

# Audlen House Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY100052
<b>Inspection date</b>	22 June 2007
<b>Inspector</b>	Tracy Bartholomew
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<b>Registered person</b>	Helen Driscoll
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 good.

### WHAT SORT OF SETTING IS IT?

Audlen House Day Nursery is privately owned by Aesop Nurseries who run a chain of two nurseries. The nursery was opened in January 2002. It operates from a detached building and is set out over two floors. The nursery is close to Thatcham town centre and is used by families who live outside the immediate area as well as those who live locally and in the nearby villages.

A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00. All children share access to a secure enclosed outdoor play area.

Children attend for a variety of sessions, and there are currently 50 children aged under five years on roll. Of these, 20 children receive funding for early education. The setting offers a play scheme and after school facility, however these were not in operation at the time of this inspection.

The nursery employs 13 members of staff to work with the children. Of these staff, nine have early years qualifications and five are currently on training programmes. Support is received from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children begin to understand about the importance of healthy eating as they enjoy a balanced diet which includes plenty of fruit and vegetables. Children have access to fresh drinking water at all times, to ensure they do not become thirsty. Staff reduce the risk of cross infection as they ensure the children wash their hands before eating and ensure noses are kept clean. Children are encouraged to brush their teeth after eating, to ensure good hygiene of their teeth. However, the storage of these poses a risk to the children's health. Children with allergies have their dietary needs well met. Staff have a good understanding of who has an allergy and an effective system is in place to ensure all staff are able to identify these children.

Accidents are effectively dealt with as staff have appropriate first aid skills, the first aid boxes are accessible and well stocked. The policy for recording of accidents is clear. The staff have a good understanding, and ensure that the records are shared with the parents to allow them to watch for any further symptoms which may develop. All documentation is in place in regards to emergency medical advice or treatment which ensures children would receive appropriate treatment without delay.

Children of all ages make good use of the outside play areas. The garden is well designed to permit for planned and free play times. Children are provided with a variety of equipment which fully supports the development of their climbing, jumping and balancing skills, such as climbing frames and using the parachute. Indoors, children enjoy digging in the soil, playing in the cornflower and dancing to music. Regular activities are available which include threading, cutting, and fitting pegs into boards which demonstrates that children are able to develop their small muscle skills.

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

The provision is good.

Children are cared for in a light and suitably ventilated nursery. The premises is suitably clean and well maintained, the nursery ensures that the carpets are professionally cleaned on a regular basis to ensure these are suitable for the children to play on. However, they are not maintained to this standard during the day, posing a risk to the children's health.

Children's work is prominently displayed in all areas which gives them a sense of belonging and that staff value their efforts and achievements. Children are cared for in premises where staff are vigilant about safety. They use a daily checklist to ensure the premises are safe before children enter, and regular risk assessments are undertaken. However, children's safety could be compromised in the garden as there are small nettles and thistles within the children's reach.

Children have good access to a varied, well maintained selection of resources. Throughout the nursery these are positioned at child height which develops the children's independence and allows them to make choices. Children are encouraged to treat the resources and toys with respect and tidy them away at the end of the session. Children are safeguarded as all staff have undertaken appropriate training. They have a clear understanding of their responsibilities and how to put it into practice to ensure the children's well-being.

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

The provision is good.

Children enjoy their time in the nursery. They are confident, motivated and self-assured. They achieve well because staff are skilled and use their understanding of early years guidance, such as Birth to three matters and the Curriculum guidance for the Foundation Stage, to provide good quality care. Children have good relationships with staff and are confident to seek staff for support or to show what they have done. For example, 'look what I have done' and 'I want you to help me go fishing'. Staff always respond enthusiastically and obviously enjoy their time with the children.

### **Nursery Education**

The quality of the teaching and learning is good. Children make good progress towards the early learning goals of the Foundation Stage. The planning is closely monitored daily and is effective in ensuring most aspects are covered. It covers all of the six areas of learning to ensure children develop quickly across these. However, evaluations are not used to plan for each child's next stage of learning. This means not all activities are tailored to the children's individual needs. The planning also lacks details on how the group develops children's awareness of cultures and beliefs. Development records are maintained for all children, with staff making regular observations of what children can do.

Children are making good progress in all areas of learning. They are happy to attend the setting and enter the nursery confidently. Children are encouraged to be independent in the nursery. They self select their own drinks during the day and hang up their own coats and bags. Children develop good relationships in the group and have respect for others' opinions. For example when playing the Giant and the beanstalk, they respect each others' views and suggestions by listening to each other and discussing the outcomes. Children are praised warmly for their achievements. They play well together in small groups, taking turns to choose the pin they need to make their own patterns on the boards.

Children begin to mark-make and many can write their names clearly. Staff create good opportunities for children to use their emerging writing skills in meaningful ways, such as writing their names on their art work. Children have a good awareness of numbers of personal significance. They know how old they are and how old they will be at their next birthday. They are able to discuss with clear understanding their ages in terms of years and months.

Children confidently use a range of creative materials, such as paints, cornflower, crayons and paper to represent their feelings, thoughts and ideas. Children enjoy music and join in singing songs during circle time and before they go outside. They take pleasure in time spent playing structured games in the outdoor play area and have access to a range of well maintained equipment, including bikes, a slide, the pet corner and rope swings. Children have good small muscle skills. They use tools such as scissors, stencils, and pencils with assurance.

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

The provision is good.

Children feel valued as staff are very aware of individual needs and support these. For example, children who do not like joining the main group are encouraged to but not forced and staff find they usually do this in their own time. Children with special educational needs are well supported in all areas and due to this they are able to achieve their full potential.

Children's behaviour is first-class they are well mannered and considerate towards adults and each other. They happily share, take turns and play cooperatively together. Their efforts are valued and staff praise them appropriately, developing their confidence and self-esteem. Staff thoroughly support this by giving calm and consistent explanations as to why behaviour is not acceptable. For example, 'we have to put aprons on so you don't put paint over your clothes'. Children have opportunities to learn about themselves, each other and the world around them through planned activities and free play. The children learn about the wider world as staff provide suitable toys and resources and they look at the different festivals and lifestyles. Children's, spiritual, moral, social and cultural development is fostered.

Children benefit from the close relationship which the nursery has developed with their parents. Parents are encouraged to play an active part in their child's time at the nursery. The partnership with parents and carers of children who receive funding for nursery education is good. Parents have regular opportunities to discuss their children's educational progress. They are given clear information of their children's level of attainment and progress in relation to the stepping stones. Parents state they are very happy with the setting and gave comments to the inspector that includes 'staff are very caring and welcoming' and they admire 'the extra work that the staff put in for their children' and 'they are fully aware of where their children are developmentally'.

### **Organisation**

The organisation is good.

Staff enhance children's care with effective organisation. Children have a diverse routine including free play and adult led sessions, which promotes the welfare, care and learning of the children. All staff are aware of the policies as they sign to say they have read them. They are offered a variety of training opportunities, to help develop their good practice which in turn raises the standard of childcare. Since the last inspection staff have attended courses on the Birth to three framework.

All legally required documentation, records and policies are in place for the efficient and safe management of the provision, these are accessible and confidentially stored.

Leadership and management is good. There is a clear, shared vision for the nursery's future. Staff work well together, communicating effectively and providing good support to the children to meet their needs.

The management and the staff are secure in their knowledge in the Foundation Stage, with a good range of teaching methods used. The teaching motivates the children to learn and children are making good progress. Most planning and assessments are in place. The setting meets the needs of the range of children for whom it provides.

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

At the last inspection of care, the nursery was set a recommendation to include and ensure parents acknowledge medication administered to their children by signing the record book and that the complaints procedure gives the contact address of the regulator (Ofsted). This documentation has now been addressed, the address had been updated and all parents are fully informed of medication administered to safeguard their children.

At the last inspection of the nursery education the nursery was given one point for consideration. They were asked to provide further opportunities for children to practise writing their name. This is now implemented on a daily basis and clearly identified in the planning.

### **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**

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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 the garden is safe, secure and suitable for the children to play in
- ensure that the tooth brushes are appropriately stored to prevent the spread of infection

#### **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):

- demonstrate how observations and evaluations are used to plan for each child's next stage of learning
- develop more opportunities for children to develop their awareness of cultures and beliefs of the others

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)