

# Sale Private Day Nursery Limited

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY290492                                    |
| <b>Inspection date</b>         | 19 November 2007                            |
| <b>Inspector</b>               | Barbara Christine Wearing                   |
| <b>Setting Address</b>         | 96 Northenden Road, Sale, Cheshire, M33 3HB |
| <b>Telephone number</b>        | 0161 905 1110                               |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | Sale Private Day Nursery Limited            |
| <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 satisfactory. 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?

Sale Private Day Nursery Limited has been registered since 2004 and operates from a detached four story converted house which is situated in the Sale area of Trafford. The nursery serves families from the local community and is within walking distance of shops, library and parks. The nursery is open from 07.45 to 18.00, Monday to Friday, all year around except for all bank holidays and a week during the Christmas period.

Children are cared for in three units, the baby unit is on the lower ground floor and babies have access to three play rooms and a sleep room. There is a kitchen available for making babies bottles. Children aged one to two years are cared for on the ground floor in three playrooms and have access to a bathroom and changing area. Children over two are accommodated on the first floor and they have access to four playrooms and appropriate bathroom facilities. An annex building provides care for two- year- olds. A covered outdoor play area and enclosed rear garden are available to all the children.

There are currently 132 children on roll this includes 13 children who receive funding for early education. Children attend for a variety of sessions each week. The nursery currently supports children who speak English as an additional language.

There are 34 members of staff working directly with the children, of whom 28 hold a recognised qualification in early years.

The setting receives support from the Early Years Development and Childcare Partnership and an Early Years Foundation Stage consultant from the Local Education Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are adequately protected from the spread of infection and cross contamination as the nursery maintains appropriate levels of hygiene and staff usually follow hygienic procedures. Older children develop their personal hygiene skills as they independently go to the toilet and use the easily accessible liquid soap and paper hand towels. Children are generally well taken care of if they are ill as staff follow the appropriate sick child and administration of medication policy.

Children enjoy a healthy balanced diet as the nursery has a clear healthy eating policy that is shared with parents. They are offered an excellent range of nutritious, freshly prepared meals and snacks and individual dietary needs are catered for. However, there are limited opportunities for children to make healthy choices and for older children to develop their self help skills, as foods and snacks are dished up for them and often consist of one dish. Babies having meals in high chairs have limited social interaction with some staff or each other and on occasion babies who are not having lunch become upset and are given little reassurance or comfort. Children have drinking water available to them at all times and therefore remain hydrated.

Children enjoy physical, outdoor play and develop their gross motor skills and coordination. However, when only using the undercover area, some younger children are inhibited by the speed and close proximity of the older children on bikes and trucks.

The majority of staff working with babies have a good understanding of their needs and are sensitive to their individual non verbal communications, for example, signs when a baby is tired or hungry.

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

The provision is satisfactory.

Parents and children are welcomed into the nursery which is bright, airy and well maintained. During free play sessions children safely and independently choose from the range of resources available. The range of accessible resources varies between rooms. Younger children have a more limited choice consistently available and fewer opportunities to access natural resources. Babies learning to walk have limited equipment on which they can pull themselves up and support themselves to walk along. The rooms for the older children, in particular the pre-school room, are very well organised into learning areas, which are consistently available and mostly well resourced, providing good stimulation for children. Children confidently enjoy choosing and exploring these resources and become highly involved in their play.

Risks to children are minimised as comprehensive risk assessments have been carried out. Staff supervise children at all times and follow clear procedures including those for nursery outings and fire evacuation. The building is secure, the door is locked and entry is via a door bell, with notices reminding parents and visitors not to allow access to other people. Children learn about keeping themselves safe as staff clearly discuss hazards with children, show them how to use resources such as scissors safely and teach them road safety.

Children are protected from harm as they are cared for by adults who are vetted, have relevant experience, knowledge and skills. Staff have a sound understanding of the correct procedures for safeguarding children as outlined in the setting's procedure and are aware of their and their managers' responsibilities within these. There is a clear policy on safeguarding children, however, this does not include contact numbers for making a referral or enough detail regarding the procedure to follow if there is an allegation made against a member of staff.

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

The provision is satisfactory.

Many staff develop good relationships with the children and are caring and responsive to their needs. Very young babies benefit as they receive high levels of interaction from staff who take pleasure in caring and nurturing them. Babies enjoy exploring a range of natural materials using all their senses, they giggle as staff tickle their feet with a brush from the treasure basket and enjoy a game of peek-a-boo. A baby mirrors this game as it covers its face with a cloth and pulls it down, smiling at the adult who responds with delight. Staff echo children's verbal communication and name objects that children point to, thereby encouraging their language development. The babies develop their confidence in moving around the room to access toys and resources that they want. Some staff support children well in making these choices, such as finding an alternative drum stick when two children both want the wooden spoon.

Children on the ground floor level explore toys and resources available to them. They look at books, enjoy crawling through a tunnel and have fun chasing bubbles blown by a member of staff. The older children on the first floor have access to a good range of natural materials and the older two-year-olds become engrossed in an activity with pebbles and wooden containers. They fill, empty and stack the containers, use their imaginations as they make robots with them and develop an understanding of shape as they arrange the pebbles into various shapes. Children engage in a range of adult led and child led activities, however, at times adults restrict children's freedom to explore. Staff generally have a secure knowledge and understanding of their children and are developing their skills and confidence in ensuring that the planning reflects this knowledge and the next steps for children's play, learning and development.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are busy and enjoy the opportunity to freely explore their environment and the range of activities available to them. Most areas offer a good selection of consistently available resources, allowing children to set themselves challenges and practise and consolidate their skills. When staff interact with children at adult directed activities they are skilled at taking opportunities to extend their learning in various areas. For example, by asking children what shape is being cut out when making a post box. Short term planning is clearly organised and covers all early learning areas. The procedure for observations and assessments is being developed, therefore, not all children currently have a clear written record of their stages of development or intended next steps. However, staff are skilled at observing children's development, and are clear and confident of the new procedure.

Children are interested and motivated to learn. They are secure in the routines of the nursery and have some opportunities to take responsibilities within these, such as helping to tidy up. Children develop excellent communication skills chatting confidently throughout the day. They approach staff to ask questions and make requests and talk freely about events at home. Children develop strong friendships and are beginning to play co-operatively, telling each other what they are doing and giving instructions to each other.

Children have opportunities to develop their writing skills during some planned activities and within the writing area. However, this area is not well used and mark making and reading materials are not accessible in other areas of the room. Some children are able to recognise the initial letter sounds of their names and staff encourage this as they write children's names on their pictures. Children access books within the book area throughout the play sessions and are read stories as a group, however, this is interrupted as some children are taken to wash their hands for dinner during the story. Staff take opportunities to ask children questions that develop their good understanding of number and numerals. Children are able to make simple calculations, for example, a child counts the number of children at a painting activity, counts the number of paint brushes and calculates how many more is needed. Children recognise shapes and use mathematical language to describe objects, such as when they are matching lids to containers in the home area and describe them by shape, size and colour. There is a well resourced maths area, however, it is not often used.

Children enjoy opportunities to explore and investigate and learn about the natural world and local environment as they go on trips to places, such as farms and aquariums. They develop their skills in design and making as they build, using construction sets and use paper to make aeroplanes. Opportunities to expand these skills are limited as materials, such as paper and scissors are not consistently available. Children use some technological equipment, such as a cash register and calculators to support their learning as staff are introducing the use of a computer. Children develop their large motor skills and coordination as they enjoy regular opportunities for outdoor play, using hoops, climbing frames, balls and bikes, cars and trucks. Children demonstrate good fine motor skills when they handle tools, such as scissors and paint brushes. They demonstrate their excellent imagination in various activities, such as when engaging in imaginative small world, role play in the home area and when 'making cakes' in the sand. However, creative art materials are not consistently available to them and creative activities are often adult led. Children enjoy singing and using a selection of instruments as they practice their Christmas songs.

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

The provision is satisfactory.

Children develop a sense of belonging as they have their own picture for their coat pegs and water bottles and beakers. Photographs of them and their families are displayed outside their group room. However, the organisation of the grouping of children and key person system results in children experiencing regular room moves and change of key person. This restricts children from establishing a strong sense of belonging. Systems are in place to make these transitions as stress free as possible for children and parents are kept well informed as children change rooms and key person.

The setting works with parents in order to maintain consistency for children and enabling their individual needs to be met. Staff provide good levels of support for children and parents who speak English as an additional language, developing their confidence and sense of belonging. Children have ample opportunities to learn about the diversity of our society as they access a

range of resources that portray positive images, take part in activities and events, such as celebrations for Chinese New Year. Staff of different nationalities share information regarding their cultures and countries. Children's spiritual, moral, social and cultural development is fostered.

Children generally play harmoniously together and develop close friendships. Staff recognise and praise children's achievements. Children behave well, however, at times they are given boundaries that restrict their opportunities to explore and some staff's handling of behaviour does not promote children's self esteem.

Partnership with parents is good. They are kept well informed of the nursery's policies and procedures in a variety of ways. They receive a handbook that summarises these and regular newsletters outlining any changes or events within the nursery. Information regarding staffing, the 'Birth to three matters' framework, the Foundation Stage and daily menus is displayed around the nursery. Parents share information about their children during the settling in process, by way of an individual daily diary and through general discussions on a day to day basis. Staff share information regarding children's development verbally and through progress reports and parents evenings. Parent's views are actively sought on developments, for example, the newly established website. Parent's feedback is positive and letters of thanks demonstrate their appreciation of the staff and the caring relationships they develop with their children.

## **Organisation**

The organisation is satisfactory.

Staff undergo a vigorous vetting procedure and attend regular training. The setting has clear and comprehensive policies and procedures covering health and safety, staff roles and responsibilities and interactions with children, however, these are not all consistently adhered to by all staff. Required documents and records are in place and are kept up to date and mostly contain all necessary information. The daily routine allows children to benefit from a variety of adult and child initiated activities and for most children to spend time outdoors on a daily basis. However, children are often ready and waiting for their lunch for some time before it arrives and become bored and fidgety.

The management team are hard working and committed to the continuing development of the nursery. They have various systems in place to monitor and evaluate the effectiveness of the provision, such as annual appraisals and spending time working alongside or observing staff and are pro-active in working on areas for development they identify. They have worked hard to establish effective communication systems such as diaries, staff meetings, group meetings and management team meetings. The nursery has established close and effective links with the local children's centre.

Leadership and management of the nursery education is satisfactory. The manager and Early Years Foundation Stage consultant work closely with staff in implementing various effective initiatives and developments. Staff demonstrate a genuine interest in their work and commitment to the continual development of the provision. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the previous inspection the nursery agreed to develop toys that reflect diversity and provide resources in natural materials for babies. There is now a good quantity of toys that reflect

diversity, thereby, ensuring that positive images are available to children and allowing them the opportunity to observe and learn about differences and similarities. Babies and older children have a selection of resources in natural materials, thereby, allowing them the freedom to explore resources that stimulate all their senses. However, these are still limited for children on the ground floor level and a further recommendation has been made.

The setting also agreed to develop the lunch time routine. Some improvements have been made and children now have appropriate cutlery and access to drinks. However, further recommendations have been made in relation to encouraging older children to develop self help skills.

The final recommendation from the last inspection was to ensure that the temperature of the radiators do not pose a hazard to children. These are now appropriately regulated and no longer pose a hazard.

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

Since the last inspection Ofsted has received two complaints that have resulted in actions being raised. One was relating to National Standard 2, Organisation, National Standard 6, Safety, National Standard 11, Behaviour and National Standard 12, Working with parents and carers. An Ofsted Early Years childcare inspector visited the provision on 15th May 2006. Actions were raised on National Standard 2, Organisation, National Standard 11, Behaviour, National Standard 12, Working with parents and carers and National Standard 13, Child protection and were satisfactorily met by the registered provider. The second was relating to National Standard 2, Organisation and National Standard 6, Safety. An Ofsted Early Years childcare inspector visited the provision on 18 May 2006. Actions were raised on National Standard 6, Safety and satisfactorily met by the registered provider. 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 satisfactory. 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):

- continue to develop the lunchtime routine, creating a more sociable environment for all babies and enabling children to further their understanding of healthy eating and older children to develop their self help skills
- ensure that appropriate hygiene procedures are consistently adhered to

- provide further opportunities for babies and young children to freely explore a wider range of toys and resources, including natural resources and for babies to develop their walking skills by providing furniture or equipment for them to support themselves and walk along
- further develop the behaviour management policy to ensure that all staff have consistent and appropriate expectations of children and deal with inappropriate behaviour in a way that respects individual children's level of understanding and maturity
- review the grouping of children and the key person system in order to provide more consistency for the children and ensure that the daily routine responds to the needs of all the children
- ensure that the safeguarding children procedure contains more detailed information regarding procedures to follow in the event of an allegation against a member of staff and contact numbers for making a referral.

### **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):

- continue to develop the assessment and planning records, ensuring that they are regularly up-dated and reflect children's interests, development and progress
- provide further opportunities for children to freely explore creative art materials, write for a purpose and access reading materials throughout the room
- encourage children to explore all areas of the room, ensuring that these are kept well stocked.

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)