

# Rowley Village Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY268626
<b>Inspection date</b>	29 August 2007
<b>Inspector</b>	Emma Neads
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<b>Registered person</b>	Prima Healthcare 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?

Rowley Village Day Nursery has been registered since 1998. It operates in a single storey building with a separate building for the three to five-year-olds. The nursery consists of four rooms and a hall. The fully enclosed play area available allows outdoor play for all children. The nursery serves families within the local community.

The nursery has 55 children on roll and of these 11 are funded three and four-year-olds. The nursery supports children with special needs. The nursery opens five days a week all year round, from 07:30 to 18:00. All staff hold relevant childcare 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 efficient in keeping themselves healthy. They are independent in washing their hands before and after lunch and after using the bathroom. Children are encouraged to cover their mouths when coughing and to clean their own noses when required. Children learn about the importance of healthy eating as they are provided with foods and snacks that are nutritious and healthy. Children remain hydrated throughout the day as they have individual water bottles which contain fresh drinking water. Children are able to access these when required and younger children are reminded to drink frequently.

Children's risk of cross-infection is minimised because staff take positive steps to prevent the spread of infection. Daily cleaning rotas ensure all toys, resources and equipment are cleaned thoroughly. Staff sign the rota confirming everything has been cleaned and checked for signs of damage. Staff wear aprons and gloves during nappy changes and changing mats are cleaned before and after use with anti-bacterial spray.

Children are well looked after if they become ill because the policy for sick children enables them to be cared for appropriately. Space is available for children to rest quietly and consent forms have been completed allowing children to be given medicines if required. Children's welfare is effectively promoted because staff can respond to accidents efficiently. Most staff are first aid trained and have access to a first aid box and all accidents are clearly recorded and shared with parents. Children's individual care needs are consistently met. Staff obtain relevant information from parents such as medical information, consent for emergency treatment and details of any allergies. This information is regularly reviewed and updated.

The needs of younger children are well met because the setting has a good understanding of their needs. Staff provide stimulating activities and resources to support children's all round development. Babies are provided with stimulating, accessible materials which minimise risk and maximise opportunity. For example, babies have daily access to the sensory room and can play with an assortment of tactile resources.

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

The provision is good.

Children are very secure in a welcoming environment that is child-friendly and stimulating. Children are able to access resources that promote their all-round development. Children highly benefit from spacious rooms that enable them to move freely and safely. Children have a quiet room to rest and sleep in and are continually monitored as a member of staff stays with them whilst they are sleeping. Babies move with great confidence on soft carpets and are encouraged to crawl and reach out for objects that are placed close to them. Toilet and nappy changing facilities are appropriate and children's privacy is respected. Although staff remain close by for support, children are encouraged to be responsible for their own toileting needs.

Children always use a wide range of equipment that is suitable and safe. This is because the setting provides furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition and are well maintained. Children are very safe as a result of the staff's good awareness of health and safety and all reasonable steps are taken to minimise risks to children. Children play safely both indoors and out due to the high priority staff place

on ensuring all safety features are in place. For example, parents and visitors are only allowed on the premises once identified using an intercom service. High level handles prevent children from opening the main door and safety gates are fitted in all rooms.

Children are learning how to keep themselves safe. For example, they link arms and make a train when walking through the nursery. This teaches them not to run. Children learn about fire safety and regularly rehearse the emergency evacuation procedure. Children are safeguarded very well by adults who are suitable and vigilant and can identify indicators of abuse. All staff have recently received child protection training and are fully able to implement procedures should the need arise.

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

The provision is good.

Children are happy and settled because staff are affectionate and welcome children into the nursery saying 'good morning' and using their name. Children are building positive relationships with staff because the setting operates a key worker system. This system ensures children have someone familiar to go to if they are worried or upset.

Children are engrossed in a broad range of activities. Activities are planned in line with the 'Birth to three' matters framework. Children benefit significantly because daily observations are made of their progress, which in turn informs future planning. Children are able to explore confidently because staff provide good quality activities. Children learn how to use small equipment correctly to make shapes out of play-dough. Children are excited and respond enthusiastically because staff show children what to do and then support them to try. Children's social, emotional, physical and intellectual development is actively promoted. This is because staff listen to and value what children say. Staff have realistic expectations of what they can achieve.

Younger children thrive because they are helped to recognise that they are individuals and separate from others. For example, staff point to different parts of their bodies and provide mirrors to help babies explore what they look like.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have some knowledge of the Foundation Stage and the early learning goals. Some plans take into account what children already know as their records follow them through the nursery. However, planning does not always provide sufficient challenge for all children.

Children progress soundly in some areas of the Foundation Stage. They are motivated and keen to learn. Children's mathematical skills are developed through matching games looking at colour and shape. Children gain a sense of their wider community by celebrating festivals and reading books promoting positive images of culture and diversity. Children's physical skills are developed through daily exercise in the garden. Children play with cars, skittles and bats and balls. However, children do not have daily opportunities to be creative or practise their writing skills. Although written curriculum plans cover all six areas of learning, plans are not fully implemented in practice. This means that opportunities to develop in all areas of learning are not equal and children are not able to reach to their full potential.

Inclusion of all children is planned and monitored. Children with learning difficulties and/or disabilities benefit from one-to-one staff interaction as they find being part of a big group difficult. Children receive extra support such as speech and language from an external agency. Children are beginning to learn about a range of disabilities because they have access to some resources reflecting specific needs such as people in wheelchairs.

Children are helped to understand what is expected of them in terms of behaviour. Children are aware of their boundaries because they are reminded through discussion in circle time. Older children are able to share and take turns, whilst younger children are beginning to learn this behaviour.

Children receive a balance of free play and directed activities. They are able to tell staff what they want to play with and staff provide activities accordingly. Children's progress is monitored through daily assessments. Assessments are systematic and are linked to the stepping stones and early learning goals. Children are helped to move forward in their next stages of learning in some areas of the Foundation Stage.

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

The provision is good.

Staff have a good understanding of equal opportunity issues. Children are treated with equal concern. Each child is seen and treated as an individual with their own specific needs. Boys and girls are provided with support to explore various play opportunities such as imaginative play and being able to care for others such as dolls and teddies.

Children are supported in gaining an understanding of diversity and culture. The setting has posters in each room displaying positive images. This helps children respect and value diversity. They have access to a good range of toys and resources to promote the wider world. Children play with equipment such as books, dressing up clothes and jigsaws all promoting positive images of people from different places. They have some access to resources reflecting disability, however the range available does not help children to fully develop their understanding. Play resources are organised in a manner which helps to promote children's free choice. They are sufficient in quantity and easily accessible on low level shelving. All children are valued as individuals which actively promotes inclusion.

Children with learning difficulties and/or disabilities are welcomed into the setting. Staff are proactive in ensuring that appropriate action is taken when such a child is admitted to the nursery. Planning takes into consideration children's specific needs because there is a good relationship between parents, staff and external agencies. Written policies are inclusive and are made available to parents. Children are helped to understand the needs of children with learning difficulties and/or disabilities as they begin to learn basic sign language.

Children behave very well as they learn to consider others and what is expected of them. For example, children are encouraged to share when two children both want the same book. Children learn effectively because staff show them that if they sit together, they can both see the book. Children are able to feel a sense of belonging. Their photographs are displayed around the room and their coat pegs are identified with individual name tags. Children have their needs met because staff take time to get to know children and parents well. Right from the start, they find out about their likes and dislikes, what they can and cannot do and individual routines. This is an ongoing process. Older children are asked to describe how they are feeling and to

give reasons why they are feeling a particular way. Overall, their social, moral, spiritual and cultural needs are fostered.

Partnership with parents and carers of children in receipt of nursery funding is good. Parents and staff share what they know about children's achievements and learning. Parents have opportunities to contribute to their child's learning, for example, by sharing the assessment and recording of their child's progress. Parents are formally invited to a parents evening twice yearly, however they are free to talk to staff about any issues they have on a daily basis. In addition parents receive newsletters containing information such as what their children are learning on a termly basis and the topics to be covered. Parents have access to the setting's policies and procedures and up-to-date information via a notice board in the entrance.

## **Organisation**

The organisation is good.

Overall children's needs are met. They benefit from high levels of care. All managers and staff have the appropriate qualifications, knowledge and experience to do their jobs. Children are well protected because the recruitment and vetting procedures are robust and all staff are thoroughly vetted before coming into contact with the children. Children under the age of three years actively progress because staff caring for them have a good understanding of the 'Birth to three' matters framework. However, not all staff are as familiar with the Foundation Stage. This results in older children not having full access to all areas of learning.

Time, space and staff deployment contribute immensely to children's good health, safety, enjoyment and achievement and ability to take part in the setting. Staff keep good records and use these to ensure children are appropriately cared for. All policies and procedures are effectively implemented to promote all outcomes for children. Records are available and retained for inspection. They are well organised and kept confidential.

The quality of leadership and management of the nursery education is satisfactory. The manager has a sense of purpose and a commitment to continual improvement. Staff have access to the setting's operational plan which ensures they have a sound understanding of their roles and responsibilities. Appraisal systems are in place which ensure training needs are identified. The setting has some systems for assessing its own strengths and weaknesses, for example through feedback from parents, regular team meetings with staff and from advice given by the local authority. Action plans are in place and have been used to improve some weaknesses identified in previous inspections.

## **Improvements since the last inspection**

At the last inspection the setting was asked to make some improvements for nursery education. These improvements were to; provide more opportunities for children to experience free play and child initiated learning, ensure planning is linked to the learning objectives within the Foundation Stage, improve resources within the areas of creative development and reading materials, ensure observations carried out are used to inform future planning and to demonstrate within planning how activities will be extended or adapted to include children with special needs and English as an additional language.

Children are making sound progress towards some of the early learning goals. Staff plan across all areas of the Foundation Stage. However, children do not have daily opportunities to engage in all areas of learning. This means that not all children progress in all areas of development.

Daily observations of children's strengths and weaknesses are used to inform planning. This helps children to move forward to their next steps of learning. Children's individual needs are generally met because planning is flexible and ensures that children with specific needs are included. Children are engaged in free play and have some opportunities to self select resources. During arts and craft sessions children can choose from a range of materials such as paints, crayons, and sand. This ensures they have opportunities to experiment with different types of equipment and textures. Children have a range of books to read including small books, big books and fiction and non-fiction. These help children to develop their literacy skills.

For care, the setting was asked to; ensure risk assessments are conducted indoors and outdoors, and appropriate action is taken to make any hazards safe, ensure staff are aware of and implement the necessary hygiene procedures regarding mealtimes, ensure that the menu is available to parents, ensure that resources reflect positive images of culture, ethnicity, gender and disability, ensure that the complaints procedure includes details of how parents can contact the regulatory body and to develop and implement an action plan detailing staffs' induction and training programme.

Children are very safe because staff have implemented daily risk assessments for both indoors and outdoors. Children are in good health as staff follow effective hygiene practices at meal times. Staff wash their hands before serving food and wear aprons to prevent cross-contamination. Weekly menus are available in each room for parents to see. Children's welfare is protected because staff ensure parents are aware of complaints procedures and how to contact Ofsted should they need to. Children's knowledge and understanding of their wider society is being developed. They have access to resources reflecting culture and diversity and some reflecting disability. Children receive good levels of care because staff have relevant training during their induction period.

### **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 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 children develop a greater understanding of diversity by providing a broader range of resources, which promote positive images of disability.

### **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):

- develop staffs knowledge of the Foundation Stage
- ensure planning includes all areas of the Curriculum guidance for the foundation stage to promote progress towards the early learning goals.

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)