

# Flaxton Children's Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	400100
<b>Inspection date</b>	15 May 2007
<b>Inspector</b>	Lindsay Helen Dobson

<b>Setting Address</b>	Draft Farm, Flaxton, York, North Yorkshire, YO60 7QP
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<b>Telephone number</b>	01904 468888
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<b>E-mail</b>	
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<b>Registered person</b>	Mr and Mrs Corner
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<b>Type of inspection</b>	Integrated
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<b>Type of care</b>	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](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?

Flaxton Children's Nursery opened in October 1999 and is privately owned. It is situated at Draft Farm in the rural village of Flaxton, just off the A64 between York and Malton. The building was previously a grain store and has been re-furbished and extended. Children are accommodated on two floors. Babies are cared for on the first floor in a self contained unit with playroom, separate sleep room and kitchen facilities. A toddler room with adjacent toilet facilities and pre-school room are provided on the ground floor. Both these rooms have a separate enclosed outdoor area. The area for the toddlers has all weather safety surface and the area for the pre-school children is grassed. Both have equipment for outdoor use. Kitchen and office facilities are also available on the ground floor.

The nursery serves the local community and a wide surrounding area, and is registered to provide care for 30 children aged from birth to five years. There are currently 75 children on roll, including 18 children receiving funding for nursery education. The nursery opens from 08.00 to 18.00 Monday to Friday all year round with the exception of two weeks at Christmas. Children attend for a variety of sessions.

Eight members of staff work directly with the children as well as the owner, a qualified teacher who supports the staff. All staff hold recognised childcare qualifications. They receive support from the Early Years Development and Childcare Partnership and the nursery is a member of the National Day Nursery Association and the Pre-school Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are effectively nurtured and cared for in a clean and well maintained environment. All group rooms are well ventilated and are suitably warm. The kitchen has been checked to confirm its suitability when preparing food for children, ensuring any potential risks of cross-infection through food handling and preparation are minimised. Children's health and well-being are promoted effectively in most instances, as staff have a good understanding of health and hygiene policies and procedures, however, children wash their hands in a shared sink of water which does not protect them from cross-contamination.

Children enjoy a satisfactory selection of healthy meals and snacks, such as fresh fruit and raw vegetables. All meals and snacks are prepared on site. Children learn why some foods are better than others through daily discussions and planned topics. Meal and snack times are relaxed and sociable times for children where lots of conversation takes place between the children and staff. This develops children's confidence and social skills in a group setting. Children are able to rest and relax in comfortable surroundings according to their individual needs and daily routines. Fresh drinking water is not freely available throughout the session, so children are unable to keep themselves hydrated independently. Staff maintain good written records for each child to ensure their individual health and dietary requirements are met.

Children enjoy good physical play opportunities and activities as they are able to take part in a range of activities that promote their physical development, for example, playing outside on the climbing frame and slide. They enthusiastically participate in all the outdoor activities as they enjoy climbing and playing with bats and balls which develops their hand-eye coordination. Children respond very well to the attention they receive for their efforts as they use their new skills and become independent. As a result, children are making good progress in all areas of their physical development.

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

The provision is good.

The nursery has effective and secure measures in place, ensuring that risks to children's safety, both indoors and outdoors, are minimised such as clear procedures for the safe arrival and departure of children to and from the nursery. Formal risk assessments are effective in ensuring that potential hazards to children are minimised, for example, the safety gates are securely fixed and appropriately used and all fire exits are clearly marked and are in working order. There are clearly written safety procedures in place that staff know about and which are consistently applied. Staff have an effective awareness of how to organise space, furniture and equipment enabling children to move freely and independently between activities and different play areas. As a result, children feel confident within the nursery and are safe and secure. Children learn about keeping themselves safe through regular fire drills and by gentle reminders from staff, such as no running indoors, tidying away toys and holding scissors safely.

All the group rooms are brightly decorated with children's art work, posters, photographs and letter and number print. The premises are very clean, well lit and effectively heated, ensuring that it is suitable for children to use at all times. Resources in each room are well organised so they are attractive and accessible to children. Children in the baby room have toys set out on the floor and low tables for them to reach by rolling, crawling and pulling themselves up. Older children are able to use low drawers and shelves to choose toys and resources as well as the range of activities that are set out each day by staff. Children eagerly select their own play resources which are appropriate to their ages and stages of development. Play equipment is stored at child height, promoting independence and choice.

Children's welfare is well supported through the effective child protection policies based on the Local Safeguarding Children Board. The manager and staff have a good understanding of safeguarding issues. A named staff member is responsible for child protection and they have a clear understanding of their role, through attending training and keeping up to date with any changes. Parents are informed of the nursery's responsibility regarding child protection, reassuring parents their child's welfare is paramount.

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

The provision is good.

Children are occupied throughout their time at the nursery and show interest in the activities and play resources that are provided. They are able to make choices about the activities they engage in and move independently around the room. Activities for young children are stimulating, interesting and appropriately challenging as staff have a good understanding of how young children play and learn. For example, books, puzzles, creative activities, construction and small world play are available to the children. Staff have successfully incorporated the 'Birth to three matters' framework into their planning ensuring that they continue to effectively plan activities and track young children's developmental progress.

Young children are supported well during the sessions and they respond excitedly to a wide range of creative activities. Children respond very well to the praise and warm contact, they feel secure from staff's close attention and from staff sitting at their level. Children are developing positive relationships with each other and with the staff, enabling them to become settled and content during play and rest periods.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage. Planning is comprehensive, clearly formatted and contains details of full inclusion for individuals, evaluation and focus activities with clear learning intentions for children. As a result, staff effectively plan a good range of balanced activities to promote the six areas of learning. A key worker system is in place and staff record children's developmental progress using initial profiles and the Stepping Stones. Children's individual progress informs future activity plans ensuring children's developmental progress is effectively challenged and extended. The structure of the session is free play with an emphasis on children's choice, group activities such as story and circle times are effectively planned and interesting for the children.

Children are very happy and confident in the nursery environment as they are developing good dispositions towards their play and learning. They are keen to participate in the range of activities provided and are encouraged to independently self-select resources and initiate their own activities and games. However, children's developing independence in everyday situations,

such as snack time, is not encouraged or supported. Children show a strong sense of belonging as they greet staff and each other upon arrival and they are learning to share, take turns and be cooperative, for example, turn taking during the floor jigsaw activity. Children have good communication skills as they engage in conversation with their friends and staff, who actively listen. They confidently handle and enjoy books as they sit in small and large groups to share stories. Children confidently use tools and resources to make marks and more able children are able to write their own names independently. The varied range of maths equipment helps children to explore early mathematical concepts. However, problem solving, reasoning and numeracy are not effectively promoted through daily routines, for example, during snack and meal times. Older and more able children can count up to 10 and well beyond confidently.

Children show curiosity and an interest in why things happen and how things work as they ask questions about where they live and the natural world. Planned activities help develop and support children's understanding of the wider world, and staff invite people from the community into the nursery to meet the children and talk about their roles, for example, the fire safety officer and the police officer. They are developing an awareness of the uses of information technology in everyday life and are able to operate equipment, such as domestic items, computer, keyboard, telephone and compact disc player. Their physical skills are well promoted through a variety of mediums, such as the pedal toys, climbing frame, slide, bats and balls. Children's finer manipulative skills are well promoted through the good range of activities, such as threading, puzzles, building with small bricks and using scissors. Their imaginations and free expression is promoted through a range of activities, such as painting, role-play, craft activities and music and movement. Children enthusiastically enjoy music and movement where they can practise playing musical instruments, moving their bodies rhythmically, stamping their feet and waving their arms.

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

The provision is good.

All children are warmly welcomed into the nursery which helps them to feel happy and secure. Children benefit from having access to a good range of play resources which promote positive images of diversity and from participating in activities which promote their awareness of different festivals and cultures, for example, Ramadam, Diwali and Easter. Each child is valued and respected as an individual and the nursery staff know the children's individual personalities well. Currently there are no children with learning difficulties, physical disabilities or children who speak English as an additional language attending the nursery. However, staff have past experience and practical knowledge, understanding and training, ensuring that they work with parents and other professionals to meet each child's individual needs. Consequently, an inclusive environment is provided for all children.

Children's behaviour is good. Staff effectively support younger children in sharing and taking turns. They have good relationships with staff and other children. Staff have high expectations and set consistent boundaries for all children which helps them learn to negotiate with others, take responsibility for their own behaviour and develop a positive sense of respect for one another. Children's understanding of right and wrong are developed as they respond to gentle reminders to care for their environment, resources and each other. Staff provide good role models for children by being calm and polite. Praise is given freely to children, ensuring that they develop confidence and self-esteem and understand that they have done well. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children benefit from their parents being actively involved in their children's learning. For example, parents are invited to informal evenings, providing the opportunity to discuss children's developmental progress. They receive regular newsletters informing them of future events and topic work and children are encouraged to bring in items from home. Parents receive good quality information and the noticeboard provides parents with all the required information about the nursery, including the Foundation Stage curriculum guidance. As a result, parents are fully informed about their child's care and developmental progress. Operating policies and procedures for the nursery are made freely available to parents and most meet with the requirements of the National standards, however, the complaints procedure is not sufficiently robust and does not fully comply with the changes in regulations.

## **Organisation**

The organisation is good.

Children's care is enhanced by the well planned and effective organisation of the nursery. All staff have been vetted by the Criminal Records Bureau, ensuring their suitability when looking after children. Staff make good use of available play space, as result, children are able to move freely and independently around the setting accessing a good range of activities which support their play and learning. Staff plan activities well to meet the needs of the children. The nursery has a comprehensive range of documentation, including the operational plan, policies and procedures.

Leadership and management is satisfactory. The owner, manager and staff are professional, motivated and endeavour to provide children with positive early years play and learning experiences. A clear staffing structure is in place within the nursery and all staff are aware of their roles and responsibilities, thus ensuring that they consistently carry out their roles to a good standard. Staff deployment within the pre-school, however, is not always effective and on occasion pre-school children are cared for in the toddler room, not by their own key worker, consequently at these times their learning is not fully supported, challenged and observed. Staff receive a suitable level of support through team meetings and appraisals, and they are encouraged to attend training; ensuring current childcare practices are updated. As a result, children are cared for by experienced, knowledgeable staff and they benefit from continuity of care.

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 the provider was required to make sure the outdoor safety surface is well maintained, to improve the recording of visitors to the setting and improve systems for informing parents about the Foundation Stage curriculum. The provider has maintained the safety surface and is currently looking at renewing this completely. Documentation has been improved to ensure a detailed record of visitors is in place and information for parents regarding the Foundation Stage is provided in the parents information booklet, through displays in the entrance area, daily discussions and the annual parents evening.

## **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):

- improve routines for children to wash their hands
- ensure children have free access to drinking water
- develop the complaints procedure to ensure it fully complies with changes in regulations.

#### 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):

- extend opportunities for children to develop their independence in everyday situations
- provide opportunities for children to solve simple mathematical problems through everyday fun practical activities
- review the organisation of staffing within the pre-school room to ensure that children's opportunities for learning are fully supported.

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