

Anderton Day Nursery

Inspection report for early years provision

Unique Reference Number	309213
Inspection date	20 December 2007
Inspector	Jane Pamela Berry
Setting Address	St Josephs Old School, Bolton Road, Anderton, PR6 9LX
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Registered person	Marie Burton & Winifred Collinson
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 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?

Anderton Day Nursery was registered under the current private ownership in 2002, having been established for over 20 years. It operates from St. Josephs Old School in the Chorley area of Lancashire.

The children have their own base rooms and have access to a large hall and a fully enclosed outdoor area.

The nursery is registered to care for 62 children in total who's ages range from birth to five years. Children are taken and collected from four local schools to attend the out of school provision. The setting opens for 50 weeks of the year and closes for bank holidays. Opening times are from 7.00 to 18.00 Monday to Friday. There are currently 102 children on roll, aged from birth to eight years. There are funded nursery children attending the provision. Children attend for a variety of sessions, including part-time. The setting currently supports children with disabilities.

There are 20 full time equivalent staff that work directly with the children. All of the staff are either qualified or are undertaking training in childcare. Staff working with the babies are

trained and have experience in caring for young children. The setting receives support from a teacher from the Early Years Team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for within a generally clean and hygienic environment where there are systems in place to prevent the spread of infection. For example, the rooms are cleaned daily and checklists are completed. Effective hand washing routines and use of disposable gloves for changing nappies to prevent cross-infection. Children's health, medical and dietary requirements are met appropriately by staff who keep written records of the care required. They provide parents with details of any accidents or medication administered to promote consistency of care. Staff hold first aid certificates and keep emergency kits well stocked to enable them to attend to accidents appropriately, thus, protecting children and helping them to remain healthy.

The children's health and physical development is promoted well through play activities. For example, children enjoy climbing and physical activities to promote their health. They use tunnels to climb through, dance to music, as well as playing robust activities. Sand, water and gardening activities further promote their large motor skills.

Children choose from a nutritious choice of meals and snacks to promote healthy eating habits, for example, pasta and fish dishes. They are offered regular drinks of water, which they can access at all times to ensure they do not get thirsty. In the out of school club, children enjoy a wide variety of snacks, such as beans on toast and fresh fruit. Young children have appropriate menus for weaning and are encouraged to feed themselves as developmentally appropriate.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for within a safe and secure environment, which is organised well to meet their needs. Safety measures are in place to maintain reasonable safety standards. For example, locked external doors, safety gates and secure boundaries. Staff conduct daily visual checks of all areas and written risk assessments, throughout the premises, to maintain a safe and secure environment. Children learn about keeping themselves safe through practical activities, for example, practising crossing the road safely.

Children enjoy a good range of activities to support all areas of their development. For example, many different construction activities, games and puzzles, role-play resources, music, books and small-world resources are readily available. In addition children enjoy many interesting craft activities, such as making decorations. Children access a varied range of play provisions independently, however, greater challenges are required for the older children in the out of school. The children do not have access to anything that is unsafe. They are mostly protected as there are systems in place to safeguard children's welfare. The children benefit from visitors signing in, written details of emergency contacts, records of all visitors and close supervision. In addition all staff are aware of their role and responsibility regarding child protection issues, and key staff have attended training in protecting children.

Helping children achieve well and enjoy what they do

The provision is good.

Children's play is planned with activities linked to a theme. Staff make excellent connections to the 'Birth to three matters' framework to ensure younger children's development is exceptionally well fostered. Children move around the room choosing activities confidently for themselves, such as colouring, modelling with malleable materials and pretending in the role-play area. Children are supported well by staff who interact closely and with enthusiasm to encourage them to talk, to explore, to use their imagination and to make well informed decisions, such as pretending to feed and put the dolly to bed, and talking about the new arrival of a baby at home.

In the out of school club children arrive happy and excited. They greet staff with enthusiasm and are keen to share to discuss recent news. They quickly seek out their favourite activities to play with alone or with their friends. The children enjoy a variety of activities and games. They access areas used by the nursery children, so have many opportunities for creative and imaginative play. Children also enjoy electronic games, which are always popular. They show a good sense of belonging. For example, they chat freely to staff and friends, help themselves to drinks, help tidy up and link up with others to form group activities. They organise games, activities, constructional play and crafts with enthusiasm. For example, a couple of children play the piano doing a duet, whilst others model with playdough sprinkled with glitter.

Nursery Education.

The teaching and learning is good. Staff encourage children to suggest their ideas and contribute to the development of spontaneous activities according to children's interests. However, these informal observations are not utilised enough when planning the next steps for the children as the focussed activities are used predominantly to inform future learning intentions. The management team are currently aware of and are actively addressing the imbalance.

Children's language and literacy is well promoted through listening walks and opportunities to write spontaneously throughout the playroom. Stories are featured often in the cosy book areas in all rooms, which children take good advantage of. Role-play is used to good effect to support all areas of the curriculum including mathematical language as children count objects, such as three potatoes readily. The good interaction between children and the staff assist children in gaining a view of the wider-world, including positive attitudes to including fathers as effective role models. Visitors to the nursery also bring in birds and animals, to help them gain a better understanding of wildlife and domestic creatures. The children operate the computer skilfully and with ease as they match shapes and shoe sizes competently using the mouse.

Children are very able artists using many very good opportunities to draw their own representations. For example, the images of winter scenes in gold marker pen are truly fantastic. They show from the child's perspective the delight of playing in the snow, from memory. Children use interactive displays and continuous access to all areas to support their ongoing development and learning, such as the freely accessible malleable, sand and water tables.

Helping children make a positive contribution

The provision is good.

Children are treated equally and fairly by staff in all areas of the provision. There are effective systems in place to meet children's individual needs, such as well maintained records and good daily communication with parents. Staff are aware of the need to hold the relevant resources, skills and information to support children with additional needs.

Children learn about diversity through the good range of play provisions, which reflects positive images of different cultures. Children behave well in both groups and are learning what is expected of them. For example, helping to tidy up, showing good manners, sharing and not running indoors. Children's behaviour is managed appropriately and consistently by staff who discuss any issues with them to ensure they understand what is not acceptable and suggest ways to resolve the issue. Children refer to the 'rules' as a reminder of what is expected of them. They are very eager to please and help with tasks enthusiastically, for example, referring to themselves as experts at tidying-up and fixing things.

Partnership with parents and carers is good. Children are cared for consistently and according to parents' wishes in all areas of the provision. Parents complete record forms detailing any care required and are kept informed through notices displayed and policies and procedures in the information file. Also, staff keep notes regarding their child's well-being and development within the group each week for parents. Parents and children are introduced through sensitive settling in sessions. Through such sessions they are able to get involved actively within the group and contribute to many aspects of the setting. Parents are provided with a pack with the setting information and all the policies, procedures, and activities available. They are informed of the complaints procedures and their rights should concerns arise. However, the written policy has not been fully updated yet. Parents also complete registration forms to ensure appropriate information is held and children continue to be cared for according to their wishes. Key workers link with parents and children to promote communication and continuity of care. Children's spiritual, moral, social and cultural needs are fostered.

Organisation

The organisation is satisfactory.

Leadership and management is good with regard to the nursery education. Children are well cared for by staff who attend training frequently to update their knowledge and skills. The effective use of appraisals, staff meetings and visits from the advisory teacher makes good use of the resources available to meet children's all round needs. This results in the children being successful achievers and effective learners and doers.

Management support staff in caring for the children appropriately. For example, first aid, safeguarding, nutrition awareness, and the 'Birth to three matters' framework. The setting, however, does not have good enough systems in place to ensure that all staff continue to be suitable to work with children. For example, checks are not always undertaken for staff returning to the provision after a break in service and systems to ensure the ongoing suitability are not securely in place. This is a breach of the regulations. Although, risks are minimised by staff not working alone. Staff competency is assessed through verbal induction and annual appraisals to identify development needs.

Children are cared for within suitable premises, which is organised well to meet their needs. For example, a warm and welcoming environment is provided, areas are divided into different

areas of play with easily accessible toys and attractive displays of children's work. Children visit the bathroom independently and there is a separate baby room for young children to be kept safe and have their needs met. The hall is used for snack times for the older children, which prevents sustained activities from being disrupted. There are systems securely in place to monitor the quality of care provided, such as activity plans, risk assessments, staff meetings, and fire evacuation records. Staff keep all records relating to children secure to maintain confidentiality. Documentation is reasonably well organised to allow staff to access information easily, although policies are currently being updated in light of legislative changes. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider was asked to ensure staff interaction can be utilised to assist in the children's development and at meal times; that records for medication and accidents respect confidentiality and that all staff are aware of the designated person for behaviour management. In respect of nursery education the provider was asked to provide more opportunities to extend children's learning during snack time and to consider how story and video times can be used more effectively to develop children's learning in all areas.

The children are now far more independent serving themselves drinks at mealtimes and accessing the water dispenser in the play room when they are thirsty. Staff interact purposefully throughout the daily routines to fully support children's learning and development. Records are now maintained in a confidential manner and designated officers for parents; safeguarding and behaviour management all ensure communications are highly effective. The provision uses technology very well to enhance children's learning and has minimised the use of television viewing. The continuous well equipped areas ensure children are well stimulated and engage for sustained periods of time in constructive play activities.

Complaints since the last inspection

There have been no complaints since the last inspection that required any action on the part of Ofsted or the provider.

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.

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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):

- develop systems to ensure suitability checks are initiated on all newly appointed staff and evidence that the ongoing suitability of all staff is verified
- further develop the settings policies to reflect the changes in the legislation
- extend the facilities available to challenge the older or more-able children in the out of school provision

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 children's personal interests by extending observations of child-initiated play and use these more effectively to inform future planning and to identify the next steps in their 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