

# Sparthfield Happy Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY339312
<b>Inspection date</b>	05 June 2007
<b>Inspector</b>	Debra, Elizabeth Mitcheson
<b>Setting Address</b>	419 Whalley Road, Clayton le Moors, ACCRINGTON, Lancashire, BB5 5RP
<b>Telephone number</b>	01254 301524
<b>E-mail</b>	
<b>Registered person</b>	Sparthfield Happy Day Nursery Ltd
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Sparthfield Happy Day Nursery is situated close to Clayton le Moors, Accrington. The provision consists of a ground floor area for children birth to three years and upper floor for children three to eight years. All children share access to a purpose designed outdoor play area. The group serves children from the local area. A maximum of 65 children aged from birth to 8 years may attend the nursery at any one time. The nursery is open from Mondays to Fridays from 07.30 to 18.00 each week, 51 weeks of the year and closing only on bank holidays.

There are currently 28 children in attendance and include eight children who are in receipt of nursery education funding. There are also children in attendance who have been identified with learning difficulties and who have English as an additional language.

Most of the staff team have relevant qualifications and training in childcare. The setting receives advice, training and support from the local authority and Early Years teaching team.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children thrive as they follow the setting's approach and practices to a healthy lifestyle. This is a result of staff following stringent hygiene procedures that include basic cleaning practices and ancillary staff completing heavy domestic tasks. Children model these practices, which helps them learn the importance of their own personal hygiene. This is observed as children reach for a tissue, without prompting, to wipe their nose and little ones reaching for 'bibs' to protect their clothing at meal times and therefore, preventing the spread of infection.

Children are provided with regular drinks which are accessible from child sized water fountains situated throughout the nursery and the babies have named feeder cups that are accessible to them throughout their day. Food is nutritional, prepared in adequate quantities and served in accordance with children's needs and not as part of the nursery routine. Photographic evidence shows children having fun in baking and assisting in preparing their own snacks. This allows them to develop their independence skills and consolidate their learning in developing a healthy lifestyle.

Children of all age groups have access to quiet areas at the setting which are delightful in relation to their decoration and comfortable child sized furnishings and fittings. Cots, mattresses and cushion covered book corners enable children to curl up for a sleep or take a rest. There is a comprehensive range of activities that promote children's physical development and they are thoroughly absorbed in many activities that offer challenge and active participation. Some children 'let off steam' by doing 'wheelies' on their bikes, while respecting their own and peers individual space as they participate in action rhymes during circle time. They also have a good sense of bodily awareness as they recognise that this exercise makes them hot and thirsty. They comment, 'pew we are hot and need a drink'.

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

The provision is good.

An environment of enchantment awaits all users of this setting, where the vast array of displayed children's art work and child-orientated fabrics and furnishing which are influential factors. The creative storage of toys and resources enable children to explore and make their own choices and the provider's meticulous attention to detail in the decoration and structuring of rooms provides children with exciting areas for specific aspects of play. For example, book corners, delightful home corners, places for rest and sleep and outdoor play which is accessible in the purpose designed children's garden, to the rear of the nursery.

Children have access to a superb range of toys, equipment and play materials. These are both age and size appropriate and fully support the developmental needs of children from birth to eight years. Both users and staff are well safeguarded and protected from hazards. This is because policies and procedures are robust and risk assessments are used to prioritise their safety. It is encouraging to note the provision of additional staff that cover staff lunches, cooking and domestic chores. This allows staff time to work directly with the children and maintains staff to child ratios, which positively support the further safety of children during staff breaks. Positive steps to safeguard children have also been taken in relation to fitting supplementary safety features. For example, emergency lighting on and off the premises, fire blankets and extinguishers in each room, finger guards and security devices on all doors, staff

'walkie talkies' and close circuit television (CCTV). Children are beginning to take responsibility for their own safety as they tidy toys away after use and follow, without prompting, the nursery's safety routine when accessing rooms on the first floor.

All staff have a sound understanding of their roles in relation to the settings child protection procedure. They understand the signs and symptoms of abuse and who to report concerns to, which for most of the staff is the registered provider or the nursery administrator. However, it was agreed that the manager would need to update her knowledge of the procedures they follow in the event of their absence from the premises, to ensure that children's welfare is safeguarded at all times.

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

The provision is good.

All children are happy and thoroughly enjoy their time at this setting. Some skip into the nursery, take off their cardigans and sweaters and greet their peers and staff with 'good morning', which is quickly reciprocated by staff. Babies are observed to separate with ease from their parent's and reach out with smiles as they are received into the arms of their key worker. Children have access to a wonderful selection of purposeful and interesting activities which they relish. For example, they wait in anticipation to plant a selection of bedding plants and sunflowers that they have grown in the nursery from seeds. They also squeal with excitement as they examine the tadpoles with their microscopes, shouting 'some have got legs!' Babies are developing into competent learners. They reach out for the excellent selection of toys and objects of interest in the treasure baskets and stare into the imitation fish aquarium, with wonder as this piece of equipment 'bubbles away' in the corner of the baby unit. Children throughout the nursery are confident in making their own decisions in what they choose to do, and eagerly participate in the activities of the day. These include role play, dough, construction, outdoor play, story time, dressing up, board games, jigsaws, story time, music and movement and continuous provision of sand, water and paint. Activities are thoughtfully planned in relation to the 'Birth to three matters' framework and the Foundation Stage. Observations are being completed and will be used to develop their future learning needs, following consultation with their parents at a scheduled 'open evening'. The setting is in the process of developing provision for school aged children. The nursery administrator has a good understanding of the needs of school age children and explained that the focus of this group will be to have structured activities that extend learning after the school day with the emphasis on having fun.

Children are observed to play in harmony with their peers most of the time and positively support each other. For example, photographic evidence demonstrates children's understanding of caring for the babies as they interact positively with them during their regular visits to the baby unit.

The registered provider, nursery administrator and established staff members clearly know the children well and are very aware of how they individually learn and progress. This information is being shared with new staff and is used in conjunction with their knowledge and understanding of the 'Birth to three matters' framework, Foundation Stage and child development which will influence the continuing effectiveness of activities and play opportunities to extend children's progress in their physical, social, emotional and intellectual capabilities.

### **Nursery Education**

The quality of teaching and learning is satisfactory and the children are making sound progress in all of the six areas of learning. This is because the administrator has a clear knowledge and understanding of the Foundation Stage, resulting in effective planning and provision for a wide range of purposeful activities in line with the stepping stones within the curriculum guidance. Some staff are observed to use effective teaching methods that include supplying children with appropriate props and resources to develop learning. For example, introducing a mobile phone in the home corner and original gardening tools when planting in the garden. Skilful questioning challenges children's thinking; for example, they ask children why they are putting plants in soil?. They respond 'to make them grow, the soil is their food and they need rain for a drink'. Some staff are developing their skills in evaluating daily activities and documenting observations of the children's learning that will allow for differentiation in children's age, Early Years experiences, current stages of development and any learning difficulties. However, as the setting has only recently been implementing the foundation stage they have not had the opportunity to implement the assessment on the children fully and it is therefore unclear what the starting points of the children's learning are.

Children have a very positive approach to new experiences, and learn new skills. They take the initiative to experiment with mixing glue and water together and comment, 'it is all sloppy now' and recognise that as the glue dries it leaves a 'shiny finish'. Most children are confident speakers and engage in purposeful conversations with peers and staff, they ask 'who is looking after us today' and 'what are we going to be doing?'. For those children who are not as confident or have English as a second language their individual requirements are fulfilled as staff have implemented picture cards. For example, a picture of a cup so that they can communicate the need for a drink. Children are eager to share their experiences from their own homes. They discuss how their parents are 'poorly' and then use this as an opportunity to practise their writing skills using an array of tools which include pens, pencils, paintbrushes and chalks to complete a picture with a get well message. Good literacy skills are also evident as children freely access the book corner and imitate staff at story time. They follow the stories in familiar books and use prompts, such as puppets to follow the characters in the stories of the 'Three little pigs' and 'Little red riding hood'.

The children learn about numbers through everyday activities. For example, they count out fruit and plates at snack time and use rhymes, such as 'Five little speckled frogs' to consolidate their learning of subtraction. There are some opportunities to solve problems as they begin to understand space and measure in the water play and develop a sense of time as they discuss the life cycle of the frog and the growth of plants during a gardening activity. Knowledge and understanding of the world is a key strength and encouraged through all aspects of play and learning. For example, they build a wide range of transport systems which include bridges, tracks and selecting appropriate resources, such as imitation trees, people and everyday nursery objects to produce a fabulous rail track. Careful intervention from staff continues to develop and captivate the children's interest as they introduce signal posts and road signs that the children understand and then adapt the track accordingly.

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

The provision is good.

Partnership with parents and carers for nursery education is good, as it is throughout the whole of the setting. Staff, in particular the manager, deputy and administrator work closely with them to meet the individual needs of their child. New children complete a 'people who are special in our life' brochure, prior to being involved in introductory sessions. Good systems are in place for sharing information on the care and education for children and include daily

discussion, open evenings, parents' brochure, newsletters and a noticeboard with relevant information regarding the 'Birth to three matters' framework and the Foundation Stage. Access to their children's files of work are to be made available following an imminent open evening for parents' which is scheduled for June 2007. This information will inform the parents of their child's starting points and their progress in relation to the early learning goals. Parents are observed to be relaxed and comfortable in addressing their child's day with staff. They remark on their receipt of regular newsletters that inform them of current and future practices planned at the setting and actively seek their opinions and suggestions regarding practice. Feedback from parents during the visit results in them speaking highly of the quality of the provision available to their children. Parents also have access to policy documents regarding the provision and are fully aware of how to make their compliments or concerns made to staff.

There are effective arrangements in place for all children, especially those with learning difficulties. This ensures that they are highly valued, included and treated equally and fairly. The arrangements include disabled access to the building, toileting facilities and practical hands-on experience by the staff. They are working in close partnership with parents and other professionals to provide appropriate and inclusive care for all. For example, health professionals and staff from the Early Years teaching team.

Children benefit from a satisfactory range of activities and resources which help them value diversity. They engage in a variety of activities, such as discussion groups on 'who helps us in the community' and celebrating religious festivals. These have included Chinese New Year, Divali and Easter. Children are well behaved and are clearly aware of their boundaries, as methods used for managing behaviour are developmentally appropriate and agreed with parents. Children demonstrate very positive caring attitudes to others which are fostered by the staff team, who act as positive role models. Most children are beginning to distinguish between right and wrong and disputes are approached sensitively by this caring staff team. Children offer apologies without prompting and then cuddle their peers and asking for reassurance 'are we friends again?' Staff throughout the setting are enthusiastic, caring, calm and consistent in their approach. This helps promote the children's self-esteem. They enjoy the praise given by the staff team for their achievements which are recognised with verbal praise, stickers and certificates. Overall, children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

Children, staff and service users feel very safe and relaxed. The staff have a good knowledge and understanding of child development and meeting the individual needs of the children in their care. There is a strong commitment to training to continually improve this and adult to child ratios are maintained to positively support children's care and education. Most of the staff have recognised qualifications in childcare. Training opportunities are encouraged and staff skills and expertise are utilised, where they cascade their knowledge to other staff. The recently appointed manager has just completed in house training on the 'Birth to three matters' framework with the staff team that has been well received by all.

Most policies and procedures are effective and in place to provide the sound management of children on and off the premises and has been updated in line with recent changes in regulations, the Addendum 2005. Documentation is in place, up to date and with confidentiality being acknowledged and maintained. This includes children's details and accident and medication details. Parents are fully informed about their child's daily routines and activities through effective lines of communications. The provider is aware of notifying Ofsted of any significant

changes or events at the setting and has kept Ofsted well informed of recent changes in the staff team. The provider's robust vetting procedures have been a contributory factor in this and deemed appropriate in his opinion to ensure that children continue to receive appropriate care and education within a secure environment and where the provider and staff, who care for the children, continue to be suitable to do so. However, these have still to be completed for the new manager.

The leadership and management of the nursery education are satisfactory. The registered provider and his appointed nursery administrator oversee the day to day operations of the day care setting, while establishing the staff team. They are in the process of appointing a full time supervisor and two permanent members of staff in the 'wise owls' room which is for children aged three to five year. They continue at this moment in time to take overall responsibility for the planning of Foundation Stage curriculum. However, discussions are taking place with the newly appointed manager in relation to establishing written assessments that will be clear in relation to children's starting points, and therefore comprehensive in informing parents and new staff of children's current and future learning needs. All activities are planned and evaluated in line with procedures and with the support of the Early Years Teaching Team. 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 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 satisfactory.

### **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 the induction programme, in line with the robust vetting procedure already in place are completed for the new manager

## **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):

- ensure that systems used for the assessment of funded children are clear in relation to their starting points to identify and promote their future learning needs.
- ensure that all staff working with children in receipt of nursery education funding have up to date knowledge and understanding of the Foundation Stage.

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)