

# Noah's Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	305214
<b>Inspection date</b>	10 September 2007
<b>Inspector</b>	Barbara Christine Wearing
<b>Setting Address</b>	19 Crossfield Road, Handforth, Wilmslow, SK9 3LN
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<b>Registered person</b>	Elizabeth Julia Rorke
<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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Noah's Nursery is privately owned and has been registered since 1989. It operates from a converted house in the centre of Handforth. The nursery has three rooms on the ground floor with toilet and kitchen facilities also on that level. There is an enclosed paved area for children to play outside. A maximum of 20 children may attend the nursery at any one time. The nursery operates Monday to Friday, 08.00 to 18.00 for 51 weeks a year, excluding Christmas and New Year.

There are currently 29 children on roll. Of these, eight children are in receipt of funding for nursery education. The nursery supports children who speak English as an additional language and children with learning difficulties and disabilities.

A total of five staff work directly with the children all of whom are suitably qualified. The nursery receives support from a Sure Start advisor.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are protected from the spread of infection and cross contamination as the nursery maintains appropriate levels of hygiene as staff follow guidelines and policies, such as food hygiene and nappy changing procedures. Older children develop their personal hygiene skills. They independently go to the toilet and are keen to wash and dry their hands following pictures displayed above the sinks. Children are well taken care of if they are ill as staff follow the appropriate sick child and administration of medication policy.

Children enjoy a healthy, balanced diet. They are offered nutritious, freshly prepared meals. However, there are limited opportunities for children to make healthy choices as foods and snacks are dished up for them and consist of one dish. Children are offered juice at snack and mealtimes but drinking water is not made accessible throughout the day. The majority of children eat together. Babies sleep and are fed in accordance to their needs and routines. Mealtimes become chaotic as children have little space at the table and some younger children and babies become distressed as staff are unable to give them the necessary support. Children learn about healthy eating through topic related activities and general discussions regarding food and its value. Older children enjoy setting up a green grocers in their role play area, during which they look at and discuss various fruits and vegetables.

Children greatly enjoy physical, outdoor play and develop good gross motor skills and coordination. The outside play area is well used and gives children opportunities to progress in various areas of development. They enjoy chalking on the fences and practise counting and number recognition as they play hopscotch.

Staff form strong relationships with the children. They have a thorough understanding of their needs and are sensitive to their individual non-verbal communications, for example, signs when a baby is tired or hungry. Staff are flexible and work closely with parents in order to meet children's individual sleeping routines and their health and dietary needs.

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

The provision is satisfactory.

The nursery is bright, airy and generally well maintained. Parents and children are welcomed into the nursery. Children settle quickly and move confidently within the areas of the rooms, between rooms and in the outside play area. They safely and independently choose from the range of resources available. These are well maintained, provide good stimulation for the ages of children being cared for, cover all areas of play and include a selection of natural resources. The room for the older children is clearly organised into learning areas. Most of these areas are consistently available and well resourced, providing good stimulation for children.

Risks to children are minimised as staff supervise children closely at all times and follow clear procedures including the collection of children and fire evacuation. The building is secure, the door is locked and entry is via a door bell. Children learn about keeping themselves safe as staff regularly discuss safety measures with them, such as being careful with heavy doors, being mindful of other children when riding bikes outside and encouraging them to maintain their privacy when using the toilets.

Children are protected from harm as they are cared for by adults who are vetted, have relevant experience, knowledge and skills. Staff have received recent training and have a clear understanding of the correct procedure for safeguarding children as outlined in the setting's old policy, and are fully aware of their role within it. However, the newly written procedure for safeguarding children does not reflect staff's knowledge and understanding and does not contain all necessary information or contact numbers.

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

The provision is good.

Children benefit from close and supportive relationships with staff, especially their key workers who are particularly sensitive to their needs. Children are given lots of encouragement and praise. Staff take pleasure in children's achievements and encourage other children and siblings to do the same. A baby who is beginning to walk is applauded by staff in his room who then share the news with his older sister. Staff observe children closely. These observations are recorded and are beginning to be used to complete individual assessment records for each child. Discussions with staff and their interaction with children demonstrates their clear understanding of the 'Birth to three matters' framework, children's stages of development and their next steps. Next steps are not recorded, but staff use their knowledge to inform short term planning and ensure that children are stimulated and given opportunities to develop their individual skills in all areas of development.

Babies and children are busy and motivated. They are relaxed and confidently explore the good range of resources available to them, seeking out staff to share and join in their play. They particularly enjoy singing, making staff aware of songs they want to sing through showing and imitating actions. They develop their language skills as staff are responsive, chat to them throughout the day, share books and ask questions to extend their language. They also benefit from spending time with older children who provide positive role models. The two-year-olds benefit as they access further toys and resources available in the pre-school room. They become highly involved in their chosen activity and their choices and achievements are valued.

### **Nursery Education**

The quality of teaching and learning is good. Children have fun and take full advantage of the opportunity to freely explore their environment and the range of activities available to them. Most areas offer a good selection of consistently available resources, allowing children to set themselves challenges and practise and consolidate their skills. Staff allow and encourage children to follow their own interests and are skilled in following these to extend children's learning in various areas. Staff demonstrate an in-depth knowledge of their key children and are highly skilled in taking spontaneous opportunities to ask children questions to extend their learning.

Long, medium and short term planning is well organised and comprehensive. Staff record observations of individual children, however, there is no system in place to ensure that these are done regularly and cover all areas of learning. The procedure to evaluate these observations to assess children's progress is not yet in use and although staff use their knowledge of next steps for children to inform short term planning this is not recorded.

Children are interested and motivated to learn. They are secure in the routines of the nursery and have opportunities to take responsibilities within these, such as helping to tidy up, setting up the role play area and making play dough. They have close relationships with staff and peers

and develop excellent communication skills, chatting confidently throughout the day. They approach staff to ask questions and make requests and talk freely about events at home. Staff listen and show a genuine interest. Children develop strong friendships and are beginning to play co-operatively and develop negotiation skills. Staff praise and encourage team work as children work together to build towers or to pull apart cubes of jelly that they then melt in water.

Children communicate effectively when planning and extending their play. They are articulate and use a wide vocabulary when describing events, objects, likes and dislikes and staff extend this learning by skilful questioning. Children describe fireworks as 'flowers in the sky' and state that the ice cream is 'frozen'. Children develop their writing skills as they take various opportunities to write for a purpose, making shopping lists and 'writing' in notebooks and on postcards. Some children are able to write their own name and are encouraged to develop these skills as they copy staff names. However, consistently available resources for children to develop skills in recognising and forming letters and opportunities to link sounds to letters are limited. Children access books throughout the play sessions, independently, with friends, in a small group with staff and at story times. Children enjoy various opportunities through planned and spontaneous activities to develop their understanding of number and numerals. They count how many shapes they have cut out from the play dough, learn to recognise and write numerals as they draw and play hopscotch outside and state what number will come next when adding more squares. Children use basic mathematical language during play, describing snakes they make with play dough as big and small. They learn about measure as they weigh jelly and mark their heights on a height chart.

Children enjoy opportunities to explore and investigate, observing changes and differences and learning about the natural world. They learn about the life cycles of frogs and birds and observe changes as they make and play with jelly. Children develop their skills in design and making as they use construction sets and other materials, such as cartons and boxes. They use some technological equipment, such as scales and a cash register to support their learning. Children develop their large motor skills and coordination as they enjoy regular opportunities for outdoor play and have weekly exercise sessions run by an external company. Children use their bodies in different ways as they play hopscotch and hop, jump and twist from square to square. They kick and roll balls skilfully, run, slide, balance and jump. Children demonstrate good fine motor skills as they handle tools, such as scissors, pencils, pens and chinks. They demonstrate creativity in their use of construction sets and when engaging in imaginative small world and role play. However, they do not have creative art materials consistently available to them. Many children enjoy drawing and become highly involved, creating detailed pictures, such as a helicopter with blades and passengers.

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

The provision is satisfactory.

Throughout the majority of the day there is a busy, warm and friendly atmosphere within the nursery. Children are confident and assertive. They gradually settle within the nursery, building good relationships with their key worker and developing a strong sense of belonging. Staff listen to children. They value and respect them and are positive role models. Children model adults' behaviour as they praise each other and staff saying 'fantastic' as a member of staff and child complete the hopscotch.

The setting works with parents in order to maintain consistency for children and enabling their individual needs to be met. Children have some opportunities to learn about the diversity of

our society as they access a small selection of resources that portray positive images. Staff ensure that children are able to make choices without conforming to stereotypes. The setting has an equal opportunities policy, however, this includes little detail of how anti-discriminatory practice is to be promoted for the children. Children's spiritual, moral, social and cultural development is fostered.

Children play harmoniously together and develop close friendships. Staff are skilled in implementing a positive behaviour management procedure and understanding the needs of individual children. Children are aware of their boundaries and generally play happily within these. When necessary, staff sensitively and calmly remind children of their boundaries. Children spontaneously say 'please' and 'thank you' and are praised for doing so.

Partnership with parents is satisfactory. Parents are able to look at policies and procedures within the staff handbook. However, this is not easily accessible and includes information regarding staff conditions of service that is not relevant for parents. Parents share information about their children during the settling in process, via an individual daily diary and through general discussions on a day to day basis. Displays within the children's rooms show information regarding the 'Birth to three matters' framework and the Foundation Stage and show photographs of children engaging in play. Staff share information regarding children's development verbally, on an informal basis. Parent's feedback is positive and cards of thanks demonstrate their appreciation of the staff and the caring relationships they develop with their children.

## **Organisation**

The organisation is satisfactory.

Staff are extremely hard working and enthusiastic and demonstrate high levels of commitment and enjoyment in their work with children. All staff are currently responsible for working directly with children in addition to undertaking management tasks, administration tasks and preparing and serving up meals. At times, such as mealtimes and when tidying the room in preparation for dinner this reduces staff's ability to meet children's needs effectively. At the time of inspection the provision cared for one child over their registered number for a short period of time. This is a breach of condition of registration. However, children continued to be cared for appropriately and safely and it was an isolated incident.

Staff undergo a rigorous vetting procedure and attend regular training that has a positive impact on the provision. Policies and procedures have recently been renewed and some no longer contain the necessary or correct information. However, staff are clear of the correct procedures to follow as set out in past policies. Required documents and records are in place and most are kept up to date and contain all necessary information. However, the system for recording the days and hours of attendance of staff, children and visitors is not always effective.

The layout of the nursery and the flexible approach of staff is effective in giving children space and opportunity to engage in a variety of activities and to socialise with children of different ages.

Leadership and management of the nursery education is satisfactory. The manager allows the room leader to take much responsibility for the developments of the nursery education. The room leader is, therefore, motivated and committed to the development of the nursery education provision. She has worked with the Sure Start development worker to evaluate the effectiveness of the provision and to initiate various successful developments. However, at times the

deployment of staff prevents her from further developing some areas. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the previous care inspection the provider agreed to a number of recommendations relating to hygiene, safety and the toilets. These have all been addressed and appropriate standards of hygiene and safety are now maintained and toilets are now in cubicles, allowing privacy for the children. Recommendations were also raised regarding documentation. Some improvements have been made, thereby, ensuring that staff are aware of correct policies and procedures. However, further recommendations have been raised in this area. The setting agreed to ensure that there is always a member of staff on duty or on outings who has a relevant first aid certificate. All staff now hold a first aid certificate, thereby, ensuring that children are well cared for in the case of illness or an accident. As agreed at the last inspection the setting has developed the children's development records and a further recommendation has been raised to continue with this development.

At the previous nursery education inspection the provider agreed to develop planning. Long, medium and short term planning has been developed and now clearly relates to the stepping stones, ensuring all children are supported and challenged. Recommendations were raised regarding the assessment and monitoring of children's progress and in improving children's awareness of the local environment and other cultures and beliefs. Children now have regular opportunities for local trips out from the nursery and some work has been done in relation to an assessment procedure. However, further recommendations have been raised. The final recommendation was to increase opportunities for children to select resources and develop their personal independence. A great deal of work has been done in this area and children have benefited hugely. They are confident, independent learners who make decisions and access their own resources, building on their skills and extending their learning.

### **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **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 conditions of registration are adhered to at all times and that staff are deployed effectively, ensuring that staff included in the adult:child ratios are working directly with children
- review the organisation of mealtime to achieve a calmer and more sociable atmosphere where all children's needs are met and they are able to make choices from healthy foods and develop their independence
- develop further ways to share information regarding children's development with parents (also applies to nursery education)
- ensure that systems for recording hours of attendance on a daily basis of children, staff and visitors are effective
- ensure that policies and procedures are well organised, up-to-date with correct information and are shared with parents and staff
- continue to develop procedures for recording and assessment, ensuring that they are carried out regularly, cover all areas of learning, identify next steps for children and are used to inform short term plans (also applies to nursery education)
- increase opportunities for children to learn about diversity and further develop the equal opportunities policy.

### **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):

- increase the consistently available creative resources and opportunities for children to develop their skills in linking sounds to letters and recognising and forming letters.

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)