

Chester Road Day Nursery

Inspection report for early years provision

Unique Reference Number	EY276478
Inspection date	21 June 2007
Inspector	Julie Firth
Setting Address	1056-1058 Chester Road, Stretford, Manchester, Lancashire, M32 0HF
Telephone number	0161 865 3738 (to be confirmed)
E-mail	
Registered person	Clare Garforth
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Chester Road Day Nursery was registered in 2004. It operates from rooms in two converted Victorian terraced houses on the main A56 road in Trafford. There is a large outdoor play area. The nursery is privately owned and serves the local area.

The nursery opens from 08.00 to 18.00 Monday to Friday. It is open for 51 weeks of the year, except for bank holidays. There are currently 71 children aged from birth to eight years on roll who attend on a variety of placements; of these, 14 receive funding for nursery education. The nursery supports children with disabilities and children who speak English as an additional language.

There is a manager who is the registered owner and 14 staff who work with the children, all of whom hold a National Vocational Qualification certificate to level 2 and 3. A cook also works on the premises. The nursery receives support from Trafford Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are very well protected from infection through hygiene routines as there are clear health and hygiene policies and procedures in place to help minimise the risk of cross-infection. A written sick child policy excludes children who are ill and prevents infections being spread. Children receive good levels of care if they are unwell because all staff hold first aid certificates and a first aid box is within easy reach. Independence skills are promoted and developed as children wash their own hands after the toilet and before eating. Step stools help the children to reach the toilet and children are encouraged to brush their teeth after meals. Planned activities and wall displays further enhance children's awareness of health and hygiene.

Toddlers access outdoor activities daily which contribute to their good health. Whilst playing outside they are able to run around in fresh air and practise physical skills on equipment, such as slides and tunnels. Children skilfully manoeuvre cars and bikes, showing an awareness of those around them.

Children's particular dietary needs and preferences are well catered for and they are provided with a variety of hot food. Menus are alternated and the cook ensures that children have vegetables and fruit regularly. Vegetarian options are also available. Healthy eating is promoted and meals and snacks are well balanced, healthy and nutritious, aiding children's physical growth and development. Activities are planned around healthy eating as children enjoy tasting a variety of fruits and making fruit kebabs. Mealtimes are relaxed, social occasions, where children chat happily together and take turns to independently give out food and drinks. A number of staff hold food hygiene certificates which ensures that meals are prepared in an appropriate manner. Children are well hydrated and have regular access to drinks in all rooms.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and parents are warmly greeted as they arrive, helping them to feel a sense of belonging. Colourful wall displays of children's artwork, photographs and friezes create a stimulating environment. The premises are well maintained and children are split up according to their age. The baby room is set out well, enabling young children to crawl, pull themselves up and move around safely, accessing their equipment. The first floor is organised to enable children to move safely as they play and participate in their planned activities. The nursery is suitably equipped to promote all areas of development. Children access toys and materials which are safe, clean and in good condition. Toys are stored in low-level units which allow children to make choices and develop their independence. The child-size furniture and equipment is of good quality, promoting their safety and meeting their needs

All reasonable steps have been taken to ensure that children are cared for in a safe and secure environment. Children are well protected from hazards due to regular risk assessments carried out by staff and written policies concerning safety. Good procedures are in place for the safe collection of children and a visitors' book is kept on the premises. A well devised security system is in place to protect children from persons unknown entering. Children learn about fire safety and regularly practise fire evacuation procedures, helping them to understand what to do in the event of a fire or an emergency evacuation. Activities regarding people who help us enhance children's awareness of safety.

Children's welfare is well protected as adults have a good understanding of safeguarding children and understand their role to protect children. They demonstrate a good knowledge of signs and symptoms of abuse and would know who to contact for advice or to make a referral. Staff keep up to date with their training.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and confident in the nursery where everyone relates well to each other with warm and caring relationships. Staff encourage them on arrival to say goodbye to parents, which contributes to developing secure, trusting relationships. An established key worker system ensures that children are cared for by familiar staff and by people who know them well. Babies receive lots of hugs and form strong bonds with their carers and early communication skills are developed as staff respond enthusiastically to children's chatter and facial gestures. Resources in the baby room are attractively laid out to encourage young children to crawl and grasp. They enjoy playing with toys which are colourful and make pleasant sounds. They gaze in wonder as they press the button on a musical instrument and it makes a noise and young children are beginning to learn that they are separate from others as they look at themselves in mirrors. Creative opportunities allow toddlers to explore a variety of media as they engage in junk modelling and baking activities. They observe rough and smooth items and use chalks in the mark making areas. They have fun listening to their favourite nursery rhymes and young toddlers gain concentration as they thread beads alongside each other.

Children enjoy role play in a variety of situations as they play in the home corner, small world and access dressing-up clothes. Such opportunities allow children to express themselves and develop their ideas. Language is encouraged and promoted as children proudly and confidently identify colours and play matching games and flash cards with staff. They have a relaxing time reading with staff. They have access to natural materials, such as sand, water, pasta and treasure baskets to enhance their sensory development. However, some of these resources are not always available at all times.

Whole nursery topics, such as 'myself', 'people who help us' and 'holidays' enable children to make connections and consolidate many aspects of their learning. Topics are imaginatively planned to encompass the wide early years curriculum. Staff have a good understanding of the 'Birth to three matters' framework and have received a high level of support in this area, enhancing and extending good practice. Detailed planning is in place around all the aspects of the curriculum. Children are regularly observed by staff to monitor their progress and the information gained is used to predict the next stage of their learning.

Nursery Education:

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals. They benefit from staff that have a growing awareness of the Foundation stage. This is reflected in a range of opportunities available to children. Children are interested in and involved in the variety of activities provided and respond to staff's use of open-ended questions, which help to develop their learning. Children are happy and settled and share warm relationships with staff. Areas of continuous provision are available and allow children to consolidate concepts they have already learnt. Staff observe and identify next steps in children's learning. Assessments indicate that staff are aware of the need to adapt activities to meet the needs of the more and less able children. Medium term planning is in place. However, short term planning does not contain enough detail to cover the six areas of learning and does not

identify clear learning outcomes for children. Consequently, the links between planning and assessment are not yet complete.

Children are beginning to form friendships and develop good communication skills as they chat to each other during play. Children speak confidently and clearly. They are able to sit for sustained periods of time and they are encouraged and reinforced by staff in circle time to speak about the weather and their news. Children are secure in the routines of the nursery and take responsibility as they are involved in daily procedures, such as tidying away toys and helping during snack time. They are given the opportunity to feel special as they take home 'Bertie bear' on special occasions. Children can recognise their name and there are opportunities for children to identify initial sounds and link to letters. They recognise their name as they hang up their coat and they are shown the correct way to hold a book. The library display and the book corner encourage children to read for pleasure. Mark making materials are available in the writing area and children attempt to write their own name. Children explore the concepts of shapes in the maths area and have opportunities to help them think when completing jigsaws and constructing models with building blocks. Counting skills are developed during activities and they learn the concept of size as they measure their feet.

Children show an awareness of seasonal changes and explore different climates. They speak with great excitement of where they have been on holiday. They plant seeds and have the use of the computer enabling mouse control. Children create pictures of houses and talk about where they live. However, children do not have the opportunity to go out and explore the local environment. Fine motor skills are nurtured as children handle small tools and paint with brushes and children talk about what effect exercise has on their bodies. However, the equipment in the outdoor play area does not provide sufficient challenge for older, more able children to develop their climbing and balancing skills. There are a good range of creative activities available for young children, which include musical instruments, role play in the home corner and vets' surgery, free painting and creating collages.

Helping children make a positive contribution

The provision is good.

Children enjoy each other's company as they play harmoniously in the relaxed and happy nursery atmosphere. Every child is valued as an individual and the ethos of mutual respect and support between staff is reflected in the positive interactions in all areas of the nursery. Opportunities to celebrate religious festivals, such as Chinese New Year, taste food from other cultures and access resources that reflect equality of opportunity allow children to appreciate the diversity of the world in which they live. Children are encouraged to be kind and respectful, share and take turns as they play. Staff demonstrate a constructive attitude towards the care of children with disabilities.

Staff effectively manage children's behaviour using strategies that are appropriate to the age and development of the child. They remain calm and consistent at all times. Children are well behaved and staff treat each child with individual care and respect. Children show concern and support each other during their play. Children's contributions are valued and their achievements are constantly celebrated, which helps to promote their confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the relationships that staff have developed with their parents in respect of their care. Information is shared through daily informal discussions, newsletters, daily diaries and display boards. Staff keep them informed about their children's care and the 'Birth to three

matters' curriculum. Parents expressed their overall satisfaction with the service provided, commenting on the 'approachable staff' and the fact that their 'children are making good progress'. Parents receive a booklet which contains detailed information about the setting, policies and procedures. A written complaints procedure is in place and all complaints are reported and dealt with appropriately.

The partnership with parents of children who are receiving funding for nursery education is satisfactory. Planned parents' evenings keep parents advised about their children's progress. However, they do not receive sufficient information about the Foundation Stage. The manager is in the process of sending a letter to parents to enhance their contributions and involvement in their children's learning.

Organisation

The organisation is good.

Children are protected as staff are appointed through effective employment procedures. A good induction system and a detailed suitability check is in place for all staff. Staff are experienced, well qualified and demonstrate a commitment to work as part of a team. The two deputy managers demonstrate a high level of enthusiasm and commitment and work well with the manager who is also the registered person of the nursery. Annual appraisal systems identify training needs and individuals are actively supported to attend courses by the manager. A key worker system is in place and staffing levels are organised to ensure that children receive good levels of support throughout the day. Children are grouped according to their age and stage of development and space is organised well to provide them with a balanced range of activities.

All policies and documentation relating to the continuity of care for children are in place and of a high standard. However, not all parents are signing when medication is administered to children.

Leadership and management of the nursery education is satisfactory and contributes to the children's progress towards the early learning goals. The pre-school deputy manager works closely with the manager and Sure Start to meet the children's individual needs. The manager recognises her commitment to support staff and develop their roles within the nursery. She is becoming aware of the issues that need to be addressed and areas for further developments to improve the quality of nursery education that the setting offers to children.

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

Improvements since the last inspection

On the last care inspection the nursery was asked to develop staff's knowledge and understanding of equal opportunity. They were also asked to ensure all policies and procedures are up to date and make staff aware of them.

Staff have a good knowledge of equality and provide resources and plan activities to promote children's awareness of equality. There are comprehensive policies and procedures in place and staff adhere to these at all times. A good induction enables staff to become familiar with all the policies of the nursery.

Complaints since the last inspection

Ofsted received a concern regarding National Standard seven, on 27th February 2007 relating to the recording of accidents. The provider took action to ensure the accident procedure is fully implemented. The provider continues 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 satisfactory.

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 parents sign for all medication administered to children.

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 short term planning covers the six areas of learning and identifies clear learning outcomes for children
- provide children with more opportunities to explore the local environment
- provide children with opportunities to develop their balancing and climbing skills.

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