

# Elloughton Private Nursery with Little Acorns

## OOS

Inspection report for early years provision

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<b>Unique Reference Number</b>	314622
<b>Inspection date</b>	16 May 2007
<b>Inspector</b>	Jackie Phillips
<b>Setting Address</b>	88 Main Street, Elloughton, Brough, East Riding of Yorkshire, HU15 1HU
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<b>Registered person</b>	Kim Craven
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good.

### WHAT SORT OF SETTING IS IT?

Elloughton and Little Acorns is a Day Nursery and Out of School Club provision. It is privately owned and managed and was established in 1988. The setting registered at its current premises in 1998. The facility is open all year, except for Bank Holidays, from 07.30 to 18.00, Monday to Friday. It is situated in the village of Elloughton, close to the A63, within the East Riding of Yorkshire. Children attend from local villages and surrounding rural areas.

Registration is for fifty one children under the age of eight years, although older children may attend. Currently 97 children are on roll, 22 of whom are over the age of eight years. There are 15 children in receipt of funded nursery education. Children are collected from schools in Elloughton, Brough, South Cave and Welton.

The setting is able to support children with learning difficulties. Children are cared for in the main house and adjacent single storey annexe. The younger children mainly use the ground floor of the property, with small groups of funded children occasionally using the room upstairs for specific focussed activities during the day. The older children use the first floor play room

during school holidays as their designated area but in term time may also use the downstairs play room. There is an enclosed garden for children's outdoor play experiences.

There are twelve members of staff, including the managing director, the manager and two supply staff. Of these, six hold recognised childcare qualifications and others are working towards achieving qualified status.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children learn about keeping healthy through a number of positive ways. For example, they understand the need for hand washing at regular intervals. The children aged over three are familiar with a short rhyme, to help them remember the routine after using the toilet. The majority of pre school children use the first floor bathroom independently. Disposable paper hand towels and step stools for the smaller children are provided. This means that children are developing independence at self care skills. However, liquid soap is not provided to help children understand about effective standards of personal hygiene.

There are suitable arrangements established for children when they are sick or infectious. For instance, parents have access to written guidance regarding exclusion periods. A sick child policy informs parents about the procedure when children become ill whilst at the setting. This helps to maintain a healthy environment. Medical supplies are available and the majority of staff hold valid first aid qualifications. Written parental consent is gained for the setting to seek emergency medical attention should this be required. The arrangements for the administration of medication to children are currently not consistently applied to fully ensure that prior written parental agreement is securely established.

The meals that children receive are varied and the menu is well balanced. For example, pasta, fish, meat, fruit and vegetables are provided. Children enjoy their food and there is very little waste. They request and receive second helpings. Regular drinks are provided for all children throughout the day, although they are not available for children to access independently, as they wish. Children have an understanding of food that is good for them. They discuss their favourite fruit and vegetables, experience food from other cultures and take part in tasting and cooking activities. Parts of the garden are used by children for planting and growing activities. They have grown Sunflowers and beans. This shows that children are aware of a varied range of food and how it is grown, cooked, eaten and enjoyed.

A large and leafy enclosed garden area provides children with many opportunities for physical play, fresh air and exercise. A varied range of equipment supports children's physical development. For example, they can ride bikes, use a trampoline, play football and learn skills of climbing and balancing. The range of well established trees and shrubs provide shade during the sunny weather, when the provider has confirmed that the majority of children's activities are taken outside. The range of resources includes those to support children's hand and eye co-ordination. For instance, they competently use scissors, pencils, brushes and glue sticks. They are able to handle small pieces of puzzles, thread laces and use a spade expertly to fill containers with lentils or beans. Many children are able to quickly put on coats independently, before going outside.

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

The provision is satisfactory.

The environment for children is made attractive by the display of their art and creative work. A good supply of child sized furniture is evident, such as tables and chairs. Cots and low beds are provided for children to sleep and rest. The equipment for babies includes low chairs, walkers and a baby swing. Highchairs are available for babies mealtimes, although the foam padding of one currently provides a potential hazard. The majority of equipment is easily reached by children which means their choice and decision making is well supported. A lack of domestic style furniture around the setting reduces the opportunities for children and adults to enjoy cosy story times together using a comfortable chair or sofa or for babies to pull themselves up as they would do so within a home environment.

Children are cared for in a secure setting. Visitors are asked to record their details in a visitors log book. Children's records of attendance are completed promptly, which means numbers of children attending are accounted for. Staff are vigilant about ensuring children are safe, although do not always explain to children how and why they should be more responsible regarding their own personal safety measures. Risk assessments are carried out and cleaning schedules established. The emergency evacuation procedure is practised with children and notices displayed to share with parents, staff and visitors. This means that attention is paid to ensure the building is clean, well maintained and the occupants familiar with what to do in an emergency.

A staff member has recently attended up to date training on the protection of children. The provider has explained how additional staff members will also update their knowledge and understanding regarding child protection issues in the near future. The setting has established a written policy which contains relevant child protection information and has guidance and local contact details in place. This means that all staff have access to information to substantiate their responsibility to protect children from harm.

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

The provision is good.

Children play with a varied and interesting range of toys and equipment that support their all round development. For example, a low mirror on the wall of the birth to two room allows babies to see themselves and be stimulated to move. The older babies use a variety of 'sit on' toys that are mobile helping to develop their sense of balance and provide physical challenges. Babies use toys that require them to lift flaps, push buttons, roll and turn objects. The toddler age children also use mobile equipment indoors which enables them to effectively channel their high energy levels in positive ways. All children are involved in a good range of creative activities which includes free painting, collage, printing and experimenting with colours. Children are interested in their surroundings. For instance, introducing themselves and their friends to visitors or investigating the laptop computer of the childcare inspector. Adults plan an approach in line with the 'Birth to three matters' framework for children under the age of three. For example, implementing activities to support children's learning and development under aspects of becoming a skilful communicator and a competent learner.

Activities are planned in advance and a thematic approach to learning is used throughout the setting. An interest table is provided within the reception area that all staff members take a turn in planning and implementing. This means that children are able to observe and handle a range of objects that are focussed around a topic helping to increase, extend and consolidate learning. Some children's activities develop their senses. For instance, they cook, play with sand

and water, experience playing with pasta, lentils and beans and use one handed tools when involved with play dough. They are able to plan to make different shapes with the dough and use descriptive language to explain how it feels, for instance 'it is cold and squidgy'. Children learn how to use their bodies in different ways. They dance to music with coloured ribbons, they use a good variety of physical equipment and are involved in action ring games, such as the Hokey Cokey.

The arrangement and storage of equipment means that children are able to make independent choices and decisions regarding their play items. They are drawn to the attractive book storage units where an interesting range of books are available. The older children who attend the before and after school club are able to decide if they would like to play in either the upstairs or the ground floor play rooms. The equipment provided for them includes, interactive games, creative activities, role play opportunities or a firm favourite, playing football in the garden.

Nursery education.

The quality of teaching and learning is good. Staff are familiar with the Foundation Stage and some have attended training. They plan a stimulating range of activities in advance and ensure that these are linked to the early learning goals. Good consideration is given to plan for the next stage in children's learning through ensuring activities are purposeful, provide opportunities for repetition and offer sufficient challenge. Using observation and evaluation techniques the needs of children are identified, for example, areas where additional support is required. Written records are kept of children's progress and are shared with parents. Photographs and examples of children's work help to provide a clear picture of the stage that children are at and how the planning and assessment process can be developed to maximise learning potential.

Adults make learning fun and are involved with children as they play and learn. Resources are provided for children to investigate how things work, to record their observations, be familiar with information technology and use equipment to take on roles and characters. For example, adults change the role play area frequently to provide children with experiences of playing imaginatively in a home, café, shop or hospital. Children pretend they have broken bones and use bandages and crutches. They pretend play, using a low bed with blankets and ask for the Doctor or Nurse. Visitors to the setting, such as the fire service, contribute to children's experimental learning. The setting works with outside agencies to develop effective working practise and find ways in which to improve.

Children are confident and capable and are able to flourish in a well organised learning environment. Children know where to find puzzles, games, role play items and those activities where they can focus on number, such as sorting, matching and counting. This is because defined areas of learning are created. Many children are able to identify letters of the alphabet including spelling out their name from letters on the alphabet puzzle tray. They can write for a purpose using the mark making materials, although resources for them to make their own books and notepads or join items together are limited. They are very familiar with a range of books often repeating favourite lines, such as those from the 'Peace at Last' story book. They are becoming confident in using words that rhyme and are able to stand in front of the group alone to sing a song. Children learn about other cultures and festivals as they taste different food and get involved in activities associated with Chinese New Year, Yom Kippur, Diwali and St Georges day.

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

The provision is good.

The adults of the setting work with parents to ensure the individual needs of children are met. This involves, for example children's special dietary requirements or taking older children after school to an activity club, such as tennis. This means a strong commitment is evident to work with parents as partners to ensure their wishes are complied with and children's needs are met. Around the setting, high quality posters raise children's awareness of different cultures and include positive images of children with disabilities. Toys and resources supplement this to enable children to learn from books, puzzles, dolls and includes experiencing walking with the aid of crutches. The older children have formed a Student Council. This includes children under and over the age of eight years. They have been involved in making the rules of the club and provide a voice for all children. This helps children to learn from each other and provides a fair way for their wishes, suggestions, concerns and aspirations for the future to be acknowledged.

The partnership with parents and carers is good. This is effectively achieved by a mutual sharing of information and a commitment to ensure the wishes of parents are respected. Regular newsletters, daily written recordings of babies routines and very good access to the range of written policies and procedures, mean that parents are fully aware of the operation and management of the setting. They are however, less informed about the educational content of the early years programme particularly the intended outcomes and how children learn and are educated from the activities, experiences and play opportunities provided. There is an attractive information pamphlet about the setting and new parents are invited to share what they know about their child. Parents may have access to their child's development profiles and photographs displayed around the setting help to keep them well informed.

Children are well behaved and are provided with reassuring explanations from adults to help them understand the consequence of their actions when disputes occur. Positive relationships between adults and children are evident and additional support for children is recognised and provided when required. Adults introduce children to a range of different cultures, events and celebrations to help them understand about the wider world. Adults act as positive role models and congratulate children when they display good manners, such as saying please and thank you. They include children in the tidying away of the resources, although do not provide them with a warning when the change to routine is imminent. Children's achievements are recognised and rewarded with praise, stickers and certificates which helps to raise their self esteem and self worth. Children are kind and considerate to each other, such as the child who helped another child to fix the bandage around the dolly's arm because he could 'tie now'. This empathy and understanding is reinforced by the introduction of Sam, a soft doll that children can take turns in taking home. He has his own clothes and wash bag and children make requests to provide care for him in their own environment. This positive approach helps children to be more aware of respecting the wishes of others and of nurturing emotions of care and concern. This means that children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

The leadership and management of the setting is satisfactory. The proprietor is available to support staff and provide a 'hands on' approach. Staff are invited to attend training and make contributions to planning and implementation of the reception areas interest table. There is an adequate recruitment system in place and emphasis is placed to ensure all staff undergo a police vetting procedure before they are left alone with children. Meetings are held with

members of the senior management team and staff appraisals are held. This ensures that discussions take place about the development of team members and effective working practises.

The routine of the day ensures children's needs are met. Time for rest or relaxation, sleep and meal times are all included and periods of physical exercise using the outdoor environment taken into consideration. They engage in activities that are child led or adult focussed. Often children move rooms during the day, for example, for focussed activities. This provides them with a change of scenery and the opportunity to mix with other children. Throughout the day adequate staff to child ratios are maintained, although during the early part of the day, when older children are taken to school, staffing levels decrease providing less adults available to work and supervise children effectively.

Required documentation, including accident and medication logs and records of attendance are in place. Some, such as the setting's complaints procedure, that for a lost or uncollected child and an outings procedure are not clearly defined to ensure parents and staff are well informed of action to take or that children's safety is not jeopardized. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the last child care inspection three recommendations were made. These related to including the contact details of Ofsted, the regulator, in the setting's complaints procedure, meeting recommendations made by the Fire Safety Officer and ensuring that a procedure was in place in the event of an allegation being made against a member of staff. The setting has acted upon advice regarding fire safety and the written child protection procedure contains some information about steps to follow if an allegation was made against an adult of the setting. The written complaint's procedure contains contact details of Ofsted, although at this inspection lacked sufficient information to share with parents. The previous recommendations have been satisfactorily met.

At the last nursery education inspection, three key issues were raised. These were in relation to developing children's mathematical awareness, providing opportunities for them to explore and investigate how things work and improving staff's knowledge of intended learning outcomes at the planning stage. Within the curriculum children have frequent access to games, puzzles and action songs and rhymes that raise their awareness of mathematical language and knowledge of numbers. The setting has introduced a range of information technology resources, to enable children to explore and investigate how things work. The staff team have recently developed and improved planning techniques and cross reference the activities with the early learning goals. Staff are able to identify and plan activities that are purposeful and have a clear learning outcome. The key issues have been satisfactorily addressed.

### **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 satisfactory. 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):

- request parents prior written permission to administer any medication
- improve the policies for a lost or uncollected child to provide a clearly defined procedure to ensure children's safety
- develop the setting's current complaints policy to include up to date information
- maintain required adult child ratios particularly during the early part of the day

#### **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):

- improve how parents are kept informed regarding the content of the nursery education programme, including intended learning outcomes for children.

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)