

Townley House Nursery

Inspection report for early years provision

Unique Reference Number	403600
Inspection date	19 March 2007
Inspector	Jannet Mary Richards
Setting Address	60 Wateringpool Lane, Lostock Hall, Preston, PR5 5UA
Telephone number	01772 510 499
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Registered person	Ann Jeanette Walmsley
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?

Townley House is a private day Nursery which was established a couple of years ago. The Nursery is a large detached property situated in a quiet residential area, of Lostock Hall on the outskirts of Preston. The Nursery is close to local amenities, e.g. school, health centre etc.

The Nursery is registered to offer care to twenty-two children under the age of five years of which six may be under two years. The registration does not include overnight care.

Mrs Walmsley is the registered provider and the manager of the nursery, she employs four full time and four part time staff, who all share the responsibility of caring for the children.

Day care is provided Monday to Friday 8.00 a.m. to 5.30 p.m. offering both full and part-time sessions.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in a clean and hygienic environment which promotes their good health. The staff follow effective hygienic procedures for changing children's nappies and keeping toilet areas, surfaces and toys clean. The children are developing good self care skills in relation to their own health needs. They wipe their own noses and they are able to help themselves to fresh drinking water at all times. By having tissues and drinking water within easy reach children are prompted to recognise and manage their own care needs independently. Younger children are supported to become independent by the attentive staff. The children know to wash their hands after visiting the bathroom, photographs above the sinks act as a prompt to remind them. The daily routines are effective overall in promoting children's health and minimising the risk of the spread of infection, although the hand drying procedures at the time of inspection are less effective.

The children benefit from a healthy balanced diet. Each day they enjoy home cooked nutritious meals and snacks which are prepared on the premises using fresh ingredients. Mealtimes are a relaxed, enjoyable occasion. Tablecloths and flowers make a pleasing environment for the children to enjoy their food, whilst the staff sit with the children and talk about what they have been doing. Younger children are helped to become independent as they learn to feed themselves. Appropriate meals are provided according to their stage of weaning and dietary needs. Comfortable seating in the baby room enables the staff to bottle feed babies in comfort, allowing the babies opportunities to 'snuggle in'.

Each day the children spend some time outdoors in the nursery play area, providing them with opportunities for fresh air and exercise to promote their health. They enjoy playing with a range of equipment which gives them many opportunities to develop their physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are made to feel very welcome in the nursery. The play rooms are comfortable, well organised and child friendly. Children's own work is attractively displayed throughout the nursery, which helps the children to feel valued. Photographs of the children are also displayed for them to see, in addition the babies can view photographs of their families displayed on a wall, which helps them to have a sense of belonging. The rooms contain a wide selection of good quality toys and resources. These are organised very well, making the best use of the available space so that the children can access them easily, ensuring they have choices about what they play with.

The play rooms and outdoor areas are free from hazards which ensures that children can play safely. Each morning the staff carry out hazard checks which ensures children's continued safety. They supervise the children well at all times. The children learn about the importance of keeping safe through planned activities, such as a visit from the local community police officer to talk about using seat belts and stranger danger. The staff have a good awareness of child protection issues and procedures in order to safeguard the welfare of the children in their care. In addition there are clear written policies, although some detail is omitted from these.

Helping children achieve well and enjoy what they do

The provision is good.

The children are very happy and settled in the nursery. The small nursery environment enables the staff and children to get to know each other very well. The children visit with their parents before they commence, they are encouraged to bring familiar objects from home which helps them to settle in the nursery. Relationships are very good, the staff are kind, caring and respectful in their interactions with the children. The effective organisation of staff ensures that the children have access to consistent carers who know their individual characters and needs. This effectively promotes children's emotional well-being.

The younger children under three years in the nursery experience a range of enjoyable experiences which help to promote their development very well. They enjoy exploring the texture of shaving foam, play dough or paint, for example. They enjoy looking at books in comfortable book areas. They are clearly very happy, singing as they play and interacting with the staff who support them well. The play rooms are organised to encourage the younger children to explore, they can hide in the fabric drapes, for example, explore the tactile objects on the walls, or select from a good range of toys available at their level.

As the children play the staff observe them, they record their progress in the form of photographs and written observations. These are used to plan activities which effectively encourage children's development.

Nursery Education

The quality of teaching and learning is good. Children make good progress towards the early learning goals because the staff plan a wide range of interesting activities which help them to make good progress in each of the six areas of learning.

Children are confident in their surroundings and interested to try new activities. They are kind and considerate, work cooperatively and support each other well. When they are introduced to a new remote control toy, for example, they are keen to find out how it works, they wait their turn patiently, the older children help the younger ones, showing them how to work the controls. The children take a pride in what they achieve, they enjoy showing the adults what they have made and hanging their pictures on a display line for others to see. The children are confident speakers and good listeners. They listen keenly to a story about a bear hunt and then successfully recall the journey afterwards when they re-enact it during play. They enjoy looking at books in a well resourced and comfortable book area. They can recognise their own names and are developing good early writing skills. As they play the children use their understanding of early mathematics, they talk about going under, over and through as they go on the bear hunt. They recognise some numbers on the calculators, telephones and numbered parking bays in the outdoor area.

The children have many opportunities to play in and explore the outdoor areas. They notice changes in the weather and seasons. They observe nature as they collect leaves, hunt for mini-beasts and observe changes as they plant seeds and observe their growth, developing an awareness of the world around them. The children enjoy many very good opportunities to express their own ideas. They access a wide range of resources in the workshop area which they use creatively, they mix paint colours together and make collage pictures and detailed drawings which are displayed attractively around the nursery. They use their imagination very well during role play, acting out familiar stories, such as the bear hunt. As they play the children

develop their coordination and fine motor skills well, confidently using tools, such as scissors and pencils. They develop a range of physical skills when they play outdoors. They have opportunities to balance, use wheeled toys to move around the space, coordinate their movements as they throw and catch, though they have fewer opportunities to climb.

The staff know the children and their abilities very well. They record their progress and use their observations to plan for the next steps in their learning, ensuring that the children make good progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children behave very well in the positive nursery environment. They say 'please' and 'thank-you' at snack time and treat each other with care and consideration. They care for their environment as they help to tidy up and place used paper in a container for recycling. They learn to value differences as they play with a wide range of resources with positive images of race, gender culture and disability. In addition they celebrate different cultural festivals, such as Chinese New Year and Diwali, which develops their awareness of different beliefs. Through this positive approach children's spiritual, moral, social and cultural development is fostered.

The staff clearly value individual children, their characters, interests and meet their needs well. They have a sound awareness of how to support children with a disability or learning difficulty. They work very well with parents and carers to meet children's needs in accordance with parents' wishes. They follow children's familiar home routines for sleep and meal times, for example, which helps the children to feel settled and ensures a consistent approach. Partnership with parents and carers of children in receipt of nursery education funding is good. Parents are encouraged to support the children in their learning by bringing things from home, for example, which link to what the children are learning about in the nursery. They are provided with written information about activities and themes. They meet with staff during parents' evenings and consultation meetings to discuss the children's progress and contribute to assessments of their learning. This good partnership effectively supports the children's learning and progress.

Organisation

The organisation is good.

The effective management and organisation of the nursery ensures that children receive good quality care and education. The staff team work very well together, they are supported well by the manager and nursery proprietors who work alongside them each day. They follow the nursery policies and procedures well which enables the nursery day to run smoothly and ensures that the staff have a consistent approach to childcare. Induction and support systems for new staff are effective.

The leadership and management of the nursery education are good. The nursery manager leads the pre-school provision. She has a good knowledge of how children learn and along with her staff team attends training courses on a regular basis to keep her knowledge up to date. There are effective systems in place for monitoring and evaluating the educational provision for the children, with identified goals for future development.

The documentation relating to the care of the children is well recorded and maintained. Information is shared with parents on a regular basis, effectively supporting the care of the children.

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

Improvements since the last inspection

At the time of the last care and nursery education inspections the provider was asked to consider a number of issues. Since then good progress has been made on each of the issues. The staff working with the youngest children have all attended training on the 'Birth to three matters' framework which has led to improvements in their understanding of this framework and the planning and provision for the youngest children.

The educational provision for older children has also been developed with the provision of additional resources for children to investigate simple technology, such as remote control toys and tape recorders. In addition the children can access a wide range of toys and books which reflect differences and promote equal opportunities. This has led to an improvement in the opportunities for children to develop their knowledge and understanding of the world.

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.

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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):

- review the current hand drying procedures to further minimise the risk of the spread of infection
- review the child protection procedures to include clear procedures 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):

- increase the range of challenging physical opportunities for children, for example climbing activities.

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