

# Grange House Day Nursery Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	305075
<b>Inspection date</b>	16 July 2007
<b>Inspector</b>	Suzette Butcher
<b>Setting Address</b>	Smithy Lane, Little Sutton, Ellesmere Port, CH66 3RP
<b>Telephone number</b>	0151 339 9175
<b>E-mail</b>	
<b>Registered person</b>	Grange House Day Nursery 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?

Grange House Day Nursery was originally established in 1989. It changed ownership in 2000 and is currently privately owned. The nursery is in a converted house which is situated in Little Sutton, near Ellesmere Port. It is open each weekday from 07.45 to 18.15 all year round. Children attend from the local area. They have access to a safely enclosed play area for outdoor activities.

There are currently 68 children aged from six months to under five years on roll. Of these, 23 are funded for early years education. The nursery supports a small number of children with learning difficulties. There are 12 members of staff, of whom, 10 hold an appropriate early years qualification, one is unqualified and one is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is protected in an environment where clear procedures and appropriate details are recorded. Staff are vigilant in following hygienic procedures as they change nappies and clean equipment. The nursery's clear sickness policy is shared with parents and helps to protect children from the spread of infection. Staff have up to date first aid training. This enables them to respond promptly and appropriately to ensure that children's needs are met in the event of an accident or emergency, such as a bee sting. Children show an awareness of simple hygiene procedures as they routinely wash their hands before handling food and after using the toilet. Older children confidently explain that they are washing away germs that might make them ill. Children are encouraged to develop independence in their self-help skills as they proudly help themselves to an apron to paint or confidently say, 'I can do it myself' when they wipe their face after lunch. Babies' individual routines and parental preferences are followed in daily routines to promote good continuity of care. Children's sleep needs and personal routines are acknowledged and met, helping to ensure their good health.

Children at the setting are developing a good understanding of how to stay healthy. Freshly prepared, nutritious food is available each day and children enjoy a variety of well planned menus. Food tasting sessions, with for example a selection of fresh fruits, further develop children's awareness. Babies have their individual needs met by blending food to the correct consistency for their taste and stage of development. Children's individual dietary needs are recorded and met at all times. The cook takes an active role within the nursery where she relates warmly to staff, parents and children. She regularly consults children about their likes and dislikes and reviews her menus according to their preferences. Mealtimes are social occasions where children and adults happily chat together. Older children help themselves to plates and cups and remember to clear away when they have finished. Children's drinks are available at all times in labelled water bottles and they often help themselves when they are thirsty. Older children are aware of the importance of frequent drinks when they are playing outside on a hot day.

An active, healthy lifestyle is strongly promoted throughout the nursery with daily, energetic games outdoors throughout the year. Older children put on their wellies and carry umbrellas on wet days and have fun splashing in puddles as they benefit from fresh air and physical exercise. Children gain confidence and learn to move with control as they learn to use their bodies in different ways. They enjoy running around, rolling hoops or kicking a football. Babies and toddlers tentatively test out their physical skills outdoors on different play surfaces, such as bark, grass or sand. They are supported as they progress to their next physical milestone when they are encouraged to sit on their own or move to grasp a toy.

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

The provision is satisfactory.

Children are cared for in a welcoming environment where colourful murals, informative notices and interesting photographs create a sense of belonging for children and their families. Children are safe in the secure premises, where close circuit television is in place throughout to protect them. Regular risk assessments are carried out on the premises and recorded to identify potential problems and hazards. Appropriate action is taken and staff have a sound understanding of how to recognise and reduce potential risks within the environment. For example, children are

carefully supervised on the stairs to the first floor and sleeping children are checked on a regular basis. However, some potential hazards remain due to the general layout of play and rest areas within the premises and the overall organisation of the indoor and outdoor environment. This restricts children's free and safe movement within the premises. The quality of play and learning opportunities provided for older children are limited during the midday periods or when children wait for adults to complete routine tasks. This has a negative impact on children's development. Staff to child ratios are suitably met and children are adequately supervised. Systems are in place to record the arrival and departure of visitors and clear procedures are followed to protect children on outings. Children are encouraged to recognise potential dangers and to learn how to keep themselves safe. Staff sensitively remind younger children that they may hurt themselves if they run around indoors and talk to older children about the safety aspects of appropriate indoor and outdoor games. Staff have good knowledge and understanding of child protection issues and attend training on a regular basis to update their knowledge. Information and contact details of the Local Safeguarding Children Board are readily available.

A wide selection of interesting and stimulating resources are available in the baby rooms and they are well organised to promote choice and variety. Resources are stored at a low-level in labelled wooden units or on shelving around the playrooms for older children. This provides some opportunities for children to make their own decisions and choices. However, choices are limited and children are not actively encouraged to access resources independently. Equipment is generally in a satisfactory condition and checked for safety on a regular basis.

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

The provision is good.

Babies are secure and happy in the purpose built areas where they enjoy exploring and experimenting in safety. They relate well to staff and enjoy hugs and cuddles when they seek reassurance. Staff make very effective use of the 'Birth to three matters' framework to guide their planning and practice. They follow children's interests in choosing and carrying out tasks, helping to develop younger children's confidence and self esteem. Stimulating activities are focussed on small group experiences which enables each child to approach learning opportunities at their own pace. For example, babies tentatively experiment with different sensory materials, such as wet spaghetti or porridge oats. They have fun pouring, sprinkling, smelling or tasting as they learn to use their senses to gather information. Children develop a stronger sense of identity and begin to play imaginatively as they play with a selection of hats, bags and clothes. They grin happily and share their interest with others as they examine themselves in a low-level mirror. Their imagination is extended with the introduction of a tea set and play food. Treasure baskets and boxes full of colourful, tactile materials provide further opportunities to learn about the world around them and relate to others. Early communication skills are skilfully promoted through speech, signs, facial expressions and gestures. Music and action rhymes reinforce patterns of rhythm and sounds. Children proudly begin to imitate actions in familiar songs, such as 'Wind the bobbin up' or 'Little green frog'.

Young children are beginning to learn to make connections as they find out what happens when they sprinkle glitter onto glue or pour sand from one container to another. They enjoy the opportunity to create their own colourful collage as they choose from a wide selection of glittery items, colourful paper or 'tickly' feathers. Children's interest is captured and they, subsequently, develop their own imaginative role play games when the home corner is transformed into a post office, hairdresser's or Fireman Sam's Fire Station. Planning is based on children's interests and preferences. Learning opportunities are highlighted and focus activities are evaluated. Staff's observations are recorded and used effectively to identify next

steps in learning and to inform future planning. Children's individual progress is detailed in a booklet with photographs and written observations.

### Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a sound knowledge and understanding of the early learning goals and this is reflected in their practice. Some aspects of High/Scope have been introduced but this is still in the early stages and staff training is ongoing. Children's progress is monitored through regular written observations which are used effectively to inform future planning. This enables staff to build on what children already know and identify next steps in learning. Short term planning is based on children's interests with the flexibility to review activities on a daily basis. Children are offered the opportunity to participate in purposeful small group activities each day, such as making their own musical instruments or creating a pizza for their snack. They proudly display the finished article and anticipate the next activity. They learn to make connections with other areas of learning when they consider, for example, what happens to rice when it is cooked. Informal learning opportunities are maximised as children are encouraged to calculate how many pizzas there are and what fraction and shapes they are cut into. They learn to recognise initial sounds and link this to the letters in their names. However, most activities are adult-led and there are limited opportunities or choices available for children to initiate and develop their own games. This restricts children's independent and active learning. At times, children are expected to wait quietly and patiently while adults organise resources or clear away. Planning is not clearly differentiated to provide appropriate challenges and resources for older and more able children. For example, a computer suite is available on the premises but access is limited to set times. Consequently, more able children become bored, disruptive and restless.

Children enjoy learning more about their natural environment in the outdoor play area where they have more freedom and space to explore and initiate their own games. They enjoy imaginative role play games or build structures together in the sand. Parachute activities, ring games and football skills provide opportunities for children to play together cooperatively. Children are confident communicators and they eagerly share their news or talk about their experiences at group times. They enjoy singing songs together or sharing a story with an adult.

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

The provision is good.

Children are well behaved when they are happily involved in interesting play and learning activities. Although, at times, behaviour deteriorates when older children become bored and restless when they are offered limited choice and independence. Staff act as positive role models and they are polite and considerate towards children. They make good use of praise and other positive strategies to promote good behaviour and children's efforts and achievements are celebrated. Minor disagreements are dealt with in a way that is appropriate to each child's age and stage of development. For example, younger children are gently redirected when they squabble over the same toy and they begin to learn to share, take turns and play together cooperatively. Older children are encouraged to consider the consequences of their actions and to be aware of other people's feelings through sensitive discussions and quiet reflective times. They learn to understand that house rules are required for everyone to play fairly and safely.

Equality of opportunity is supported as children are invited to share the same toys and activities. Opportunities to learn about different cultures, such as celebrating Chinese New Year, are

available and suitable resources and appropriate activities increase children's understanding and awareness of diversity in the wider world. Children with learning difficulties and disabilities are effectively included and supported. Staff work well with parents and outside agencies to meet children's individual needs and they attend relevant courses to increase their knowledge. Children's spiritual, moral, social and cultural development is fostered.

Parents state that they are happy with the quality of care provided for their children. They comment that they know who to talk to if they have any concerns and find staff friendly and approachable. The setting's policies and procedures are available on request and notices or newsletters keep parents informed about significant events. Information is shared informally at hand over times and a daily diary is maintained for younger children with basic information on diet, nappy changes, activities and sleep. Parents regularly record their own relevant details about their child's home life in the diary. This promotes effective continuity of care and creates stronger links between home and nursery. Booklets, photographs and displays are available around the nursery to inform parents about aspects of their child's life in nursery and many are linked to the 'Birth to three matters' framework.

The partnership with parents and carers of children who are funded for nursery education is satisfactory. Information about individual children's progress is made available when they transfer to school and issues are discussed informally at hand over times. Stronger links are developed between home and nursery when children take home Petey the Parrot and record their family adventures in a book full of pictures and photographs. Parents comment that they would appreciate more opportunities to share information about their child's progress and to become more actively involved in their child's play and learning.

## **Organisation**

The organisation is satisfactory.

The quality of leadership and management is satisfactory. Management have a clear sense of purpose and are strongly committed towards continual improvement. Appropriate employment procedures are in place to ensure that all staff are suitably vetted and that children are protected. Staff meetings are held regularly and annual appraisal meetings create opportunities for management and staff to identify individual needs and discuss issues within the setting. The ongoing suitability of staff is monitored adequately by management. The setting's main areas for improvement are identified and improvement programmes implemented. For example, the outdoor play area has been identified as a key area to improve the quality of care and education provided. The educational programme is monitored informally as management observe and discuss issues with staff during their daily routines. Advice is obtained from Sure Start and staff attend training to increase their knowledge and experience. Nevertheless, procedures to monitor the overall quality of the early education provision and evaluate its impact on children's progress are not fully established. This has a negative impact on the quality of teaching and children's learning throughout the setting.

Staff are well deployed and a key worker system provides consistency and continuity for children and families. Most staff hold relevant childcare qualifications and this has a positive effect on children's welfare and learning. Effective use is made of local facilities and children experience the wider community on visits to the library or walks in the area. All required policies and procedures are in place and contribute to positive outcomes for children. However, confidentiality is not always maintained in documentation, which compromises families' privacy and welfare.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

There were three actions raised at the last care inspection that were related to the accessibility of records, the effectiveness of risk assessments and staff responsibility for behaviour management issues within the nursery. All required records are currently available at the premises and regular risk assessments are conducted and recorded to minimise risks. A member of staff is clearly nominated to accept responsibility for behaviour management issues. All these actions safeguard children and improve the overall quality of care for children.

There were also two recommendations raised that have both been successfully met. Fresh drinking water is accessible to children at all times which improves their healthy lifestyle. Children are cared for in clearly identified key worker groups to provide continuity and consistency for children and their parents.

At the last nursery education inspection, the providers agreed to implement a programme to improve the staff's knowledge and understanding of the early learning goals and expertise in supporting children's learning during free play activities. Ongoing training programmes regularly revisit these aspects and improve the implementation of the Foundation Stage. The providers also agreed to review planning systems, to deploy staff more effectively and endeavour to foster in children a spirit of cooperation and respect for others. Planning and staff deployment systems have been evaluated and amended and children's personal, social and emotional development is given a high priority within the nursery. These changes have improved the overall quality of nursery education.

## **Complaints since the last inspection**

Since the last inspection there have been two complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards.

Concerns were raised regarding National Standard 2: Organisation, National Standard 11: Behaviour and National Standard 12: Working in Partnership with Parents and Carers. Ofsted investigated these concerns by carrying out a visit on 11 May 2005. Actions were raised and met. The provider remains qualified for registration.

Ofsted received concerns relating to National Standard 2: Organisation, National Standard 6: Safety and National Standard 12: Partnership with parents and carers. A childcare inspector visited the provision on 14 September 2005. Actions were raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

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):

- review the organisation of the indoor and outdoor environment and daily routines to improve the quality of play and learning opportunities
- maintain confidentiality in all documentation.

### **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):

- extend children's independent and active learning by providing more choices in play and learning opportunities
- differentiate activities to provide appropriate challenges and opportunities for older and more able children
- increase opportunities for parents to become actively involved in their child's play and learning
- improve systems to monitor and evaluate the quality of teaching and learning.

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)