

# Nightingales Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY239968
<b>Inspection date</b>	20 June 2007
<b>Inspector</b>	Rosalie Mary Turner
<b>Setting Address</b>	382 Bowthorpe Road, Norwich, Norfolk, NR5 8AG
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<b>Registered person</b>	Mubarik Hussain Kausar
<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 inadequate – notice of action to improve. The registered person does not meet 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?

Nightingales Day Nursery is privately owned. It opened in 2002 under the present ownership and operates from the ground floor of a property situated in a residential area of Norwich, Norfolk. All children share access to a secure enclosed outdoor play area. A maximum of 32 children may attend the nursery at any one time, 15 of whom may be aged under two years. The nursery is open each weekday from 08.00 to 18.00 all year round. Children come from the local area and attend for a variety of sessions.

There are currently 42 children aged from three months to under eight years on roll. Of these, 11 children receive funding for early education. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs nine members of staff, all of whom hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is inadequate.

Children's well-being is compromised because fresh drinking water is not available in the soft play room or when they play outside and they are not able to help themselves to a drink when they are hot and thirsty after physical play. Children are at risk from the spread of infection because some of the resources, especially in the 'Cheeky Monkeys' room, are not clean and some are poorly maintained. For instance, many of the doll's clothes and soft toys in the home area are not kept clean and they are mixed together in large plastic containers in a haphazard fashion. The painting overalls are dirty and some furniture is covered in marks made by felt tipped pens. In particular, the thick dust on the computer tables and printer compromises the health of those children who use an inhaler. However, children's health is safeguarded to some extent because staff keep robust records of accidents and medication that is administered. Furthermore, parents have given their written permission to enable the staff to seek emergency medical care so that children can receive help quickly if they are seriously injured or ill. All children clean their teeth after eating and the staff wipe babies' hands or remind older children to wash their hands before meals to prevent germs from spreading.

Children thrive because the staff take positive steps to promote healthy eating. For example, they are provided with a well-balanced range of freshly prepared and cooked foods including soya, fish or pasta. Older children can select from a variety of fresh fruits at snack time so that they learn which foods will promote their growth and development and babies' food is blended according to their individual needs.

Children have opportunities to play in the fresh air in all but the severest weather conditions and enjoy putting on their coats and boots so that they can have fun splashing in the puddles. Staff provide a range of wheeled toys, hoops, balls and cones to encourage children to use up their surplus energy and learn how exercise will help them to stay fit and healthy.

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

The provision is inadequate.

Children's safety is not fully assured because the child protection policy lacks details of actions that would be taken if allegations of possible abuse are made against a member of staff or volunteer working in the nursery. Some staff demonstrate that they can recognise the signs and symptoms of children at risk but they are not all confident in their understanding of actions that must subsequently be taken. Consequently, they may not be able to act quickly if they have any concerns to safeguard children's welfare. However, children are protected from 'stranger danger' because they are not released to adults unless the staff have prior consent from their parents and photographic identification is seen.

Children are able to play freely in a secure environment as staff carry out a daily risk assessment and take appropriate actions to minimise any identified hazards. For example, they cover all low-level electrical sockets and ensure that the outside door is always secured with the high bolt and safety chain so that children are not able to leave unobserved. All children learn to be responsible for their own safety as they practise fire drills so that they are familiar with the process for evacuating the premises quickly in an emergency.

Children are emotionally secure because they receive a warm welcome from the staff and most come into the nursery happily. The staff decorate the play rooms with nursery posters, photographs and displays of children's work to ensure that they settle. Children are able to access a suitable range of resources but not all items are complete or in good condition. Furthermore, the carpeted area in the 'Cheeky Monkeys' room is often strewn with toys that are not being used, therefore, children are not learning to be responsible for the safety of others by keeping the floor clear.

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

The provision is satisfactory.

Children get on well with the staff who are kind and friendly, often talking in soft comforting tones to reassure the babies and toddlers as they play. Children of all ages readily approach the adults for support and they quickly respond by helping them to climb on to their laps for cuddles. Babies' communication skills are very well promoted because the staff show a genuine interest in the noises that they make. The key worker system in the 'Cubs' room enables the staff to get to know individual children well so that they can provide a range of activities that meet their current needs. Staff make effective use of the 'Birth to three matters' framework to provide a stimulating programme of new experiences. For example, babies have worthwhile opportunities to experience textures within messy play. They relish exploring jelly, pasta and 'gloop' but particularly enjoy moulding the sand mousse to develop their sensory skills.

Toddlers are reassured by the familiar routine because they know what happens next and the easily accessible resources in all play rooms encourage them to learn independently. Babies have fun exploring the colourful range of manufactured toys that are set out on the floor whilst older children share decisions by choosing resources from the low-level storage units or pointing to toys that are displayed on the high shelves to ensure they are fully engaged in meaningful play.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are making satisfactory progress in most areas of their learning but there are gaps in some staff's understanding of the Foundation Stage that impact on the progress that children are able to make, particularly with their literacy skills and knowledge and understanding of the world. However, the staff maintain a suitable learning environment and use a variety of teaching methods to encourage children to develop their skills. For example, they chat to children as they work with them, talking about what they are doing and asking 'What colour is your ball?' Staff effectively help children to communicate especially if they do not speak English as their first language. They use pictures to help them to understand what they are saying and work closely with their parents to obtain books, songs and rhymes in their home language. Consequently, children are fully involved in activities and they quickly learn English. Staff meet together to plan and they provide a balanced programme of freely chosen play and focussed activities that follow themes, such as 'Summer', to capture children's interest. The staff observe play so that they can assess children's current abilities. They record their development in individual 'learning stories' and use their findings to guide future planning. However, the short term plans do not show the six areas of learning or how continuous play is used to develop children's skills. Therefore, some staff are unable to identify the area of learning that individual activities are promoting and this restricts the progress that children are able to make towards the early learning goals.

Children show pleasing hand to eye co-ordination as they pour their own drinks at snack time and use scissors to cut out their pictures. They have opportunities to develop control over their bodies by climbing, balancing or jumping from the soft play equipment and they demonstrate their spatial awareness as they move about the nursery. Children are beginning to form friendships and they are pleased to see each other when they arrive. They begin to understand the feelings of others, showing immediate concern and saying they are sorry when they accidentally hurt their friends.

Children speak confidently and make their needs known to their peers as they play. Most listen attentively when they are in large groups and they enjoy stories because the staff use book tapes to hold their attention. However, the books are not always presented attractively and some are in a very poor condition, therefore, children are not tempted to self-select. In addition, books are not provided to reinforce topics or within role play to help children to learn that they can be a source of information.

Children gain a sense of number as they work out that 'four children can play in the house'. They count competently and some can reach up to 20. Although staff plan focused activities to develop children's mathematical thinking, they miss opportunities to encourage them to solve simple problems for themselves. For instance, children are not asked to calculate how many more chairs are needed when eight people want a snack but there are only seven chairs at the table. Children build and design using a variety of construction sets or recyclable materials. They have opportunities to learn about the natural world by growing daffodils and looking after the giant African land snails that live in the nursery. They use the computers to develop their understanding of technology but there are few resources to help children to develop an interest in how things work or why they happen.

Children's creative skills are promoted because they are encouraged to be responsible for their work from beginning to end. They concentrate well as they trace around templates and spread glue before sprinkling coloured sand on to their work. Children's imaginative development is suitably supported by the staff who encourage them to use the home area as a post office, doctor's surgery or a shop.

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

The provision is inadequate.

Children's welfare is not fully promoted because the staff are unaware of changes to the regulations that require them to investigate and keep a record of complaints that are made by parents. Therefore, they have not developed a system to log concerns. Although parents have some guidance to help them to make their concerns known, the complaints policy is very basic and it does not provide sufficient guidance for staff or parents to ensure children are safeguarded. However, families from all backgrounds are made to feel at home in the nursery because they are treated with equal regard. Staff take time to get to know the children well so that they are able to meet most of their individual needs. They call children by their names and look at them when they are speaking to show that they are interested in what they say and do. Consequently, children feel good about themselves. They learn to respect the customs and beliefs of their multi-cultural society through a range of planned topics that cover Diwali, Hanukkah and the Chinese New Year.

The special needs co-ordinator has not completed training to help her perform effectively but she demonstrates a suitable awareness of the stages of child development. She feels she would quickly be able to recognise any developmental delay and work closely with parents or carers

to obtain appropriate support. Therefore, all children can participate in nursery activities to the best of their ability and make satisfactory progress.

Children's spiritual, moral, social and cultural development is fostered. They have worthwhile support to help them to manage their own behaviour and they understand how they should behave. Children learn right from wrong because the staff are positive role models and give them clear explanations when they ask children to change their behaviour. For example, 'you need to be careful or you will fall and hurt yourself'. They make suitable use of praise and encouragement to help children to repeat wanted actions, therefore, they behave well.

The partnership with parents and carers is satisfactory. Parents are provided with a prospectus that explains the care and education that is provided by the nursery. Photographs of the six areas of learning covered in their children's developmental records are displayed in the play room to help parents to be involved in the educational programme. They are encouraged to share what they know about their children's achievements before the start of the Foundation Stage and parents continue to talk to the staff as they deliver or collect children. Although the prospectus contains information about regular open evenings and newsletters, parents have not recently had the opportunity to formally discuss their children's progress and a newsletter has not been produced since the Autumn term. As a result, some parents say that they are not sufficiently able to contribute to their children's education. However, they are all supportive of the nursery saying that 'the nursery feels homely and the care is good'. They particularly like the communication from the staff because 'they provide feedback very well'.

## **Organisation**

The organisation is satisfactory.

Children benefit from being cared for by staff who are qualified and experienced in childcare. They understand how young children develop and some are working towards higher early years qualifications to ensure that their knowledge and skills are up to date.

The organisation of space within the setting enables children to move about freely and select play activities for themselves. The child-sized furniture ensures that they have areas to develop their concentration skills and the areas having wipe clean flooring provide opportunities for all children to experience messy play. Sufficient staff are employed to meet required adult-child ratios but staff turnover is high and this is unsettling for those children who have built up firm relationships with individual members of staff. However, the adults work well together as a team to give each other support and they are keen for children to achieve.

All legally required documentation is well organised and easily accessible and the accurate records of attendance safeguard children's welfare because the staff know who is present at all times. The policies are specific to the setting but the child protection and complaints procedures do not contain sufficient detail to ensure that the nursery operates effectively.

The leadership and management is satisfactory. The manager has appropriate recruitment procedures in place to employ skilled staff and ensure that they are suitable to work with children. She works closely with the owner who is committed to childcare saying 'it is my priority'. He monitors the management of the nursery via daily telephone contact and through visits every two or three weeks. The nursery is guided by clear aims and objectives that help staff to provide an appropriate learning environment. Although there are systems in place to monitor the strengths and weaknesses of the nursery, such as an action plan from the previous inspection, regular staff meetings and self-evaluation documents for the Foundation Stage, some have

not been completed and others have lapsed. As a result, some of the National Standards are not met and gaps in the daily planning impacts on the rate of progress that children are able to make.

Overall, children's needs are not met.

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

At the last care inspection the group was recommended to make effective use of space and resources at all times to meet children's needs.

Staff discuss the available resources and space at room meetings. A resource rota is included within planning to ensure that toys are regularly changed and, as a result, children are interested in what is available to them. The staff use the play space and equipment flexibly to ensure children's needs are met by offering free choices whenever possible. They have identified areas for mark making, provided cushions for relaxation and opened up the dining area to offer more space for messy activities, such as sand and water. Therefore, children are able to develop their skills in all areas of their learning.

At the last inspection of the early years education the group was recommended to continue to develop staff's overall understanding of the Foundation Stage, with particular attention to how children learn. The staff were asked to review assessment and planning to ensure children's individual learning needs are met. They also agreed to provide more opportunities for children's creative development and to help them develop a greater interest in books.

Staff have attended some of their local cluster group meetings and received robust support from their support teacher from the Local Authority to help them gain a more secure understanding of the Foundation Stage. All staff observe children's play, record their findings and use them to assess the next steps in learning. They use their assessments to inform future plans so that children can make progress. Although the manager has completed training to help with planning, other staff have not. Therefore, the short term plans are not robust and this has been highlighted as a recommendation at this inspection. Children have daily opportunities to complete a focussed creative activity and staff ensure paint is available each day so that children can produce work that is their own creation from beginning to end. They also have free access to mark making materials at every session and particularly enjoy drawing pictures. Children are able to self-select from a range of books in the low-level book box but, because some are not maintained in a good condition, they are not using books for pleasure. Furthermore, staff do not sufficiently encourage children to use books to access information and this has been raised as a recommendation at this inspection.

### **Complaints since the last inspection**

Since the last inspection, Ofsted received one complaint relating to National Standard 2: Organisation and National Standard 11: Behaviour. Ofsted investigated by carrying out an unannounced visit on January 24 2005 where observations were made and records checked. Ofsted raised one action relating to National Standard 1: Suitable Person requiring the provider to provide evidence of the internal investigation undertaken and any action which had been taken as a result. The provider responded showing that the concern had been addressed in an appropriate manner. Ofsted was satisfied that by taking these steps the provider met the National Standards and remained qualified for registration at the time the investigation was closed.

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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- ensure the furniture, toys and equipment are clean and maintained in good condition
- ensure fresh drinking water is available to children at all times
- ensure that the child protection procedure identifies actions that would be taken if an allegation is made against a member of staff or volunteer and that staff are aware of the changes to the policy
- develop a system to keep a record of complaints that includes any action taken and update the complaints policy to reflect the changes to the regulations.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

#### 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 short term planning to ensure that it is linked to the Foundation Stage and shows how provision for continuous play is used to help children make progress
- increase opportunities for children to use books within routine play and to question how things work and why they happen
- ensure that the systems to address the strengths and weaknesses of the nursery and to implement improvements are robust. In particular, develop feedback from parents and carers to involve them more fully in their children's education.

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)