



Shiphay Day Nursery

Inspection report for early years provision

Unique Reference Number	EY286273
Inspection date	04 July 2005
Inspector	Janet Butlin

Setting Address	25 Courtland Road, Torquay, Devon, TQ2 6JU
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Registered person	Pamela Nelson
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Type of inspection	Integrated
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Type of care	Full day care
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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 satisfactory. 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?

Shiphay Day Nursery was established in 1992 and was re-registered by its current owners in 2004. The nursery is privately owned and managed and is situated in a quiet residential area on the outskirts of Torquay, near to schools and Torbay hospital. The nursery is open from 08:00 to 18:00 for 51 weeks of the year, not including bank holidays, providing care for up to 30 children aged from birth to 5 years.

Children have the use of five playrooms, an enclosed outdoor play area and associated facilities. There are currently 57 children on roll, 11 of whom receive funded early-years education.

There are ten members of staff employed, full-time and part-time. In addition to the NVQ level three qualified proprietor, four members of staff hold the equivalent of NVQ level three qualifications. Two members of staff are working towards level three qualifications, one is working towards level two. The nursery receives the support of the Torbay Early Years Development and Childcare Partnership and the Foundation Stage Advisory Teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are adequately protected from infection as staff have the option of using protective clothing when undertaking personal care. Sick and infectious children do not attend the nursery and any that become unwell during the session are swiftly reunited with their parents.

Hot water is available in the children's facilities which enables them to take care of their own hygiene needs. Children's continuity of care is maintained by generally well completed records of accidents and medication although this continuity is compromised as not all incidents are considered sufficiently important to record.

Children are generally well nourished and their individual dietary needs are known and respected. They welcome the newly changed menu and enthusiastically eat the wholesome food that is provided. However, children do not enjoy the health giving properties of fresh fruit in sufficient quantity or have easy access to a drink whenever they want one.

Children develop their large muscles effectively by running about in the fresh air and using appropriately challenging climbing apparatus. They develop a generally sound awareness of space inside the nursery although their ability to move about freely is sometimes limited.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Babies and very young children enjoy a calm and well ordered environment. The rooms are well decorated and in good condition. Children use toys and games which are of generally good quality, are clean and in sound condition.

All children use a suitable, secure, outdoor space. Children' safety is protected by the implementation of generally effective risk assessments and the system of monitoring sleeping babies is adequate.

Premises are secure and visitors are rigorously recorded, however the clearly organised register is not completed swiftly enough when children arrive and therefore there may be more children present than the register declares. This impacts on children's safety, for example in the event of an emergency evacuation. This also applies to the recording of adults on the premises.

Children's safety is further supported by staff's sound awareness of child protection procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies are comfortable and well cared for. They enjoy a calm and peaceful environment and warm and stimulating interaction with staff. Young children benefit from the staff's sound understanding of the Birth to Three matters framework. This is used to aid assessment of the children's progress but it is not clear how it is used to plan for the children's individual needs. Young children communicate well, they help each other, for example to post shapes and match puzzle pieces and are enabled to make connections and enjoy being together.

Older children in the pre-school unit do not always receive enough thoughtful interaction. They do not always have access to sufficient space or resources and activities are not planned carefully enough to ensure they are always adequately stimulated.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are making sound progress towards the early learning goals in most areas of learning but some children do not receive sufficient challenge to help them make good progress. Practitioners have a generally sound understanding of the Foundation Stage but employ a limited range of teaching methods. Their understanding of how children learn is satisfactory but inconsistent overall. Assessment and observation is not used effectively to help children progress. A significant majority of the children in this age group, although practised in the art of apologising, remain unaware of the effect of their actions upon others. They do not always have sufficient interesting activities and sometimes become bored and restless and throw things. They respond very well to direct attention and the prospect of an interesting activity, for example they became totally involved in a well supported imaginative role-play game. However, activities overall are not well matched enough to children's individual needs to provide a suitable level of challenge or encourage them to grapple with new ideas. Some children are extremely able and eager to learn but resources and space are not always used effectively to help children develop their learning. For example children are unable to develop a potentially valuable self-initiated game about the emergency services due to lack of available space on the day. They become bored and frustrated as a result. Also, the children who are skilled at manipulating a pencil do not have enough opportunity to develop these skills in their free play. Plans make scant reference to the Foundation Stage and some areas of learning receive insufficient emphasis. For example children have few opportunities to develop their mathematical understanding

in meaningful contexts. They also do not have chance to make marks for a variety of purposes, investigate how things work or develop their creativity sufficiently through free access to activities such as paint, free model making, malleable materials or sand and water.

Helping children make a positive contribution

The provision is satisfactory.

Children from a variety of cultures are sensitively cared for and their individual needs are known and respected.

Children with special needs are supported through contact with various outside agencies. However, staff's understanding of matching activities to support children's individual needs is limited.

Children's spiritual, social, moral and cultural development is fostered. They are encouraged to take turns and, when presented with an interesting game or given the prospect of an activity, will concentrate. They express pride in their achievements, for example showing the model they have made to an admiring adult. However, children do not have enough opportunities to receive positive comment and praise for their behaviour and they frequently become bored and restless. Snack and meal times in particular are not used to help children enjoy the social aspect of eating together as staff supervise the period rather than participate in it. Younger children and babies receive much praise and warm interaction and respond happily and behave very well.

Partnership with parents is satisfactory. Children benefit from their parent's recent opportunity to attend a meeting and discover more about what their children are doing at nursery. At present, there is limited information provided regarding the planned programme or how it links to the Foundation Stage or their child's individual next steps. However, parents say they are made to feel most welcome and receive helpful information by discussion.

Organisation

The organisation is satisfactory.

The nursery meets the needs of the range of children attending. They benefit from being cared for within a setting which has a soundly organised operational plan which ensures that all essential information is available. The children are looked after by the required ratio of staff who have all be subjected to regulatory checks and this protects their safety but the system of recording attendance does not contain sufficient detail.

Leadership and management of the nursery education is satisfactory. The content, suitability and effectiveness of the provision has not been effectively monitored and limited attention has been given to improving the quality of teaching to make sure it is relevant and interesting to the children. However, the nursery have had a very recent visit from the Foundation Stage Advisory Teacher and have begun to implement

planned improvements.

Improvements since the last inspection

The recommendations arising from the previous inspection have been addressed. Fire drills are now practised each term which improves children's safety. The medication records now contain sufficient detail to be helpful. The child protection policy has been improved and now contains all regulatory clauses.

Complaints since the last inspection

There are no complaints to report.

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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):

- make improved use of space and resources to ensure children can develop their learning and enjoy their time in the nursery (also applies to nursery education)
- provide more opportunities for older children to receive positive comment and praise, particularly during meal times
- improve the means of recording to ensure that all on the premises are promptly logged
- improve children's access to drinks and the nutritional content of snack time

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):

- ensure all areas of learning receive sufficient emphasis so that all children have access to a balanced curriculum and use assessments effectively to

plan the next steps for individual children's progress.

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