as when checking who is the tallest or oldest. Children confidently recognise shapes and they can identify common shapes in their environment, such as their round cups. Children practise number rhymes and simple problems, such as taking one away.

Children are curious about why things happen and how things work and they understand how to use simple everyday equipment, such as telephones and cameras. They talk about time, past, present and future and can describe significant events in their lives and of those they know. They enthusiastically discuss the places that they have taken 'George the bear' to and they describe where he has been and where he is going. Children talk about their families and special events they are looking forward to, such as birthdays and holidays.

There are limited opportunities for children to enjoy spontaneous creative play within the setting. Children enjoy the role play area and engage in imaginary situations that involve making meals or picnics and they engage practitioners in their play. Children have few opportunities to select their own resources for art and craft activities and most activities are planned with adult-set resources. Children have planned opportunities to experiment with different textures, such as shaving foam, spaghetti and play dough.

Children show awareness of others personal space when playing alongside them. They practise using small tools, such as when using play dough and they engage in many planned activities which require hand-eye coordination.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed and valued in the setting. Practitioners ensure they meet the needs of individual children through discussion with parents and carers. They are aware of each child's own preferences and abilities and all children are included and given fair opportunities to join in with all activities throughout the setting. Children are encouraged to value other people's differences and similarities through the use of activities, toys and books, although there are few positive images in displays around the nursery. Children for whom English is not their first language are supported appropriately in the setting and there are suitable systems in place to support children with disabilities and learning difficulties.

Children's spiritual, moral, social and cultural development is fostered. Children mostly behave well in response to the realistic expectations of practitioners who are aware of children's level of understanding. Successful strategies are used to promote good behaviour, children enjoy the praise and encouragement given to them and they respond with smiles and happy faces when they receive stickers on the chart. Children use good manners in their play and this is frequently unprompted. Practitioners show children respect and courtesy and the children sometimes mirror this in their interaction with others.

Partnership with parents and carers is satisfactory. Practitioners encourage parents to be involved in their child's time at nursery and verbal communication is exchanged daily. However, there is limited information given to parents about the curriculum or what their child is learning. Some general information is displayed on the notice board and discussions take place with each child's parents on a daily basis. Newsletters provide additional information to parents to ensure they are kept up to date with important issues. Parents are satisfied with the care and education their children receive.

Organisation

The organisation is inadequate.

The leadership and management of the setting is satisfactory. The nursery owner is involved in the running of the setting and the children's care on a daily basis. However, Ofsted has not been informed of the changes to the person in charge and this is a breach in regulations. Staff practice within the provision is closely monitored through the use of close circuit television cameras and the nursery owner is aware of the strengths and weaknesses of the setting. The nursery owner is aware of her responsibility to ensure children are safeguarded through recruitment and vetting procedures. Practitioners regularly discuss operational issues that may arise and training needs through such informal meetings. The setting works with the advisory teacher from the local authority.

Staff: child ratios are not adhered to within the setting. Children are not always grouped effectively at certain times during the day and this does not meet their development needs or ensure their safety. For example, during staff lunch breaks children do not have the correct ratio of adults for their ages and on occasion, very young children are inappropriately placed with the older children. This results in too many children being cared for by practitioners and children become disruptive, restless and unsettled. Children who are settling in to a new room do not always have the correct ratio of staff to support them during this transition, resulting in a negative experience for them.

Policies and procedures reflect the current practice of the nursery and documentation is up to date. Practitioners communicate well with each other to share the responsibility for the children's care within the nursery. They exchange useful information, which helps to ensure children's individual needs are met, such as passing on information from parents or when accompanying children to the toilet or taking breaks.

Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection for care recommendations were raised for the provider to make amendments to policies and procedures with regard to behaviour, complaints and emergency treatment. These have satisfactorily been addressed. Actions were raised in relation to hygiene

procedures and staff deployment. Hygiene procedures are satisfactory throughout the nursery, although staff deployment remains an issue for this inspection.

At the last inspection of nursery education, the provider was asked to develop staff's understanding of the purpose of activities and how to ensure children have appropriate challenges, increase opportunities for children's independence and provide parents with information about learning activities. Most aspects have been addressed, although parents still have limited information about their children's learning and this remains an area to improve.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider to take actions in order to meet the National Standards. Concerns were raised with regard to National Standard 2: Organisation. An unannounced visit was made by a childcare inspector to the provision to discuss the concerns. Appropriate actions were agreed to meet the National Standards. Ofsted is satisfied that the provider remains qualified for registration.

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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure staff are deployed effectively within the premises so there are sufficient staff working directly with the children
- ensure Ofsted is notified about changes to the person in charge.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- ensure planning is evaluated and used to identify the next steps in children's learning

- improve the quality, accessibility and presentation of resources to support children in their progress towards reading and to enable them to attempt writing for a variety of purposes
- improve opportunities for children's creative development by providing access to resources which enable them to use their imagination in art and design
- develop ways to share information with parents about the curriculum and what their child is learning.

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