

Ambrose Day Nursery

Inspection report for early years provision

Unique Reference Number	EY249120
Inspection date	17 April 2007
Inspector	Glynis Margaret Kite

Setting Address	1 Ambrose Avenue, Leigh, Lancashire, WN7 5HY
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Telephone number	01942 895 730
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Registered person	Lorraine Waywell
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Type of inspection	Integrated
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Type of care	Full day care
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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 good.

WHAT SORT OF SETTING IS IT?

Ambrose Day Nursery opened in November 2003. It is owned and managed by an individual and operates from a purpose built, single storey building in the grounds of the owner's home. This is situated on a residential housing estate on the outskirts of Leigh, Wigan. The setting is registered for a maximum of 14 children at any one time.

There are currently 16 children on roll. Children attend a variety of full and part time places. There are currently eight children attending the setting in receipt of nursery education funding. The setting supports children with learning difficulties or disabilities. The setting opens daily from 08.00 until 18.00 all year round, with the exception of Bank Holidays and Christmas. The nursery offers a collection from home service.

The setting employs three staff to work with the children in addition to the manager. All staff hold recognised qualifications. The setting receives support from suitable volunteers and the community advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The health and well-being of children is promoted well. Staff are proactive in promoting good hygiene and children are now following routine procedures, such as hand washing independently. Children are protected from the spread of infection because the staff follow the setting's policies and procedures. For example, disposable clothing is used for changing children, separate bedding is provided for those sleeping and sick children are excluded in line with health and safety guidelines. Effective cleaning routines also minimise the potential risk of cross contamination. Safe handling and storage of food is monitored well based on information and processes supplied by the Environmental Health agency and two staff hold basic food hygiene certificates.

Effective systems are in place for handling accidents and medication. For example, at least two staff hold valid first aid certificates and all accidents and the administration of medication is recorded. Records are shared with parents as necessary and their signatures obtained. The provider ensures there is always one person on the premises at all times who holds a valid first aid certificate.

Children benefit from the provision of freshly prepared and cooked meals and snacks. They freely access fresh drinking water from a water dispenser that is easily accessible to them which supports children's developing independence. Children enjoy the opportunity to taste a variety of foods from other cultures and benefit from being able to socialise at meal and snack time as they sit together with staff. However, children are not included in setting tables or serving meals and snacks.

All children benefit from opportunities to play outdoors on a daily basis. As a result children gain physical skills, such as climbing, using wheeled toys, jumping and sliding. Some indoor activities are carried to the outdoor play area, for example, children's interest in pirate games is extended to an inflatable ship with balls inside, which children clearly enjoy and are displaying lots of interest in. Children move around the setting freely and with confidence, most being able to change direction easily to avoid obstacles. They negotiate space well when playing chasing games and are confident when using large equipment such as the slide and wheeled toys. Children are also skilled when using one handed tools, such as rolling pins and cutters for dough. For example, a child rolls out the dough and makes several animals using the cutters, all the shapes are of equal size, showing the child has developed good hand to eye co-ordination. Children are beginning to show signs that they are aware of their own bodily needs with regard to food and drink. They either ask staff for drinks or get their own and tell staff when they are hungry. Some children are beginning to transport and store equipment safely, for example at tidy up time they take equipment to the correct place and put it away without help. Children know and understand the importance of basic hygiene routines, such as washing hands and do this independently at appropriate times during the day.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in premises which are clean and well maintained. All parents and children are greeted by staff and lots of children's work is displayed, making for a warm, welcoming, child friendly environment. Children are supported in their learning and play through the

provision of suitable and safe furniture, toys and equipment. Children are becoming more confident and gaining independence as they freely move around the setting selecting toys and equipment of their choice. The setting is well resourced with safe and well maintained furniture, toys and equipment, although there is no adult sized furniture in the baby room to support staff when feeding, holding and cuddling younger children.

Good use of safety equipment and daily risk assessments ensure children can play in comfort and safety. There is no evidence currently available to demonstrate that the appliances in the setting are safe and do not pose a hazard to children. Staff and children participate in practice emergency evacuation drills to ensure they know what to do in the event of a real emergency. Children are protected from potential hazards during trips and outings because the setting implements extensive checks on the vehicle to be used and follows strict policy guidelines. Children wear fluorescent jackets, with the number of the setting written on the back, when they are out with the staff to ensure they are always visible to staff. Children learn about road safety while on outings and understand the concept of zebra crossings. Children are also learning about keeping themselves safe while at the setting because they help to tidy up toys and follow the rules of not running inside.

Children are protected from harm because the staff have clear knowledge and understanding of the settings policies and procedures with regard to child protection issues. Staff are able to recognise signs and symptoms of potential abuse or neglect and are supported well by the provider in dealing with any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled; they benefit from the care and attention provided from the dedication and commitment of their allocated key workers. The individual care, learning and play needs of children is taken into account by staff as they plan and prepare a variety of activities and experiences. Staff plan for both the Foundation Stage curriculum and the 'Birth to three matters' framework ensuring the varying needs of children are met. Effective use of observations and evaluations of planning contribute to the overall provision of suitable and age appropriate activities.

Children are supported well in their play and are learning about sharing and taking turns. Children play happily together and are becoming more confident as they are encouraged to make choices regarding play and social activities. For example, at snack time children choose who they want to sit next to. Children enjoy a wide variety of activities and the older children are developing very good imaginations, for example, while playing pirate ships. Children particularly benefit from the range of activities offered away from the setting, such as trips to farms, parks, seaside resorts and museums. Children's language and mathematical understanding is promoted through both routine and planned activities. For example, some children extend their language skills while using the computer, while others learn through story time or singing nursery rhymes. All children enjoy creative play including dough and paint. Children's learning is further promoted by staff who ask questions to encourage children to think about what they are doing, staff are equally good at listening to what children have to say and respond appropriately.

Nursery education.

The quality of teaching and learning is good. Two members of staff have completed the Foundation Stage training. The deputy manager leads the planning for the provision of nursery education and the manager oversees the planning on a regular basis. Play plans include the six areas of learning and include some provision to meet individual development needs of children attending the setting. Systems are in place for recording observations and to utilise this information for future planning. The play plans are also evaluated to ensure the activities are meeting the needs of children. The development files for children show clear information regarding what children can do, however, there is no record of children's starting point, therefore it is difficult to monitor the actual progress made. Effective systems are in place to identify and monitor concerns in relation to learning difficulties or disabilities. The manager is the nominated Special Educational Needs Coordinator (SENCO) and has attended appropriate training. She demonstrates sound knowledge and understanding of disability and learning difficulties and acts appropriately when required to ensure children receive the necessary support at the earliest opportunity.

Children separate from their carers with confidence and are happy and settled. Children are helped to develop a sense of belonging to the setting because they are allocated some of their own things, for example, named places to put their belongings. Children are confident enough to express their feelings with regards to what they want, like or dislike and willingly seek out others to share their experiences and interest. Children demonstrate high levels of independence in selecting and carrying out chosen activities and are supported well by staff who provide continuous provision for children to access. Children are curious and remain focused for extended periods of time with chosen activities. Children initiate interactions with each other and negotiate roles, for example, who will be 'mummy' and 'daddy'. Children demonstrate a clear sense of pride in their own achievements as they show staff what they have done, such as writing their own names on pictures. Children are learning about caring for living things through themed activities, such as planting seeds in the garden, they are also kind towards each other and well mannered. Children are aware of the boundaries set, such as no running indoors and remind each other if necessary.

Children have developed sufficient levels of self confidence to speak to others about wants and interests, they ask simple questions, often in the form of 'where' or 'what' when playing or engaging with staff. Children are able to communicate their experiences through verbal exchanges, for example, during role play, children negotiate the role of mummy and daddy. In addition, children are extending their range of vocabulary through the use of the computer as they identify objects and animals by name and explain what they do. Children enjoy stories and singing and eagerly participate. Children handle books carefully and follow the story in the correct sequence; they join in when appropriate and listen when required. Children use one handed tools effectively in whatever they are doing, for example when mark making. Some children are beginning to form recognisable letters, while others can write their own names. Some children ascribe meanings to marks and are beginning to recognise letters from other children's names from labels on furniture, boards and pictures. Items around the nursery are labelled in order to promote early reading and writing skills for children attending the setting.

Children are becoming increasingly aware of number and shape through routine activities. They use number well during play and are beginning to calculate. Children use positional language well, for example, while hiding the treasure and then giving directions for other children to find it. Children show sustained interest in construction activities with support from staff, for example, while building using octagon shapes they discuss the changing shape of the construction and what happens when adding pieces in certain places. Children can name and identify basic shapes while playing games and those that make up familiar objects around the

setting. Children count consistently up to ten, while others are able to count beyond this. Children are beginning to learn about direction as they draw maps and follow the clues to find the hidden treasure.

Children enjoy lots of opportunities to explore a range of media, such as play dough, paint and glue. Children can name a variety of colours and discuss their favourite colour with staff when talking about the various colours everyone is wearing. Children access a full range of resources both indoors and out, such as sand, water, paint and chalk, ensuring they can explore with creative play whenever they wish. Children's imaginary play is very good; they switch easily from being pirates and hunting for hidden treasure to playing mummy and daddy. Some children play co-operatively as part of a group to act out narrative, such as the pirate ship and treasure hunt. Children enjoy singing and ring games and join in with enthusiasm. Sensory development is promoted well because staff provide a range of resources that encourage children to explore through hearing, smelling, touching and tasting.

Helping children make a positive contribution

The provision is satisfactory.

Children's needs are met effectively because the staff seek and record information obtained from parents. Gradual visits are offered to help children settle in and effective procedures are followed to help children to make the transition between areas according to their specific needs. All children are treated with equal concern and respect by staff and are allocated a key worker, with whom children can feel safe and secure with. Children are learning about diversity through a range of activities and accessible resources within the setting, such as dressing-up clothes, dolls and books. Children also benefit from numerous outings into the local community and other places of interest. The setting has good systems in place for supporting children with learning difficulties or disabilities.

Children behave well in the setting because staff set good examples and implement effective strategies when necessary, such as distraction. Staff ensure children are kept busy and engaged in activities that are age appropriate and offer appropriate levels of challenge to avoid children becoming bored and disruptive. Staff have formed good working relationships with parents to ensure children's needs are met consistently. For example, they exchange lots of information regarding the children's care, learning and play, also share information about how the setting operates through the policies and procedures. All parents receive a copy of the monthly newsletter and a notice board is used for additional information.

Children have access to computers and other programmable toys and equipment in the setting. Some children access these regularly and are gaining increasing skills with regard to mouse control and changing programmes. While using the computer, children are extending their knowledge in other areas, such as, language and knowledge of the wider world. For example, some children can name non-domestic animals and say where some of them live and what we can get from them. Children are beginning to differentiate between the past and present as they talk about previous experiences, such as trips to the farm or park and what they will be doing. Children enjoy making things and use a variety of construction materials to make three-dimensional objects. Children also use a variety of simple tools competently and appropriately, such as plastic knives, rollers and cutters for play dough, brushes for painting and sieves, spades and scrapers in the sand. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents in receipt of nursery education is satisfactory. While staff offer parent evenings and share information about children's progress through daily exchanges, there is no system in place for seeking the views of parents about the provision of nursery education. Parents receive formal reports about their children's progress on an annual basis and informal reports more frequently.

Organisation

The organisation is satisfactory.

Children are cared for in a setting where policies and procedures are implemented for the recruitment and selection of suitable staff. All required checks are in place and children are supervised at all times by suitably qualified staff. The space is organised well to ensure children can play safely and in comfort, while accessing a range of age appropriate resources. Staff keep daily records of attendance ensuring that ratios are maintained. Required records and documentation is in place and these are reviewed on a regular basis to ensure they are up to date, however, not all of the records are readily accessible. Written policies and procedures are made available to parents and are used to inform how the setting operates.

The leadership and management with regard to nursery education is good. The manager supports the staff well. She has clear expectations of how the setting should operate and how staff should behave, for example, she has implemented a dress code and gives staff clear instructions on how they should interact with parents. All staff participate in informal induction and appraisal procedures and as a result they are able to demonstrate their knowledge of the setting's policies and procedures. All staff have equal access to training opportunities and attend meetings on a regular basis. The manager has identified some strengths and weaknesses for the setting through the use of a self evaluation form and from her work in aiming for a quality assurance award. She is proactive in promoting the provision for children and includes all staff in planning, preparing and evaluating the provision.

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

Improvements since the last inspection

Since the last inspection the provider has displayed posters with positive images and made sure resources such as dressing-up clothes, dolls and books are readily available every day. This action ensures children always have access to positive images of diverse communities.

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

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 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):

- improve the routine for meal and snack time, for example, by enabling children to participate in preparations and serving of the food
- ensure staff in the baby room have access to domestic style furniture to assist in the care of babies
- ensure systems are in place which will demonstrate that gas and electrical appliances conform to safety requirements and do not pose a hazard to children
- improve systems for keeping records to ensure they are up to date and readily accessible for inspection.

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 provision for children by developing systems to record starting points
- improve partnership with parents, for example, by seeking their views in relation to the provision of nursery education.

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