

Pear Tree Nursery/Kidzone

Inspection report for early years provision

Unique Reference Number	EY344683
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Inspector	Diane Roberts
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Registered person	LongTown Chidcare Trust Limited
Type of inspection	Childcare
Type of care	Full day care, Out of School 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

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.

WHAT SORT OF SETTING IS IT?

Pear Tree Nursery/Kidzone is run by Longtown Childcare Trust Ltd. It opened in 2007 and operates from four rooms in a former primary school building in Longtown, about nine miles north of Carlisle. The nursery adjoins the primary school and Longtown Children's Centre. The nursery serves the immediate and extended rural communities. All of the property is at ground level. A maximum of 50 children may attend the nursery at any one time. The nursery is open five days a week from 08.00 to 18.00, 50 weeks of the year. There are three outdoor play areas used by children under five years.

There are currently 40 children aged three months to five years and 12 children aged four to eight years on roll. Children attend for a variety of sessions. The setting provides full day care for children aged under five years, with an after school facility during term-time and a holiday playscheme in the school holidays. The school hall is registered for use within the school premises to accommodate 30 extra children for out of school care. There are currently no children with learning difficulties or disabilities or who speak English as an additional language.

The nursery employs 10 staff who hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean, warm environment. Staff protect children's health by generally taking appropriate steps to minimise the spread of infection. In the baby room, staff make sure chairs and food trays are thoroughly cleaned before and after use. Nappy changing areas are clean and well organised. Children stay healthy because staff follow appropriate health and hygiene guidelines. Staff make sure cot bedding is clean and antibacterial sprays are used to wipe changing mats and food preparation and serving areas. After lunch time staff make sure the rooms are cleaned in preparation for the afternoon by sweeping the floors and cleaning the tables. However, there are no procedures in place to make sure pushchair wheels are clean and free of debris before being wheeled into the room. Therefore, children's health is at risk, especially in areas where they routinely play on the floor.

Children learn about some simple good health and hygiene practices as part of the day's routine. For example, they are encouraged to wash their hands after having their nappy changed, using the toilet and before eating. Staff make sure they wash their hands before feeding babies. However, they sit or kneel on the floor when spoon or bottle feeding babies and rest bottles and cups on the floor. Therefore, children are at risk from cross-contamination. Children with runny noses are not routinely encouraged to wipe their noses, hence, positive steps are not consistently being taken to prevent the spread of infection. Staff follow good procedures when changing nappies by wearing disposable gloves and protective clothing. Therefore, the risk of cross-contamination is reduced. Children know that washing hands helps to prevent the spread of germs. They follow routine hand washing procedures without being prompted. For instance, a child knows to wash hands after having his nappy changed. The child independently pulls up his sleeves, washes his hands and turns the tap off afterwards.

Children generally rest and sleep according to their respective needs. Good information regarding the daily routine of babies is used to make sure their needs are well met. Such information includes the type of milk they have, their favourite foods and their sleep patterns. Toddlers' and older children's health benefits from daily fresh air and exercise in the enclosed outdoor play area, weather permitting. Children are keen to go outside and enjoy the reasonable range of activities. Within the baby room, babies have the space to crawl and means of pulling themselves up when they are starting to stand.

Children respond well to routine. For example, they enjoy sitting at the table to eat their meals. Babies enjoy close, warm, supportive relationships with staff giving them plenty of attention. They benefit from plenty of eye contact at meal times and are held whilst being bottle fed. In contrast, toddlers are given bottles of milk at sleep times. Their pushchairs are turned to the wall so they cannot be disturbed. This means they have their bottle of milk without being supervised by staff. Staff follow sound hygiene procedures with regard to food storage. Food for babies brought from home is clearly labelled and refrigerated. The provision of food and drink for children is agreed with parents. However, the setting does not advise parents about what constitutes a healthy and nutritious lunch box for young children. Parents are able to purchase a hot mid-day meal for their child from the adjoining school. On the day of the inspection, children of all ages had fish cake, chips and peas with the setting providing a healthy pudding of yogurt. Fresh drinking water is not readily accessible throughout the nursery although babies were observed with their own cup of drink close by.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are mostly cared for in a welcoming environment. They move freely and safely around their designated room and are safely escorted for outdoor play in the enclosed area. Children are kept secure through the effective procedures in place for managing access to the premises. Through regular evacuation practises, children know how to evacuate the building safely. Most children can independently select toys from a range of clean, safe equipment that generally meets their needs. Although resources are safe and of good quality, they are not consistently developmentally appropriate throughout the setting. For example, a child was observed in the outside play area, running whilst pushing and swinging a baby push-along walker. The child narrowly missed hitting a number of children before being stopped. The lack of organisation and insufficient challenge in a room with toddlers causes them to become restless and bored. This in turn leads to arguments between the children. Throughout the setting, staff are generally observant of safety. For example, a member of staff knots a plastic bag taken from a child's lunch box, before throwing it away. However, on other occasions staff appear oblivious to potential hazards. For instance, in the toddler room, children sleep in pushchairs without the brakes being applied. Babies, when in high or low chairs are restrained in safety harnesses. However, although safety harnesses are available in pushchairs, they are not always effectively applied. Children enjoy playing in the safely enclosed outdoor play area. Resources and the fixed equipment in this area are of very good quality, suitable design and condition. Children like to climb on the large sturdy benches and weave in and out of the giant mushrooms. They have great fun bouncing and rocking on the see-saw types of equipment. However, staff do not consistently demonstrate the safe use of equipment or resources. For instance, on the day of the inspection, children playing outdoors have flying discs to play with. Although these were clearly a new resource for the children, there was no instruction with regard to safe use. Staff are not making children's safety their highest priority or updating risk assessments. For example, following an addition of a nappy changing area in the baby room, a waste-water pipe flows into a grid in the outdoor play area. At the inspection, a child was seen playing with the waste water as it entered the grid. Children are not being protected in the sun. The lack of an effective sun safety procedure means that children are playing outdoors around mid-day on a hot day without protective head or skin protection.

The manager has a good knowledge of local child protection procedures approved by the Local Safeguarding Children Board and is aware of her responsibilities regarding child protection issues. Therefore children are protected.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

In the baby room, babies benefit from the range of suitable play materials and resources. They enjoy choosing from the developmentally appropriate selection of bright musical toys within their reach on the floor. They have fun when, encouraged by staff, they imitate sounds. A baby is held by a member of staff. They are both looking in the mirror, and the member of staff touches parts of her face and then the baby's, saying the name of the body part. Therefore, children are learning to become confident and competent language users as staff echo the sounds they make, ensuring they feel valued. In the baby room, babies show an interest and become excited in the routine activities of the day. For example, at the arrival of lunch, staff talk to babies about what they are doing. Hence babies are starting to link words with actions. They receive lots of cuddles, increasing their sense of well-being and security. There is clear

planning of babies' activities in place, making sure their overall developmental needs are well met.

Toddlers aged 18 months to two years have access to a reasonable range of activities. There are opportunities for imaginative play with role play resources, such as shopping bags and a home corner, being accessible. However, the children lose their interest quickly as activities fail to capture their imagination and interest. Children's progress is not best promoted because staff do not plan ahead and consider what the child needs to learn next. The lack of forward planning for activities results in a narrow range of activities being made available. Toys are strewn around the room and are not attractively arranged to capture the interest of toddlers. Children are prompted to listen to outside noises such as those of a bus and are then encouraged to play the bus game. This consists of the children sitting on chairs arranged in rows. Staff refer to the bus tickets they made the week before. First time round the children enjoy the game, but when it is repeated for the second time in an hour they become bored and wander off.

Children aged two and upwards play sociably together with staff at hand to offer support. Good relationships were observed between children. Two children sit side by side at the table. They lift their arms in unison, giggling at their achievement. Children are encouraged to express themselves imaginatively through a range of media. On the walls around the room there are good examples of free art work. After lunch, a child wanting to draw freely chooses a piece of animal print paper. This follows on from the recent theme of wild animals. Further pictures and collages of wild animals displayed around the room supports the theme. A further selection of resources that support children's imaginative learning is accessible to children. These include small-world items such as figures and animals. Children in this room develop good self-esteem as the staff listen, value what they say and talk about what they are doing in their play. At lunch time, children chat over their lunch boxes about what they are having. They eagerly talk about the strawberries they have and whether they have big ones or small ones. Outdoors, children aged two and upwards have fun playing with water. One child uses his initiative by using the seat of the pedal car to contain the water. Staff have planned an activity with a bowl of water and toy frogs, tadpoles and lily pads. Children are engrossed as they hear the story of the development of the tadpoles into frogs. Outside they really enjoy painting the outside brick wall with water and watching it evaporate in the sun.

The after school club and the holiday playscheme were not in operation at time of inspection but the main room used was viewed. The room is vibrant with pictures and posters displayed around the room. Through discussion and documentation it is clear that children attending both the club and the playscheme enjoy a wide range of activities.

Helping children make a positive contribution

The provision is satisfactory.

Children are generally made to feel welcome at the setting. Babies' and children's needs are generally met since staff have good knowledge and understanding of background. Some multi-cultural resources are available to children, such as dolls and books. Therefore children can generally, as part of their play, access a developing range of resources that contributes to their awareness of the immediate and wider world.

Children mostly behave well with the staff, who adopt effective strategies to manage behaviour. However, there are inconsistencies throughout nursery. For instance, in the room with the toddlers, children's behaviour deteriorates and becomes disruptive as a result of poor stimulation and inappropriate challenge. Older children are learning to distinguish between right and wrong.

They are encouraged to be kind and friendly to one another and share during their play. They are learning to understand what is meant by responsible behaviour. For example, they sit and listen to a story and understand they are not to disturb others as they also listen.

Parents are kept informed on a daily basis about the care of their child. Babies are looked after according to parents' wishes as staff ensure they have good detail about the child's routine when they start at the nursery. Planning is clearly in place in the baby room. However, it is difficult for parents as they have to cross the room to access this. Parents are informed by a weekly newsletter what the coming theme is. They learn from their child's keyworker what their child has especially enjoyed that week. A comprehensive notice board is available at the entrance to the building. This makes sure that everyone is able to view it. The setting has home-to-nursery books to further enhance communication. However, these are not consistently being referred to early in the day. Hence, important information from a child's home may be lost.

Organisation

The organisation is satisfactory.

Children are appropriately cared for in the setting. The manager is knowledgeable and aware of responsibilities and procedures to follow. She makes sure the required documentation is well organised and stored confidentially. This contributes to the general management of the provision. Adequate systems are in place to ensure suitability of staff. Children mainly benefit from good levels of adult attention, with staff establishing routines in which children are familiar.

Activities are generally planned in advance to ensure children benefit from a reasonable range of play experiences. Most areas of play are bright, welcoming and organised to help children become independent. Children benefit from a range of good quality resources. However, in some areas the lack of organisation of play areas and resources restricts children's ability to self-select. Children can generally access an interesting range of activities, which suit their developmental needs. Children have opportunities to play outdoors in the fresh air.

The majority of documents are well organised. All documents are generally in line with the requirements of the National Standards and are kept secure. However, at times the correct recording procedures for signing in and out of a room are not followed. This means that individual room registers are not consistently maintained or accurate. Records regarding individual children are shared with their respective parents.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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

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.

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):

- review hygiene procedures and raise staff and children's awareness of good health and hygiene practices such as effective nose wiping and disposal of tissues, general food hygiene and accessibility to fresh drinking water for all children
- raise staff's awareness of general safety including the importance of supervision at all times, especially when children are eating or drinking and safety in the sun. Review arrangements for updating risk assessments, ensuring they are comprehensive and include the safe use of equipment, outdoor play and the use of pushchairs in play areas
- review arrangements for meeting individual children's needs and promoting their welfare. This includes planning and providing activities and play opportunities to develop their overall capabilities.

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