

Newbold Children's Centre Nursery

Inspection report for early years provision

Unique Reference Number	EY337661
Inspection date	04 June 2007
Inspector	Marina Anna Howarth
Setting Address	Newbold Sure Start Centre, Moss Street, ROCHDALE, Lancashire, OL16 5NL
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Registered person	Creche-N-Co Ltd
Type of inspection	Integrated
Type of care	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.

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?

Newbold Children's Centre nursery was registered in 2006 to provide full day care for 56 children. The nursery is housed in a Sure Start children's centre building in Rochdale and consists of three play rooms and an outdoor play area. It is privately owned and managed. The nursery is open to all children and operates Monday to Friday from 08.00 to 18.00 hours.

There are currently 50 children aged from birth to under eight years on roll. Of these, 20 children receive funding for nursery education.

There are six members of staff, five of whom are qualified. The manager has an appropriate qualification. The nursery supports children with learning disabilities or difficulties, and children who have English as an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive because the nursery has excellent procedures in place and staff are excellent role models to the children on hygiene practice. For example, during the inspection, staff were seen to clean the surfaces used by the children using anti-bacterial spray. There are effective nappy changing procedures in place and children learn enthusiastically about the importance of personal hygiene. For example, there are pictures of hand washing in the bathroom and children are encouraged to wash their hands after visiting the toilet and before snack and meal times. Younger children wash their hands confidently and use the soap dispenser without being prompted. Explanations are offered by the staff as to why it is important to wash away the germs. Older children know that washing their hands gets rid of the germs which can make you poorly. The staff have used local resources in the community to promote personal hygiene. For example, the health visitor came to talk to the children about germs and showed the children the dirt on their hands by using UV light and special hand soap. The dental nurse has also visited and discussed dental care.

The children are extremely well nourished and thrive, as they are provided with a varied and highly nutritious diet. This is prepared daily on the premises, using fresh produce which includes, fresh fruit, vegetables, poultry, fish and meat. The nursery has been recognised for ensuring that children have a healthy diet by receiving the Rochdale Early Years 'Golden Grin' award. Staff work effectively in partnership with parents to ensure that children's health and dietary needs are met. Staff are also flexible to meet individual children's needs. For example, if a child does not like the food presented to them then a healthy alternative is provided. Children are also developing an awareness of the wider world by being given excellent opportunities to try foods from different cultures and have been actively involved in the preparation. For example, they have looked at foods from Italy and have made fresh pasta, using the pasta machine to make spaghetti. Children are refreshed as they are able to have regular drinks of water throughout the day. Their independence is actively encouraged through the provision of a water jug and cups, which are easily accessible to enable children to help themselves.

Every day children benefit through planned or spontaneous activities to promote their physical well-being. They are encouraged through staff's infectious enthusiasm as they take part in activities outside in the outdoor play area, which has a soft safety surface and a road circuit. They are given the opportunity to explore different weather climates through the provision of protective clothing. For example, rain coats and sun hats are provided. They learn to balance and climb using large equipment and negotiate wheeled toys around. They are actively involved in gardening and participate in a variety of stimulating, purposeful and developmentally appropriate activities. For example; two children spend time looking at some flowers they have grown. They become really excited as they observe a bumble bee, flying to the various flowers and immediately run to inform a member of staff, who shares their enthusiasm. Young babies also have access to a separate outdoor area where they develop their walking skills. Inside the environment is set up with soft play resources and there is a designated sensory room where they are actively encouraged to develop their curiosity and explore their surroundings. They rest and sleep in accordance with their own needs. A flexible routine is in place for older children, allowing them to be able to relax and rest in comfort in the quiet areas provided.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment where attractive displays adorn the walls and brightly coloured mobiles hang from the ceilings. As a result, their self esteem is promoted as they see their artwork displayed for all to admire. Risk assessments are conducted, however these are not conducted on a regular basis. As a result of this, potential hazards may be missed. Children use mainly good quality equipment that is purchased from reputable sources. There are clear written systems in place which show that toys and equipment should be checked and cleaned on a regular basis. However, on the day of the inspection children were observed playing with a couple of doll's pushchairs which were broken and could have posed a risk for children's safety.

There are systems in place to ensure the safe collection of children. The building is secure at all times where parents and visitors can be visually seen entering and exiting the building. Access is gained via an intercom to gain entry. There are procedures in place for ensuring that any visitors are registered on the premises via a signing in book.

There are effective fire procedures in place, including the emergency evacuation plan, which is practised on a regular basis. The local fire service have also visited the nursery where children were able to try on protective clothing, sit in the fire engine and use the hose. As a result of this, children have a good understanding of fire safety. The children are protected because staff are trained in first aid and they have a good understanding of child protection procedures. Management has a clear understanding of vetting procedures and employ staff who have relevant experience and skills in caring for children.

Helping children achieve well and enjoy what they do

The provision is good.

Babies play happily together with adults. They benefit from the warmth, love, security and care they receive from the staff team. They acquire new skills and knowledge through opportunities provided to self-select activities and explore their environment. For example, in the designated sensory room, children press buttons and watch lights turn on and off. One child speaks into a speaker and watches in delight as a light comes on each time a sound is made. Another child enjoys exploring her senses as a member of staff introduces her to a variety of textured materials; feathers, beads, scrunchy materials and bubble wrap. Children smile and laugh excitedly as they make new discoveries.

Children are developing an awareness of themselves by looking into mirrors. They are also making connections with each other and the wider world. For example, a visitor enters the building with a young baby, a member of staff holds the baby and talks to the children. One young child points to the infant and says 'ba', she then walks over to the home-corner and points to a doll saying 'ba'. The staff actively praise the connection that has been made. Children develop good levels of confidence and self-esteem through stimulating activities available to them. For example, they have been involved in making a 'wishing den' with natural materials, which they attached their wishes to.

Nursery Education

The quality of teaching and learning is good. Children enjoy their time in the setting. They show interest in the activities provided for them and are able to concentrate for long periods

on their chosen task. For example, a group of three year olds are engrossed in their play in the sand tray pouring and measuring sand into the jugs. The pre school staff team have a secure knowledge and understanding of the Foundation stage and how children learn. Long-term, medium term and short term planning is in place and all the staff are involved in the weekly planning which ensures that they incorporate the individual needs, interests and experiences of each child within their key worker groups. They continue to offer a broad and balanced curriculum. As a result, children are making good progress towards the early learning goals. The staff team make positive observations of children's play. These are dated and securely link to children's individual records of assessment which are used to plan the next steps in children's learning. A variety of teaching styles are used and children have opportunities to work on a one-to-one basis with a member of staff or in small and large groups. For example, each day they take part in a group activity at circle time or are involved in a focused activity, such as free painting their own representations of a vase of flowers. They also have the opportunity to lead their own play. For example, a group of children decide they need to take some sand from the sand tray into the garden centre and café area to extend their imaginative play. The activities and experiences provided for children effectively cover the six areas of learning. However, there are some gaps in children's experiences of information and communication technology and the evaluation of focussed activities is not always completed. As a result, sometimes it is not always clear that the learning objectives have been met.

Children enter the setting confidently and separate from their parents well. Less confident children are well supported by the staff and are skilfully redirected to an activity of their choice. All children independently choose from the activities set out for them and make decisions in their play. They are motivated, interested and often concentrate for long periods in their chosen activity. They play cooperatively and imaginatively together, such as in the role play area or building with bricks. They respond positively to the staff's clear and sensitive direction at circle time and know that 'we look', 'we listen' and 'we concentrate' during this time. They are becoming confident communicators during this period as they inform a member of staff which song they would like to sing. They have opportunities to use mathematics at circle time as they count the days of the week. They know simple shapes such as square, triangle or circle and older children recognise more complex ones, such as an oval.

Children are learning about the use of technology as they experiment with magnets, the digital camera and simple programmable toys. For example, during a recent visit from the fire service children took photographs of each other sitting in the fire engine or holding a hose. They are developing a sense of time as they are having regular daily opportunities to talk at circle time about the weather, days of the week and month and year. They are learning about nature and how things grow, such as growing seeds during the planned themes or by walks in the garden. They are making connections. For example, one child holds up a dragon fly and informs the member of staff 'here is another, I have two dragonflies'. They have opportunities to mark make in the designated writing area and carefully select from the wide range of resources available to them, such as pens, crayons, pencils, erasers and pencil sharpeners. In addition, children have been involved in creating their own alphabet. Each child has chosen a letter and drawn a picture to represent it. Children are developing a sense of the wider community and are learning about different cultures, beliefs and abilities through the activities and resources available to them and in their discussions with staff. For example, children show a sense of awe and wonder as they look for worms outside. This links with the current theme of 'in the garden'.

Children are given opportunities on a daily basis to develop their physical skills as they play on the outdoor equipment. They are able to negotiate space well when sitting down at circle time

and carefully pedal bikes or ride scooters around the cycle track. Overall, children make good progress towards the early learning goals given their capabilities of starting points.

Helping children make a positive contribution

The provision is good.

Children are made to feel welcome to the nursery where they are very happy and secure and make a positive contribution. For example, they are proud of their work which is displayed to enhance the nursery environment. Children's individual needs are met well. They respond well to positive praise and encouragement, sharing and taking turns. They are aware of boundaries set within the nursery which is discussed and explained at regular intervals. Children work cooperatively with each other as they play together or help to tidy up before snack and meal times. They clearly know what is expected of them and as a result behaviour is very good. For example, a member of staff asks the children to put their hands on their heads and to 'listen'. The children do this immediately. They are informed that it is time to tidy up while the music is playing. They tidy up very well together as relaxing music plays in the background. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. Trusting relationships are established between parents and carers ensuring that children are settled and make good progress. Parents are welcomed into the nursery, they receive a comprehensive information pack when their child commences. There is a gradual setting in policy which ensures that children are happy and settled when they are left. Parents are kept informed about their child's progress and nursery events via regular news letters and a parents day where they are invited to discuss their child's profile with their key worker. Parents are welcomed to spend time in the nursery and are invited to share their views either through discussion or a comments book. There is also a wealth of information displayed on the notice board and access to all the settings policies and procedures. This provides parents with a clear insight into the care provided for their children and allows them to make an informed choice regarding the provision. There are displays and folders detailing information about the early learning goals including photographs of the children involved in a variety of activities. However, there are no systems in place to involve parents in children's learning.

Organisation

The organisation is good.

Children's care is enhanced by the efficient and effective organisation. Good use is made of space, babies are cared for in their own room, whilst older children have access to well equipped spacious rooms. Knowledgeable, well qualified practitioners fully understand and mainly follow the setting's comprehensive policies and procedures to protect children, promote their well-being and support all children to develop their potential.

Staff continually interact with children, giving effective support and encouragement which helps children to feel secure and confident in the well organised environment. There are effective systems in place to support the staff in their professional training and development. The owner of the nursery provides good leadership and management. Good systems are in place to monitor the process of teaching and learning, ensuring that children are able to make relevant progress towards the early learning goals before leaving the nursery to move onto school. 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 AND NURSERY EDUCATION

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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 that all toys and equipment are in good repair
- ensure that risk assessments are conducted on a more frequent basis and reviewed regularly

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 evaluate focused activities to ensure that the learning objectives are met
- improve opportunities for children to learn about information, communication and technology
- develop systems to involve parents in children's learning.

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