

# Borrowby Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY272499
<b>Inspection date</b>	04 June 2007
<b>Inspector</b>	Ann Doubleday / Josephine Ann Northend
<b>Setting Address</b>	Knayton CE Primary School, Knayton, Thirsk, North Yorkshire, YO7 4AN
<b>Telephone number</b>	07708 424194
<b>E-mail</b>	
<b>Registered person</b>	Linda Chapman
<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 good. 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?

Borrowby Nursery School is privately owned and managed. It was registered in October 2003 and operates from a portacabin in the grounds of Knayton Primary School. Care is provided in one large playroom and a smaller playroom which is used for quieter activities. A maximum of 24 children may attend the nursery at any one time. Nursery sessions are Monday and Thursday from 11.45 to 15.30, and Tuesday, Wednesday and Friday from 09.00 to 15.30 during term time. All children have access to an enclosed outdoor play area.

There are currently 21 children on roll aged from two to under five years. Of these, 19 children receive funding for nursery education. Children attend from Borrowby and the surrounding villages.

The nursery employs seven members of staff. Four of the staff, including the manager, hold appropriate early years qualifications. Two members of staff are working towards a qualification. The nursery is a member of the Pre-School Learning Alliance. It receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Good standards of cleanliness are maintained to ensure children are cared for in a warm, clean environment and the effective use of a sick children's policy prevents the risk of spreading infection. Procedures are in place for the recording of accidents and medication. However, the accident record is not consistently signed by parents to acknowledge the entry and this does not fully promote good practice. First aid requirements are met, as all members of staff hold a relevant first aid qualification.

Children's physical development is supported well, with opportunities to play outdoors each day. Children enjoy the outdoors and use a range of appropriate resources including wheeled toys, slide, balls and hoops, tyres and large crates. They use the willowed area well for role play; for sheltering from the sun and for many other activities. The indoor environment is also extended to the outdoor play area. Children can rest or be active according to their individual needs.

Children are beginning to learn the importance of good hygiene through daily routines. They usually wash their hands before meals and snacks and after using the toilet, however, they do not always remember to do so and are not consistently reminded by staff. Children do not fully understand why they need to do so. This means good hygiene practices are not fully promoted.

Children begin to understand the benefits of a healthy diet through the promotion of healthy meals and snacks. Most staff have food hygiene certificates and staff are aware of and meet children's individual dietary needs. All children are offered fresh fruit for snack each day. Drinks are available throughout the day and can be accessed independently, this means children's independence is promoted. Healthy and nutritious meals are provided for three days a week and children bring a packed lunch for the other two days. Lunch boxes are stored appropriately, this ensures food remains fit to eat.

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

The provision is good.

Children are cared for in a clean, warm and welcoming environment where space is used well and children's artwork is displayed. A risk assessment is undertaken and most risks are identified and minimised. There is a health and safety statement in place. There are clear fire evacuation procedures, a fire drill is practised regularly with the children and fire exits are unobstructed. This means children are safe in the event of an emergency.

Children can independently access a good range of developmentally appropriate resources, which are well-organised in child-height furniture. A selection is set out for their arrival. There is a clear lost and uncollected child policy in place and the security of the main childcare room is appropriate. Visitors to the centre are monitored and a visitors book is maintained. This means children's safety is promoted.

The welfare of children is protected. Staff have a sound understanding of their role and responsibilities under child protection and most have completed child protection training. There are child protection policies and procedures in place which are shared with parents and staff. However, the procedures to be followed in the event of an allegation against a member of staff are not clearly included in the written child protection policy.

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

The provision is good.

Children enjoy their time at the nursery, they arrive happy and settle quickly to activities. They are making good progress. Close and caring relationships with staff increase the children's sense of trust. They are beginning to develop positive relationships with each other.

Communication skills with children are well supported through good adult-to-child interactions. Staff encourage children to talk about what they are doing and sensitively support their language development.

The manager has a sound understanding of the 'Birth to three matters' framework and is using it well for the assessment of children's progress. Activities are varied and interesting and there is a good balance between child-initiated and adult-led activities. This means children's personal, social and intellectual development is well fostered and supported. Children's self-esteem is developing as a result of the staff encouraging and praising them and valuing what they have to offer.

### **Nursery Education.**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. They enjoy their time at nursery and achieve well because staff use their developing understanding of the early years curriculum to provide appropriate challenge for all children. Staff have received some relevant training and are becoming confident in the delivery of the curriculum. A broad and balanced range of activities are planned across all six areas of learning in order to meet children's individual learning needs. Children's thoughts and ideas are included in the planning of activities. Assessment records which link children's progress to the stepping stones are in place, are dated to show children's progress and used to plan for children's individual learning needs. The manager is currently responsible for the assessment records and knows the next steps for children's learning. Staff use good questioning skills to challenge children and further extend their thoughts and ideas. They involve themselves appropriately in children's activities and offer good support and praise to them.

Children are confident in their play and learning and settle quickly to activities. They are generally well behaved and are learning to share and take turns. They have good relationships with staff and are developing their relationships with each other. Children make connections between nursery and home life and are developing a good understanding of other cultures and beliefs. They learn about the local community through the use of interesting resources and planned activities.

Children are developing their communication skills; speak confidently and clearly, ask simple questions and initiate conversations. They are encouraged to talk about what they are doing. Children are beginning to link sounds to letters. They are developing good writing skills through regular mark making opportunities; they hold pencils correctly and form recognisable marks and letters. Children recognise their own name. They handle books well and know they can be used as a point of reference, they listen and participate well at story time.

Children show curiosity and persist for extended periods of time at activities. They show good interest in their environment and living things, for example, they care for plants, and help to grow vegetables. Children use their senses to explore a variety of materials, for example, as they describe the feel of shells and the texture of paint and fabrics. They construct well, often with a purpose in mind, for example, as they make an aeroplane and know they need to add a

propeller. Children are developing some good self-care skills. For example, they learn to wash their own hands, put on their own aprons and pour their own drinks. However, their knowledge of health and bodily awareness, is not fully developed as they do not always understand why they need to wash their hands before eating and the effects of exercise on their body.

Children move around safely and confidently, they use tricycles and scooters well and are beginning to learn how to use a two wheeled bicycle with good support from staff. They climb steps competently and jump and land on two feet. They are developing good levels of hand and eye coordination as they handle small tools and equipment such as paintbrushes and scissors. They are developing a good sense of space as they sit together on the mat at circle and story time and negotiate wheeled toys in the outdoor area. Children have access to a computer and other programmable toys. They are developing their understanding of number and count reliably up to ten and beyond by rote. They recognise some numerals and use simple problem solving in everyday activities and number songs. For example, as they work out how many more chairs are needed at circle time. Children are using size and positional language appropriately.

Children use their imagination very well in their play. They sing and dance to music and join in their favourite songs. They have regular access to musical instruments and use them rhythmically. For example, as they march around the outdoor area with tambourines and triangles. Children recognise and name many colours and mix them to create other colours. They have good access to a range of creative resources.

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

The provision is good.

Children are happy and settled. They are welcomed by staff and the childcare rooms are set up for their arrival. There is a clear equal opportunities policy in place. Children learn about the local community as they take part in activities and outings, for example, as they visit the local woods. Activities are undertaken and a good range of resources are available reflecting other cultures and races. For example, a recent topic has been undertaken about the book 'Handa's surprise'. This helps increase children's awareness of diversity and helps develop a positive attitude to others. Children's spiritual, moral, social and cultural development is fostered. There is a key worker system in place and children's records contain clear information about their individual needs. The nursery has a special needs statement in place and the named coordinator accesses relevant training.

There is a clear behaviour management policy in place. Staff support children well, they give good explanations and set a good example to children. Children are beginning to recognise the boundaries in place and respond to requests from staff, for example, as they tidy up when asked. They are encouraged to be polite and say sorry to each other. They receive lots of praise for positive behaviour which helps to develop their confidence and self-esteem.

Partnership with parents and carers is good. Children benefit from the two-way verbal sharing of information about their needs and daily routines. Parents are happy with the care their children receive. Information is displayed on a noticeboard; they receive a nursery brochure, regular newsletters and have opportunities to attend open evenings. They also are invited to attend training sessions with staff, for example, they were invited to attend recent first aid training held in the nursery. Parents are involved in the initial assessment of their child, they receive written information about the Foundation Stage curriculum; about the topics and are encouraged to continue their child's learning at home.

## **Organisation**

The organisation is satisfactory.

Space is laid out to support play opportunities for children, which contributes to them being happy and settled. Children are able to move around confidently and independently. They initiate their own play and learning well. Adult-to-child ratios are met and there is a key worker system in place. Four of the staff team hold a relevant childcare qualification. However, on occasions there are not always the required number of staff on duty with an appropriate qualification. Some members of the staff team are working towards a level three qualification in order to ensure these requirements can be maintained at all times. Staff are clear about their roles and responsibilities. There are robust staff recruitment and vetting procedures and clear induction procedures in place. This ensures children's welfare is safeguarded.

The required documents are in place and are stored confidentially. Children's records contain relevant consents and registers are maintained well. Policies and procedures are in place and made available to parents to appropriately promote the welfare, care and learning of the children. However, the written child protection policy does not include the procedures to be followed in the event of an allegation against a member of staff.

The leadership and management of the nursery education is good and promotes the children's learning. Staff are developing their knowledge of the Foundation Stage curriculum. The management promotes staff attendance at relevant training and actively seeks out courses that are particularly needed by staff. The knowledge gained is used to enhance children's care and welfare. The manager has set herself a personal development plan and has devised an action plan for the nursery in order to address weaknesses identified at the last inspection. Formal staff appraisals are undertaken annually and informally throughout the year and regular staff meetings are held. This enables the manager to identify the strengths and weakness of the provision. She is enthusiastic and a good role model to the staff team. She has a strong understanding of the Foundation Stage curriculum and promotes the achievement of all children. Consequently, children's progress towards the early learning goals is good.

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

## **Improvements since the last inspection**

At the last inspection actions were raised in relation to National standard 1: Suitable person; National standard 2: Organisation; National standard 6: Safety; National standard 7: Health and National standard 8: Food and drink.

Clear recruitment and vetting procedures have now been put in place for checking that staff are suitable to work with children. A detailed risk assessment has been completed and risks to children have been minimised. This means children are kept safe.

Written consent has now been obtained from parents for the administration of medication and an accurate record of medication given is now maintained. The setting is now aware of and meets environmental health regulations for the preparation of meals. This means children's health needs are met.

An accurate record is now kept of the hours of staff and children's attendance on a daily basis. A deputy has now been recruited which ensures that all supervisors hold a level three qualification. This means children's welfare is safeguarded.

Recommendations were raised in relation to the nursery education. Staff are continuing to develop their knowledge and understanding of the Foundation Stage curriculum and assessments are now used to inform planning. This means that all children are receiving appropriate challenge. Staff have attended training in behaviour management, consequently, they manage behaviour consistently in order to further develop children's learning.

### **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 good. 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):

- ensure accident records are consistently signed by parents to acknowledge the entry
- improve hand washing procedures to ensure children consistently wash their hands before eating and after using the toilet
- further develop the child protection policy to clearly show the procedure to be followed in the event of an allegation against a member of staff.

#### **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):

- further develop children's understanding of health and bodily awareness
- continue to develop staff's understanding of the Foundation Stage curriculum.

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)