

Young Ones Day Nursery

Inspection report for early years provision

Unique Reference Number	105926
Inspection date	21 November 2007
Inspector	Carol Cox
Setting Address	28 Tiverton Road, Cullompton, Devon, EX15 1HT
Telephone number	01884 35001 or 01884 34237
E-mail	
Registered person	Bridget Radmore
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Young Ones Day Nursery opened in 1999 and operates from a converted church building on a residential road close to the town centre of Cullompton in Devon. The nursery has access to a large playroom, small quiet playroom, a kitchen, toilets, sleep room, small enclosed outdoor play area and large indoor storage areas. The nursery provides care for children from Cullompton and surrounding villages. A maximum of 26 children may attend at any one time. The nursery opens Monday to Friday from 08:00 to 18:00 for 51 weeks a year. All children share access to a secure enclosed play area.

There are currently 44 children aged from 10 months on roll. Of these, 15 children receive funding for early years education. The nursery has experience of supporting children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs nine staff to work with the children. Of these, six hold relevant early years qualifications and two are currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Staff promote children's health through routine activities, such as washing hands after messy activities and brushing teeth after lunch. There are good procedures in place to prevent the spread of infection between children. For example, staff wear plastic aprons and gloves when changing nappies. There are sensible policies in place to exclude children when they have infectious illnesses and parents are asked to collect children should they become ill whilst at nursery. Staff have current paediatric first aid certificates and are able to treat minor injuries appropriately. All accidents are recorded and parents asked to countersign. There are clear procedures in place for the administration of medication and parents give written consent and guidance prior to administration. However, children may be at risk because parents do not always check and sign medication records.

Children rest and sleep in accordance with parental wishes in the cosy sleep room. They enjoy regular fresh air and exercise in the garden although opportunities are limited because the outside space is very small. Staff try to give opportunities for children to extend their physical skills through visits to a local park where children are challenged by large play equipment. Children eat well and learn about keeping themselves healthy through projects, such as making a poster to illustrate healthy foods. Staff provide hot meals prepared by a local school and parents can choose to provide packed lunches, baby foods and bottles of milk. The staff have a good regard for kitchen hygiene and ensure there is no cross contamination of food through careful labelling and storage of children's own food.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff are vigilant in providing a safe, clean and well organised environment where children can move freely and choose their own toys and resources to support their play. There is a wide range of resources to meet the needs of children at different ages and stages of development. Staff ensure that toys and resources are appropriate and safe for children. Children are encouraged to learn how to keep themselves safe through activities, such as designing a display to show how they can keep themselves safe when playing in the garden.

Staff make daily checks of the premises and garden and there are effective procedures in place to ensure fire safety. Regular fire drills are held and all extinguishers and smoke detectors are checked and certificated regularly. All staff who work with children are checked and visitors to the nursery are asked to verify their identity and their presence is recorded. There are robust systems in place to identify those people authorised to collect children, for example, parents provide photographs or passwords to identify new collectors.

Staff safeguard children's welfare through the clear child protection procedures and staff's good knowledge of how to proceed should they have concerns about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and children enjoy good care from knowledgeable and experienced staff. The environment is cosy and homelike and staff work with all the age groups, so building secure relationships.

Staff in the baby and toddler units use the Birth to three matters framework to plan for their learning and development. Key workers maintain records of achievement for babies and young children but these do not always identify what children need to learn next. Although the planning does not relate to individual children's particular learning needs, the staff work with small numbers of babies and younger children and are usually able to support them effectively. This means that children are happy and confident and settle well. Younger children benefit from opportunities to mix with older children and share their activities, for example the toddlers join older children to decorate photograph frame presents for their parents.

Nursery Education

The quality of teaching and learning is satisfactory. Although staff have a generally good knowledge of how to promote children's learning and development within the Foundation Stage curriculum the system for planning and assessing children's progress is not clear or consistent. The nursery have started using the Early Years Foundation Stage framework but have not made clear links with the Foundation Stage curriculum thus, records of children's achievements are not linked to stepping stones, do not identify targets for next learning and are not used to plan for future learning. The result is that whilst younger and less able children are supported in their activities older children are often not challenged to progress because activities are planned for all children. For example, at a craft activity an older child who was quite competent to cut and stick had to sit and wait a long time whilst the staff member attended to a younger child.

Planning covers all areas of learning and children make generally good progress. Their work is valued by staff who use children's own pictures and writing to make displays. Children enjoy choosing activities and at times staff are very effective at supporting children in their play through providing extra resources or encouraging children to fasten their dressing up clothes. Children learn that print and marks have meaning and enjoy dictating captions to staff or writing their own names on work. The book corner offers many books but some children do not read or look at books through choice. Staff encourage children to use their burgeoning maths skills through games, puzzles and number rhymes, however, children who are competent at counting are not challenged to begin simple calculation.

Children gain a growing knowledge of their world through visits to local amenities, such as the park and shops. They learn about the lives of others from visitors who talk about their jobs. They have opportunities to learn to appreciate the differences between people, for example, they enjoy helping babies and younger children in mixed activities.

Helping children make a positive contribution

The provision is good.

Children are confident and settled within the nursery. They build good relationships with the friendly and caring staff who are aware of their needs and interests. Children are valued and respected as individuals. Staff celebrate children's achievements by using their own work to illustrate pictures and posters promoting health and safety around the nursery. There is a range of resources and positive images to promote children's understanding of their own community and visitors talk to children about their lives and jobs. Children have established a link with a local elderly people's home and visit to take parcels and sing carols. Staff have experience of supporting children with learning difficulties and/or disabilities and those who speak English as an additional language. The specific needs of each child are carefully identified in partnership with parents.

Children generally behave very well. Staff work hard to establish clear boundaries and routines and children enjoy the positive reinforcement of good behaviour through the use of 'Twinkle Time'. Children show a good sense of belonging and are happy to help tidy up after activities. They enjoy taking part in topics, such as 'How we can help others' and show great care and consideration for babies and younger children. Staff provide a good deal of information about the nursery for parents and notice boards display leaflets about local services and events. Parents are invited to share details of individual children's care needs which are carefully recorded on their registration forms. Thus, parents can be sure that their children are cared for in line with their home routines. Parents of babies and toddlers receive a written daily diary detailing each child's care and activities during the day. Parents are well informed of the complaints procedure and a complaints log has been established.

Partnership with parents is satisfactory. Parents are informed of the Foundation Stage curriculum and of their children's progression and achievements. They are invited to parents' evenings and children's progress records are made available, however, parents do not regularly read these records or contribute towards identifying next steps in learning. Staff have introduced a self assessment fun workbook for older children when they start nursery to help identify how best to support their learning. The social, moral, spiritual and cultural development of children is fostered.

Organisation

The organisation is satisfactory.

Children's health and well-being are promoted through clear policies and procedures which are made available to parents. All necessary records and documentation are in place, however, some records are not consistently signed by parents to confirm validity. Staff are well qualified and a training plan is drawn up following staff appraisals to identify individual and organisational training needs. There is a sound system in place to ensure that all staff employed are suitable to work with children. Staff are organised well and cover staff are employed to maintain high levels of staffing at all times.

Leadership and management is satisfactory. Staff generally have a good knowledge of how to help children learn, all are involved in contributing to planning of activities and key workers have responsibility for maintaining children's records of achievement. However, there is no clear system in place to monitor the quality of education on offer and there is a continuing need to carefully monitor children's achievement records and the planning of learning. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the setting was asked to address three recommendations: to develop an action plan that sets out how staff training will be developed and shared among all the staff; to organise a suitable staffing structure to cover staff absences; and provide suitable comfortable chairs for staff caring for babies. The first two recommendations have been addressed satisfactorily: a training plan now ensures all staff training needs are identified through the appraisal system and training arranged as needed; and further staff have been recruited to cover staff lunchtimes and holiday cover as needed. Therefore, children benefit from well-qualified staff and appropriate staff ratios at all times of the day. The last recommendation to provide suitable comfortable chairs the staff caring for babies has not yet been fully met.

At the last education inspection the setting was asked to monitor learning plans to ensure that all aspects of learning receive sufficient regular attention. Planning now covers all areas of learning and is checked to ensure even coverage of all aspects.

Complaints since the last inspection

Since 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):

- further develop the system to plan for the learning and development of babies and young children based on identified next steps in learning for individual children
- ensure that all necessary records and documentation are detailed accurately and checked and signed by parents to confirm their validity

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):

- further develop the system to use ongoing observational assessment to inform planning for each child's continuing development through play based activities
- implement a system to monitor children's assessment records and planning for learning to ensure consistent high quality

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