

Severn Lodge Ltd

Inspection report for early years provision

Unique Reference Number 302062

Inspection date 12 July 2007

Inspector Ann Webb

Setting Address Severn Lodge Nursery and Pre-School, Severn Lodge, Severn Road,
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Registered person Severn Lodge Ltd

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 inadequate – notice of action to improve. The registered person does not meet 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?

Severn Lodge Limited private day nursery and pre-school is privately owned and was registered under the current owners in 1999. It operates from a two-storey detached property set in its own grounds in the Bolton area of Bradford. The nursery serves families from the surrounding areas, which reflect a range of social, economic and cultural backgrounds.

The nursery caters for 67 children from birth to five years. There are currently 80 children on roll. This includes 15 funded three- and four-year-olds. Children attend for a variety of sessions throughout the week.

The setting opens five days a week throughout the year from 07.30 until 17.45. There are 17 members of staff; all have an appropriate early years qualification. The setting receives support from the local authority. They are a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children have appropriate daily opportunities for fresh air and exercise. They play outdoors in the adjoining garden with a reasonable range of equipment, such as tricycles and climbing frames.

There are appropriate opportunities for the children to learn about being healthy. For example, they have a roast chicken lunch with potatoes and leeks followed by peaches and cream for pudding. When they are thirsty they can help themselves to drinks of water and milk. Additionally, the children see images of healthy ingredients and grow strawberries in the garden. All the children's meals are freshly cooked each day and a four week menu is displayed for parents.

Hygiene routines are appropriately implemented by the staff and the children have a good understanding of personal hygiene. For example, they wash their hands after toileting and before they eat food, and they also help in the cleaning of table surfaces. The staff further promote the children's understanding by being positive role models, for example, they follow suitable nappy changing routines, wear protective clothing and wash their hands. During the hot weather the children learn effectively about protecting themselves from the effects of the sun, they apply sun lotions and wear hats whilst playing outdoors.

Satisfactory arrangements are in place for administering first aid and there is a fully stocked first aid kit available. Most of the staff hold a current first aid certificate, with training ongoing. Written policies are in place regarding sickness, accidents and the administration of medication. These are implemented and shared with all parents.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children are cared for in a clean, well maintained environment which is effectively organised to enable them to move around freely and safely. The environment is warm and welcoming for parents and children, who are greeted on arrival. Children's work and photographs are attractively displayed on the walls and show them involved in a suitable range of activities. Additionally, the premises are secure and children are unable to leave unattended. The system used to monitor visitors to the setting is appropriately managed by the staff and there are accurate details of when staff and children are present.

The staff understand the needs of all the children and provide resources and equipment which are mostly safe and suitable for their ages and stages of development. For example, the babies are fed in high chairs and safety harnesses are used to further ensure their safety. All the equipment is in good condition and presented in storage systems, which successfully assists the children's independent and safe access to toys and resources. However, some outdoor toys collect rain water and the table used for information and communication technology equipment is too high for the children to use comfortably.

The children's welfare is further promoted through the staff's appropriate understanding of the Local Safeguarding Children Board procedures. There is a written child protection policy which is understood by the staff, for example, notifying the relevant child protection agencies. Some staff have undertaken additional training.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The children access a suitable range of resources and toys, for example, books, puzzles, role play, sand and painting. They are interested in the activities provided and join in well with their peers. They enjoy the company of adults and talk confidently about themselves and members of their families. The staff have positive interaction with the children and encourage them to talk about what they know.

The children learn to share and to take turns. During an activity with a floor puzzle they wait until their friends take their turn. Some children sit together to create a party picture using felt and boards. They chat happily together, sharing their ideas and resources. The children's creativity is enhanced through appropriate opportunities to experiment with a wide range of paint, print and collage. Examples of their artwork are displayed around the room where the children can see and identify their own work.

Staff working with the younger children have attended 'Birth to three matters' training. They appropriately implement the framework, and planning and assessment systems are effective for this age group. Young children enjoy attention and being physically close to other children and familiar adults, for example, during meal and snack times. Adults echo sounds young babies make and interpret meaning to children's words, which encourages their emerging language. Children are given opportunities to share their thoughts, feelings and ideas. They talk with other children, visitors and other adults and speak confidently about what they see, hear, think and feel.

Nursery education.

The quality of teaching and learning is satisfactory. The staff have an appropriate understanding of the Foundation Stage and planning covers all areas of learning. Activities are a reasonable balance of adult-led and child-initiated play which enables the staff to respond to children's individual interests. Resources are appropriately organised and labelled, which enables the children to independently identify items and return them to the correct place. The staff manage the children's behaviour well and encourage the children to share and take turns. The children understand their boundaries and cooperate and help with clearing away their toys.

The children are beginning to develop an early interest in number, they make good attempts to count, they join in with number songs and rhymes and use their fingers to represent numbers. The staff interaction with the children is positive. However, the staff sometimes miss the opportunity to introduce the children to mathematical ideas and language for counting and calculation during everyday play. All children take an interest in shape, some children can match shapes in puzzles and can describe simple terms for size, for example, little, big and small. They are interested and curious about the living world, commenting on the weather and examining the strawberries and tomatoes with wonder. They are beginning to understand how things grow and plant onions, saying that they need water.

Some children are beginning to recognise familiar letters and can attempt to write their own names. They see letters and words displayed around the play areas and can identify those more familiar to them. They use tools for mark making, for example, paintbrushes and crayons. However, there are few opportunities for them to make lists and records in all area of their play. The children enjoy books, they are able to listen carefully and respond enthusiastically to stories and songs. They are unable to make their own choices of books to read independently

and with small groups of friends. They join in with the 'Not now Bernard' story and repeat some of the words.

Children show curiosity, observe and manipulate objects. They realise tools can be used for a purpose and construct with a purpose in mind, using a variety of resources. The children show an interest in the world in which they live. They remember and talk about significant events that have happened to them, for example, having a party.

Helping children make a positive contribution

The provision is satisfactory.

There are suitable arrangements in place to care for children with learning difficulties and disabilities. For example, a key member of staff attends planning meetings, relevant training and liaises with parents and other staff. There are good behaviour management strategies in place, for example, the children are praised for good behaviour and explanations are given where behaviour is unacceptable. The staff give the children gentle reminders about not running and pushing and consequently the children behave well and know what is expected of them.

Partnership with parents and carers is satisfactory. The nursery's policies and procedures are shared with parents and their written permission is sought for outings and the administration of medication. Information regarding the children's care is shared daily both verbally and in writing and regular newsletters and notices provide up-to-date information. Parents of children receiving nursery education are informed about the Foundation Stage, however information regarding children's progress through the stepping stones is not readily accessible for parents. There are suitable opportunities for parents to be involved in their children's learning, for example a self-registration system.

The children have suitable opportunities to learn about their local and wider community. For example, they visit the local park and shops. Additionally, they access resources which reflect positive images of race, gender and disability, such as books, puzzles, dressing up clothes and small world figures. Through the celebration of a variety of festivals, such as Diwali, Eid and Christmas, they learn effectively about their own traditions and those of others. Their social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is inadequate.

All the required records and documents are in place, for example, registration details and written parental consent details. These records are stored confidentially and securely. The setting has written policies and procedures which cover all aspects of the organisation and its practice, and these are available for all parents.

The management framework works effectively. Senior staff monitor staff development through induction, staff meetings, appraisals and training, ensuring that staff keep up to date with current childcare practice. For example, attending first aid and food hygiene training. There are effective systems in place to ensure that staff working with the children are suitable to do so. For example, background checks are carried out and references sought. However, Ofsted have not been notified of a change to the person in charge, which is a breach of regulations.

The leadership and management of the nursery education is satisfactory. The planning of activities and the monitoring of the children's progress is overseen by the nursery manager in

conjunction with all the staff. Strengths and weaknesses of the provision are informally identified through observation, discussions with key workers and advice from the early years support teacher. Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery was asked to improve the range of resources for children aged under three years and to provide resources which positively promote disability. Resources and activities for all age groups cover all areas of learning and support children's development appropriately. They include toys such as books, small world figures and puzzles which promote positive images of disability, race and gender.

Additionally, the nursery was asked to improve the quality of teaching to maximise teaching opportunities and to improve children's knowledge and understanding of the world with regard to finding out how things happen and joining and assembling. The nursery was also asked to provide parents with more information regarding the Foundation Stage. Teaching methods now support children's learning in most areas, however, a further recommendation is raised. The children have sufficient opportunities to develop their knowledge and understanding of the world through exploration of their environment and planned activities. They develop appropriate skills in joining and assembling during everyday play. Parents are provided with sufficient information regarding the Foundation Stage through literature and meetings with staff, however, a further recommendation is raised. These improvements appropriately contribute towards the children's learning and achieving.

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 complaint record may contain complaints other than those made to Ofsted.

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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, the registered person **must** take the following actions:

- inform Ofsted about changes to the person in charge.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- improve teaching methods to ensure that children develop an understanding of counting and calculation during everyday activities
- provide more opportunities for children to mark make with regard to outdoors and role play
- ensure that children's development profiles are accessible for parents to contribute to.

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