

Innisfree Child Care Limited

Inspection report for early years provision

Unique Reference Number	309345
Inspection date	13 December 2007
Inspector	Rachel Ayo
Setting Address	1 & 2 Park House, Langroyd Road, Colne, Lancashire, BB8 9EN
Telephone number	01282 861355
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Registered person	Innisfree Child Care Limited
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Innisfree Child Care Limited was registered in 1987 and is privately owned. The nursery is sited in two large adjacent houses that have been converted to create the nursery provision which is on the outskirts of Colne in Lancashire. There are six playrooms on the ground floor and one of the ground floor playrooms is also used as a dining room. On the first floor the baby unit consists of three playrooms and a sleeping room. The out of school club, which primarily runs during the summer holidays, runs from the converted staff room. There are secure soft surface areas for outdoor play. The nursery is open five days a week from 08.00 until 17.45 throughout the year with the exception of bank holidays. The out of school club accommodates the families of the children who attend the nursery.

A maximum of 74 children aged under eight years may attend the setting. There are currently 54 children on roll, of whom 20 are in receipt of nursery education funding. Children attend a variety of sessions and come from the local and wider community. There are 14 members of staff working with the children. All staff, except one, hold an appropriate early years qualification and the remaining staff member is working towards this. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are generally suitably protected from infection because staff follow current and appropriate environmental health and hygiene policies and procedures in most aspects. For example, all staff use gloves and aprons to change nappies, separate drying arrangements are in place, children have individual bedding and an anti-bacterial solution is used to clean tables and highchairs before children eat. Children are excluded from the setting if they have an infectious illness and dummies are individually labelled, which further minimises cross-contamination. A number of displayed signs additionally remind staff and children about hygiene practices. The setting takes part in the 'Smile for Life' scheme, meaning that children are encouraged to learn about a healthy lifestyle. This includes the importance of brushing their teeth, which they take part in at nursery after meals.

Good practice is observed with regards to hand washing routines in the over two year room. However, this is not consistently followed in the under two year room with regards to staff and trainees washing their own hands or babies' hands before meals. Additionally, the way in which the temperature of babies' food is checked and cooled does not reflect good hygiene and at times staff do not notice children's runny noses.

The setting have recently reviewed the menu as part of the 'Smile for Life' scheme to help children to be well nourished. The designated cook prepares a hot, freshly prepared lunchtime meal each day, planned on a two week menu that reflects generally healthy meals and snacks. Examples include fruit, buttered crumpets, vegetable curry and boiled rice, pasta bolognaise, shepherd's pie, jacket potato and tuna, chicken supreme and hotdogs with a bread roll. Most children readily tuck into the tuna pasta and broccoli, asking for a second helping when they have finished. Young children are offered drinks regularly and a jug of water and cups are available for children over two years to readily help themselves. This further promotes their all-round good health.

Children are well taken care of if they have an accident. A high number of staff hold an up to date first aid training certificate and good documentation is in place to support procedures. Existing injuries and accident records are regularly reviewed as effective practice, which promotes children's safety and welfare.

Children take part in regular physical activity. Staff in the over two year room have introduced a free-flow system for the outdoor area, which children clearly enjoy. Suitable opportunities are provided during the week for the youngest children to play outside. A generally sufficient range of equipment is available to help children develop confidence in their physical skills. Younger and older children ride carefully on wheeled toys, kick the ball or throw the small hoops over the cones. Young children are well rested because staff recognise the signs of tiredness and respond to individual routines.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff greet children and parents in a warm, friendly manner on their arrival as they immediately engage in conversations about the eventful Christmas Nativity that took place the previous evening. A variety of attractively displayed artwork, notices, certificates and photographs adorn

the walls, creating a pleasant visual impact and welcoming environment. Areas are maintained in an adequate state of repair and décor and a suitable state of cleanliness. Children are helped to feel a sense of belonging as they have individually labelled coat pegs, which they readily access to help hang their coats up.

Space and resources are generally organised well to enable children to move around independently and make choices. Children use suitable equipment appropriate to meet their needs and promote their development and learning. Staff check equipment regularly to ensure that it remains safe for children.

Children are cared for in a generally safe environment with risk assessments being displayed around the nursery to remind staff about safe practice. Excellent arrangements are in place for monitoring access to the premises and for ensuring that children are unable to leave unsupervised, which promotes their welfare. Good systems are in place to monitor sleeping children. Staff additionally use explanations to help children to learn to keep themselves safe, such as reminding young children to be careful with the sand or talking to older children about putting all four legs of the chair on the floor to minimise accidental injury.

However, staff are not effectively promoting safe practice in some aspects in the under two year room. Cleaning materials are stored in an accessible cupboard in the open kitchen area, food is given to toddlers before it is sufficiently cooled and babies are not always securely fastened in highchairs.

Children are safeguarded because staff have a good knowledge and understanding of their role in child protection. Most have attended up-to-date training and new staff or trainees are well informed about the setting's policy. Staff are able to identify a range of possible signs and symptoms of children at risk and are clear of their responsibility to pass on concerns to the designated person, or alternative senior staff member. A safeguarding file has been set up and contains well-documented information. There are clear procedures to be followed, including in the event of an allegation being made against a staff member or volunteer. This effectively promotes children's safety and welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are well settled and present as happy and confident as a result of effective settling-in procedures. For example, very young children and babies develop emotional well-being because of close, warm and supportive relationships being developed with their key worker. Children readily enter the setting and clearly enjoy their time at nursery. Generally effective planning and assessment takes place in the under two year room, with children's next steps clearly identified. This information is then used to inform future planning, which supports their learning and development. Satisfactory planning and assessment records are in place for the two-year-olds in the two to five year room.

Babies and young children are involved in a variety of play experiences including sensory and physical exploration. For example, they attempt to place the sheer material, draped from the wall, over their face to play peek-a-boo, investigate the sand and glue with delight and excitedly make sounds with metal pans and spoons, musical instruments or rattles. Young children show increasing imagination as they engage in pretend play. They approach the inspector to offer a plate of plastic food, enthusiastically pushing the spoon towards the inspector's mouth. Children

respond well to staff, who show a warm caring manner as they sit with the children. For example, one staff member sings a nursery rhyme whilst children manoeuvre the rocking toy.

Children aged two to three years independently access the variety of areas in the two to five year room and are sufficiently supported by staff. They enjoy listening to stories and eagerly take part in the Christmas calendar activity as they sprinkle glitter around the edge of the card then place their painted hands in the centre to make prints. They explore the sand and attempt to make castles as they fill the bucket up before patting the sand flat with a spade.

Staff communication, in relation to them talking to children about what they are doing, is satisfactory in supporting and extending children's learning.

The setting occasionally offers care for children who attend school. Staff describe a suitable range of activities that meet the children's needs, such as arts and craft, games, mark-making, small world, role play, puzzles and books. Children are also taken on outings, for example, to the park. Staff reorganise the staff room to accommodate the children during the holiday period and ensure that resources are organised in a way which enables children to make choices. During the very occasional term time care, children are integrated into the ground floor nursery room. Staff encourage children to share ideas about what they would like to do.

Nursery Education

The quality of teaching and learning is satisfactory. Children make steady progress because key staff have a satisfactory knowledge and understanding of the Foundation Stage and are providing a suitable range of activities and experiences that generally promote learning in each area of learning. The planning and assessment process continues to be developed by staff. However, children's records are not clearly linked to the stepping stones and next steps are not specific to children's development and progress. This means that staff are not effectively building on what children know already. Additionally, focused activities are not effectively evaluated to inform future planning to support children's progress.

Staff work directly with children for much of the time to engage their interest and they are currently developing each area of the continuous provision to create a more accessible and stimulating environment. However, there are missed opportunities by staff to extend and support children's learning and ask challenging questions that make them think.

Children have a positive approach to learning and show increasing independence at selecting and carrying out activities, particularly in the creative, construction and small world areas. They show suitable levels of concentration at activities of their choosing, for example, the computer, train set and dough. Children show good levels of independence as they readily wash their hands before snack or after using the toilet, butter toast at snack time or pour their drink. They attempt to put on their coat, hanging this up on their peg with encouragement, and older children help the inspector to fasten the buttons on their coat, showing good fine motor skills.

Children use language confidently in a range of ways. For example, they readily approach the inspector to talk about their role in the nativity or to ask them if they will play a board game with them. They talk activities through, reflecting on what they are doing, as they build a complex train track, create patterns on the computer screen or make their Christmas calendar. Children enjoy listening to stories and handle books carefully as they access the inviting and newly created library area. Children are encouraged to find their name as they self-register on arrival and they are beginning to draw recognisable pictures and ascribe meaning to marks as illustrated in the mini-beasts display.

Opportunities for children to develop skills in counting and calculation are limited because of missed opportunities within the daily routine and a lack of support with mathematics resources, although this area is currently being developed. Children use some number language spontaneously as they tell the inspector that there are two pet hamsters in the cage, using their fingers to represent this. Older children also identify that the inspector needs to cut out two more dough seal shapes to make four. Children explore living things to find out more about them as they handle a range of creatures, such as a spider, during the 'creepy crawly roadshow' or talk about the patterns and texture of the tortoise's shell. Children operate simple programmes on the computer with staff support, and realise that tools can be used for a purpose as they create different shapes or patterns using dough utensils.

Children have suitable opportunities to respond, express and communicate their ideas. Staff plan for other people to attend the setting to offer music and ballet sessions during the week and children enthusiastically play musical instruments, such as the drum. Children explore a range of media and materials in the designated creative area as they choose their own materials to create collages, observe the coloured water as they fill and pour or create patterns at the paint easel. Children move around freely with pleasure and confidence and negotiate space suitably as they find a place at the dining table or sit alongside their peers at circle time. Although children have opportunities to develop their hand and eye coordination, there are limited opportunities for older children to use more challenging large equipment.

Helping children make a positive contribution

The provision is good.

All families are positively welcomed into the setting. Children are valued and included and have their individual needs met effectively because staff work in close partnership with parents, carers and external agencies. Parents are fully involved in sharing information about their child to enable staff to offer appropriate care. For example, they are asked to complete an 'all about me' booklet and bring in photographs to contribute to the 'our family' displays. These are individual to each child and are presented around the room for children to look at and talk about. This helps children develop a strong sense of belonging and builds good links with home. Children also bring in any favourite items or comforters, such as a teddy, to help them feel secure. Children's individual dietary needs are effectively met because of good record keeping, flexibility within the setting and effective liaison with parents.

Parents are actively involved in the setting. For example, they dressed their children up in stripes and spots for the Children In Need charity event and have been asked to contribute from the list of natural objects to help staff set up treasure baskets. Generally good information is provided for parents before placement through the nursery brochure; however, they are not effectively informed about child protection procedures. Effective arrangements are in place for sharing ongoing information, such as newsletters, parents' evenings, a white board, daily record books and friendly daily chats. Parent verbal feedback is very positive about the nursery and care of their children.

Children behave well as they show a good awareness of the boundaries set and behavioural expectations within the setting. Staff act as good role models as they use and encourage good manners and children respond well to requests from staff, for example, to help tidy up. Staff focus on positive reinforcement to foster children's self-esteem and use good distraction techniques to support young children. Children relate well to others as they play co-operatively, for example, with the train track or during water play. They are gaining a suitable awareness

of diversity and the cultures and beliefs of others as they take part in a range of festivals, such as Chinese New Year, and access resources, for example, dressing up costumes.

Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers with regards to the nursery education is good. They receive good information about the nursery education programme through the nursery brochure and displayed documents. Planning is additionally displayed for parents to freely access, along with information about forthcoming topics. Parents are encouraged to be involved in their child's learning. They are informed about how they can contribute to topics or themes, for example, by bringing things in from home. A yearly parents' evening enables all parents to speak with their child's key worker about their child's progress and parents say that they have open access to their children's records throughout the year. Children take a diary home at the weekend. Parents are asked to record events, outings or any additional information that they may want to share about their child. This is then used as a discussion point during circle time.

Organisation

The organisation is satisfactory.

Action plans have been set in place for previous weaknesses, which have mostly been addressed, which demonstrates that adults are committed to continual improvement. This benefits the care of the children. The provider and manager have a clear sense of purpose and a range of ideas to enhance the setting. These are shared with the whole staff team, for example, through regular staff meetings. Questionnaires are provided to seek parents' views and these are effectively evaluated, with parents being provided with an outcome letter. This shows that the setting is pro-active in identifying their strengths and addressing areas for improvement.

Most record keeping systems are used well to promote the efficient and safe management of the setting, promote children's well-being and meet individual needs. However, medicine records do not include countersignatures from parents.

Recruitment and vetting procedures contribute to children being protected and cared for by staff with suitable knowledge and understanding of child development. Formal procedures are in place and include clear job descriptions, interview questions specific to the age-related position, a probation period and a detailed questionnaire which links to suitability. Induction takes place with both staff and students, although this is not always effective. This is because there are weaknesses in staff knowledge and understanding of some of the setting's policies and procedures. This results in these not working in some aspects of the practice, for example, safety and being healthy.

In-house training, access to the Early Years prospectus and yearly appraisals support staff in their role and development. Staff receive an appraisal pack and contribute to the process by answering questions about how they wish their role to develop, any support needed and their strengths and weaknesses. Staff are then able to evaluate their appraisal with management and targets are then set and monitored.

The adult to child ratio positively supports children's care, learning and play and staff work well together to promote consistent routines, which helps children to feel secure. Staff organise the day suitably to ensure that children can make choices about their own play and learning and have opportunities to be active as well as time to relax.

The leadership and management of the nursery education is satisfactory. Although there are some good staffing procedures in place to support development, key staff for the Foundation Stage are not effectively supported in planning and delivering the programme. This results in a number of weaknesses being identified. Evaluation of the overall nursery education programme is satisfactory in monitoring and ensuring that all children are making sufficient progress in each area of learning. Close links are held with the teacher team who regularly visit the setting. For example, a meeting was previously held with pre-school school staff to look at the continuous provision.

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

Improvements since the last inspection

At the last inspection, judged inadequate, two actions were raised with regards to child protection. A number of nursery education recommendations were raised with regards to: the evaluation of the overall planned programme to include all areas of learning; the assessment records; staff deployment and communication within the staff team; and the presentation and range of mark-making and creative resources.

Children are now safeguarded effectively because the child protection statement has been updated in line with requirements, records are maintained in more detail and staff have attended training to enhance their knowledge and understanding, including the correct procedures to follow.

Staff are still continuing to develop the planning and assessment process, which means that weaknesses remain and are highlighted in the report.

Staff are now deployed suitably to enable children to access areas freely and a record book is kept in each area so that all staff can record observations. These are then transferred into the children's files by the two key staff who lead the Foundation Stage.

Children are provided with more opportunities to mark-make as staff have suitably enhanced the area and equipment.

Creative resources are now more accessible to children, enhancing opportunities for them to respond and express their ideas more independently.

Complaints since the last inspection

Since the last inspection, there have been no complaints made to Ofsted which 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 all 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 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):

- improve hygiene in relation to hand washing, runny noses and the feeding of young children and babies
- further improve record keeping by ensuring that parents sign the medicine sheet to acknowledge the entry
- minimise risks to young children in relation to cleaning materials, hot food and when highchairs are in use
- include child protection in the information shared with parents before placement.

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):

- continue to develop children's assessment records and the evaluation of planning
- provide more opportunities for older children to access large equipment
- ensure that staff extend and support children's learning in all areas of the curriculum, including by asking more challenging open-ended questions within the daily routines.

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