

Shanklin Day Nursery

Inspection report for early years provision

Unique Reference Number	226988
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Inspector	Shami Kumar
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Registered person	Geraldine Philomena McGrath
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?

Shanklin Day Nursery has been operating since 1994 in the area of Stoneygate, to the south of the city of Leicester. It occupies a large Victorian detached house. Children have access to the five rooms which are on the ground and first floors of the house. There is a secure enclosed outdoor play area.

The nursery is registered to provide care for 37 children under the age of eight at any one time. There are currently 69 children on roll under the age of five. This includes 20 funded three-year-olds and seven funded four-year-olds. The nursery supports children who speak English as an additional language.

The nursery opens five days a week, all year round, with the exception of bank holidays. Children attend all day from 08:00 to 18:00, for morning session from 08:00 to 13:30 or for afternoon sessions from 13:30 to 18:00. The nursery employs 13 members of staff including the manager. Of these, with the exception of one, hold appropriate early years qualifications. The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean and well-maintained environment. They are actively and consistently learning about the importance of good hygiene practices through very well established daily routines. For example, children begin to understand why they must wash their hands before meals and after using the toilet and why they need to shield their mouths when coughing. When asked a pre-school child said "we wash our hands because we touch the toilets and they have germs on them" and another said " we have to put our hands in front of our mouths when we cough so that we don't get germs on other people dinner". Staff are diligent about hand washing and have daily cleaning routines within each room. The staff take positive steps to prevent the spread of infection. For example, they wear gloves and aprons for changing nappies and different aprons when serving food which helps to prevent cross-contamination. Pictorial reminders for staff and children ensure that good hygiene practices are maintained. Children's independence is fostered by the provision of low-level toilets and sinks which they can use safely and dry their hands using paper towels. Pre-school brush their teeth after meal times and begin to learn about dental care. Clean linen is provided for each child when sleeping in a cot or on a sleep mat. Children calmly and comfortably fall asleep as they feel safe and secure in their surroundings.

Babies and young children form good close, warm and caring relationships with the staff. All children feel safe to express their feelings in the supportive environment. They develop good personal independence because staff encourage them to carry out self-help tasks for themselves. For example, children are encouraged to put on their own coats before outdoor play. Children enjoy play outside twice daily whenever the weather is suitable. They enjoy a good range of energetic physical experiences and have fun whilst developing their co-ordination and large muscle skills. For example, children ride bikes with ease, throw and catch balls and negotiate the climbing frame. They learn to move confidently and show a good space awareness as they ride wheeled toys competently to avoid accidents. Through frequent practise with a range of tools and objects, such as pencils, lacing cards, scissors and threading beads they develop their hand to eye co-ordination and show increasing control with fine movements.

Children have balanced, nutritious meals which are prepared on site and are provided at regular times throughout the day. These include fresh fruit and vegetable sticks. Children's health and dietary needs are competently met because staff are fully aware of any special dietary needs and these are clearly displayed to remind staff as they serve snacks and meals. Children gain a good understanding of healthy eating through a variety of activities and discussion. For example, a member of staff discusses how peas are good for them and contain lots of vitamins. Children are offered drinks throughout the day, however, children are not able to independently access drinking water. Children learn about the importance of a healthy lifestyle during general discussion at snack time and organised topics. Meals are relaxed, social occasions when children sit together and chat happily. Babies and young children are held and fed appropriately by staff who ensure that their individual needs are catered for. If parents choose to provide food or bottles for their children these are suitably stored and served.

Children are well protected in the event of an accident because staff are kept up to date with their first aid training and the first aid boxes are well-stocked. Parents are made aware of the sickness exclusion policy before children attend. If a child becomes ill during the day, the staff ensure they are comfortable while waiting to be collected by parents. Children are well-protected

in the event of an accident because a number of staff are first aid trained and are able to deal with accidents effectively. Details of accidents, and medication administered, are recorded carefully and consent to emergency medical treatment has been requested, ensuring parents are fully informed about their children's care.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. They can move around the available space freely and safely as the staff have identified and addressed potential risks to ensure their safety at all times. For example, the entrance door is kept locked during operating hours, safety gates are fitted at the bottom and top of stairs, and sockets and dangerous substances are inaccessible to children. Risk assessments are conducted regularly to identify and minimise risks to the children. Fire safety procedures are in place and displayed, which the children regularly practise to ensure that they know how to get out of the building in an emergency and where to stay safe. Clear procedures are in place to ensure children are protected on outings and when using the outdoor play area. For example, children are counted in and out and a first aid box is taken outdoors with them.

All parents and children are made very welcome. Younger children and babies are able to investigate and explore their surroundings safely as they begin to sit, crawl and then walk. For example, they are provided with soft cushions and clear open space to move and play happily. Children are cared for in age related group rooms and the rooms are attractively displayed with children's art work. Babies and pre-school children use a variety of good quality, developmentally appropriate resources, many of which are organised at child height to encourage independent access. However, activities and play opportunities for the toddlers are limited which has the potential to inhibit children's learning and enjoyment. Children use a range of clean, stimulating and developmentally appropriate toys and equipment which are cleaned and checked regularly for safety and hygiene. Children learn to take responsibility for keeping themselves safe through daily routines and staff explaining safe practices. For example, staff gently remind children to sit on the chairs properly and not to throw toys as they will hurt themselves or someone.

Children are further safeguarded as procedures are in place to prevent unauthorised entry to the nursery and to ensure that children only leave with known adults. Children are well protected from possible abuse or neglect because staff are aware of their roles and responsibilities whilst protecting children in their care. They know the appropriate procedures to follow should they have any concerns about the welfare of a child. There is a written child protection policy in place and some staff have attended relevant training.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting. Staff are developing their use of the 'Birth to three matters' framework and accessing training to ensure that babies and young children are making good progress. Children are supported to deal with the separation from parents and carers and develop close relationships with staff caring for their age range. Children are happy, well-settled and confident and build warm relationships with the staff, with younger children often sitting on their knee for spontaneous cuddles. Staff plan the transition through the nursery well so that children remain secure and happy and settle quickly in each area. Babies are supported to make good progress in their development. For example, staff provide soft play mats so that

they are able to sit safely and appropriate equipment so that they are able to begin to stand and move around. Staff nurture the babies and help them feel they belong to the group. They are encouraged to become vocal, for example, by imitating staff and smiling and wiggling their toes in response. Young children discover mark-making when they are given a crayon, brush or play dough to experiment with. As children develop, they begin to use gestures to express their needs and start to form recognisable words. Babies and young children enjoy a range of activities which enable them to explore the world using all their senses. For example, babies explore musical toys, experiment with different textures, such as, paint, corn flour, jelly and sand. Babies have great fun exploring different items in the treasure basket. Children gain confidence from the relationships they develop with staff and their peers. The needs of all children in the group are met because staff get to know them well through group work and through the key worker system.

Children under the age of three follow the same curriculum as older children funded for nursery education. Activities are provided which are appropriate to the ages and abilities of the children. The children are confident and know the routines well. Children are able to ask questions throughout the sessions with staff ensuring they get a response. They acquire new knowledge and skills constantly through first hand experiences they are offered. For example, staff show them how to play number and dice games and use scissors effectively to cut items from catalogues. Staff enjoy the company of the children in their care and they spend time talking and playing with them. Children begin to make sense of the world and express their ideas as they join in a range of imaginative activities, such as, pretending to take their babies for a walk and making food in the role play area.

Nursery Education

The quality of teaching and learning for the nursery education is good. Children are happy in the setting and have a positive attitude to learning. They make good progress towards the early learning goals because staff have a good knowledge of the Foundation Stage. Staff know why they are doing the activities and what they expect the children to learn from them. The planning is effective and contains all necessary details to enable the children to work together towards the learning objectives for that week. Staff have developed good systems to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning. However, group times are not well organised and there are long periods of time when children are sitting and they become bored and fidgety. This detracts from their enjoyment and they are not able to fully participate. Staff use effective methods to develop children's memory and learning skills. Staff skilfully ask questions which encourage them to think and predict. For example, 'what day it was yesterday and what day is today and tomorrow'. Staff act as good role models and manage children's behaviour positively, so that they behave well and give clear explanation why something is wrong. Children are interested, excited and motivated to learn. They concentrate well and persevere with tasks showing growing levels of confidence and self-esteem. For example, children concentrate while painting pictures, thread beads to make necklaces and fill their buckets with sand. Children are developing some strong friendships amongst themselves and some greet each other eagerly when they arrive and hug each other when they go home. Children chat happily as they play and work together.

Children are keen to get involved and talk and negotiate with each other as they organise their play. For instance, a group of children pretend that the play house is an ice cream van and tell all the other children to come and buy one. They make cakes in the role play area and aeroplanes from stickle bricks. They enjoy looking at books on their own as well as in small groups with an adult. They understand that the cover of the book relates to the story and that pictures and

print carries meaning. They confidently talk about their families, climbing mountains on holiday and looking for the Loch Ness monster. Children and staff laugh and giggle as a child has great fun sharing a joke with them. Children have many opportunities to develop pre-writing skills and mark-making through a good range of activities. Many of the children are making very good progress in recognising letters and sounds in their names and confidently recognise their name cards as well as others. Most of the children count to ten and beyond and are beginning to recognise numbers while engaging in dice games and number puzzles. Staff provide a range of activities to enable children to learn to problem solve, recognise shapes and size and learn about weight and measure. For example, they look at why certain things float or sink in the water, how buckets hold different amounts of sand, and weigh items to see which is heavier and lighter. They match and sort and are using mathematical language, such as, more than, one more, one less to help them solve problems across a good range of practical activities, such as, games and puzzles. The children focus on a specific number and colour every week to develop their learning and understanding.

Children have many opportunities to explore, and satisfy their curiosity through first hand experiences. Children learn about change through topics, for example, they grow cress and seeds and watch them grow. They visit the botanical gardens to look at the different plants. They discuss hibernation and why some animals sleep during the winter and how people have different colour hair. They look at different insects, such as, spiders and dragon flies through magnifying glasses and observe how they become bigger. Children use programmable toys to support their learning and develop their understanding of everyday technology. These include cash tills, mobile phones, calculators and weighing scales. Children have the use of the computer to develop their co-ordination and skills in using the mouse as they engage in simple computer games.

Children learn about the natural world as they talk about different seasons and engage in appropriate activities. For example, they make spring flowers, autumn leaf print pictures and winter snowmen. They frequently talk about past and present events in their lives which helps them to learn about time. They confidently talk about going on an aeroplane on holiday and visiting grand parents at the weekend. They develop their knowledge of the world as they look at a globe to see where they live and where other countries are. The children become aware of the wider society as they regularly access a good range of resources which provide positive images of culture, disability and gender. These include dolls, puzzles, puppets, dressing-up clothes and books. They celebrate different festivals, colour in pictures, participate in activities and try out associated food. The children have access to differing textures which allow them to experiment. These include water, sand, play dough, corn flour, dried food, corn flour and varied craft materials. The children are beginning to talk freely and tell staff about their ideas, for example, building a tall tower, making necklaces and taking their dolls for a walk. They enjoy singing songs, participate in action rhymes and explore different sounds musical instruments make. Children are developing good physical skills and co-ordination as they ride wheeled toys, climb, slide, hit balls with bats and throw bean bags in the air to see how high they go. Children are beginning to develop their hand to eye co-ordination through regular use of tools and equipment, such as, scissors, lacing cards, threading beads and writing materials.

Helping children make a positive contribution

The provision is satisfactory.

Children are respected as individuals and are encouraged and supported to play an active role in the nursery. Their individual needs are supported by staff who know them well and respond to their needs. For example, their dietary requirements and routines are considered and taken

into account. All children are welcomed and feel a sense of belonging as they are encouraged to bring in any comforters and to identify with staff in their group rooms. Babies bond well with the familiar staff and therefore feel secure. Children are listened to and the staff value what they say, which helps them to feel good about themselves. Children who speak English as an additional language are fully involved in the nursery as staff work with parents to meet their needs. Currently there are no children with learning difficulties/and or disabilities but staff have past experience and ensure that they work with parents and other agencies to meet their needs.

Children are well settled, confident, sociable and secure. Most of the children understand reasonable behaviour, are aware of the boundaries of the setting and able to point out when others do not abide by them. Staff use positive, sensitive strategies for managing behaviour throughout the nursery. This helps children learn to understand behaviour boundaries and how their behaviour may affect others. The children play well together, share toys, take turns and show consideration for others. They are listened to and the staff value what they say, which helps them to feel good about themselves. Staff act as good role models to the children and help them to negotiate reasonable behaviour. The children get on with each other and with adults in the setting, so that behaviour is generally good. For example, a group of children sit and draw pictures and play dice games. Staff use praise well, rewarding children with comments, such as, 'that's lovely' or 'well done' and clap and applaud the babies and younger children when they have achieved which increases their confidence.

Children have opportunities to learn about diversity through the sound range of resources which have positive images of diversity. For example, multi-cultural displays and posters decorate the walls and books and puzzles represent different cultures and disabilities. Children increase their awareness of their own and differing religions and cultures through planned activities and learning about a variety of festivals, such as, Christmas, Diwali, Chinese New Year and Easter when children make cards and dragons and try different foods. All children are included in the activities and routines and they are encouraged to respect each other. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents comment positively about the nursery and feel supported by the approachable staff who create a friendly and sociable atmosphere. A parents explains that their children are happy at the nursery and very often are reluctant to leave. Parents receive good information about the Foundation Stage and the assessments that are made on their children's progress towards the early learning goals. They are invited to informal meetings to discuss their child's progress and receive a six monthly report on their child's progress in detail. Staff also exchange information with parents on a daily basis, thus ensuring that any developing or changing needs of the children are met. Children benefit because parents receive regular information about topics through newsletters, parents notes and displays on the notice board. Parents receive information on the current letter, colour and shape the nursery is concentrating on during the week, and this encourages them to extend children's learning at home. Information about children's routines, needs, interests are sought before care begins. Parents are mainly informed of their child's progress through regular discussions and daily diaries for children under two. Parents are aware of their child's key worker and are confident in liaising and discussing aspects with them. Parents are invited to attend for settling-in visits to enable their child to settle smoothly. Their comments are sought via questionnaires and any issues or concerns raised are dealt with effectively.

Organisation

The organisation is satisfactory.

Children benefit from the commitment of the staff to meeting the individual needs of the children. Staff are knowledgeable and they fully understand the settings policies and procedures to ensure children are protected and safe. Staff are encouraged to undertake regular training and take on new initiatives such as the 'Birth to three matters' framework and child protection. Recruitment and vetting procedures, annual appraisals and regular staff meetings ensure that children are protected. Staff create a happy, welcoming, friendly atmosphere. The setting groups children effectively using key workers which supports their learning and play.

The generally effective deployment of staff and their clear understanding of their individual roles ensure that children are supervised and mostly well supported. There are close links with staff from different rooms making children's transition from one room to another a positive experience. Appropriate systems for keeping records are in place and stored confidentially in order to promote children's welfare. Policies and procedures are detailed, reviewed regularly and reflect the practice that is in place.

The leadership and management of funded children is good. The management of the setting is shared by the manager and provider. The management have clear aims for improving the quality of care and education for children and developmental plans are in place to address any issues. Staff attend training that is identified to further develop their knowledge and understanding and so increase the progress children are making towards the early learning goals. All children are supported well to achieve their potential and by staff working with parents and carers to support this progress. The management provide an induction for students and new staff which covers necessary information, policies and procedures. The manager is pro-active in her approach and encourages all staff to play a full role in the setting. They hold regular staff meetings and reflect on their practice so that they are aware of their own strengths and weaknesses. They evaluate the activities provided for the children and keep evidence to show how children make progress in their learning. The provider and manager are always open to suggestions to improve the provision.

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

Improvements since the last inspection

At the last inspection the setting was required to obtain written permission from parents for the seeking of emergency medical advice or treatment. They were asked to provide more opportunities for children to become familiar with people with differing needs.

Since the last inspection the nursery now has written permission from parents for the seeking of emergency medical advice or treatment for all children. The setting now provides more opportunities for children to become familiar with people with differing needs through discussion, display of appropriate posters and through topic work. These aspects have improved the health, safety and well-being of children.

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 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 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 there is fresh drinking water available to children at all times
- improve the range of toys and play materials available to children to provide stimulating activities and play opportunities for children under three

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):

- make more appropriate use of space and group time to ensure that all children are sufficiently challenged and occupied.

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