

Shepherd Lodge Day Nursery

Inspection report for early years provision

Unique Reference Number	309455
Inspection date	12 February 2008
Inspector	Josephine Ann Northend
Setting Address	166 St. Annes Road East, Lytham St. Annes, Lancashire, FY8 3HP
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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?

Shepherd Lodge Day Nursery is a privately owned nursery, offering care for children aged under five years. The nursery is set in a large Victorian detached house close to Lytham St Annes.

Care is provided in four small units, a baby unit for under ones that has a separate sleep room, a toddler unit for children aged one year to two years, a separate unit for children aged two to three years and a pre-school unit that operates in a separate building. There are two enclosed outdoor play areas, one of which has some fixed equipment.

The nursery opens each weekday throughout the year from 08.00 until 17.30. There are 18 childcare staff and separate ancillary staff. All but three childcare staff have appropriate qualifications, and the remainder are working towards this. The pre-school leader has teacher status and another member of staff is working towards a foundation degree.

There are 94 children on roll, of these 21 receive funding for nursery education. Children attend for a variety of sessions. There are systems in place to support children who speak English as an additional language and those with physical disabilities or learning difficulties.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's physical development is supported well, with daily opportunities to use the outdoor play areas. They use a good range of large equipment and the main outside play area is set up well. Children confidently balance on beams, ride tricycles and use other wheeled toys. Children can rest or be active according to their individual needs. Babies sleep in cots and older children sleep on mattresses, they have their own bedding clearly labelled and all bedding is changed and washed regularly. Some parents choose to bring their own bedding as a comforting link with home.

The playrooms are clean and well maintained. Children are encouraged to follow good personal hygiene routines as they are encouraged to wash their hands before eating and after using the toilet, and they learn about why they need to do so. Staff promote good hygiene practices as they wear separate protective clothing for nappy changing and food preparation. Clear nappy changing procedures prevent the spread of cross-infection.

Staff have first aid certificates and there is always more than one member of staff on duty with the required first aid certificate, this safeguards children in the event of an accident. Appropriate sick child and accident procedures are in place and accident recording meets requirements. Consent is gained from parents to administer medication. However, medication records are not always completed when medication has been administered to children and parents do not always sign to acknowledge when medication is administered. Although consent is in place for first aid, it does not include clear consent for emergency medical advice or treatment.

The staff are aware of the need to promote healthy eating. Children receive healthy and nutritious meals and snacks which include fresh fruit and vegetables each day. The menu is repeated fortnightly and reviewed regularly. Drinking water is available within the childcare rooms and staff work appropriately with parents to ensure they are aware of and meet any special dietary requirements.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. The use of space is clearly planned and used well. There are two outdoor play areas; babies use an attractive garden to the front of the property and older children have a separate well equipped area. There are clear lost and uncollected child policies in place and a finger print entry system means the security of the premises is good. The record of visitors is completed well and emergency evacuation procedures are displayed. A fire drill is practised with the children regularly, however, the record is not always completed. Written risk assessments are in place and safety hazards have been minimised.

Children move around freely while easily accessing a good range of safe, developmentally appropriate furniture and equipment. The equipment is clean and checked regularly to ensure that it remains safe for children to use. Resources are suitably organised in child-height furniture to encourage independent access.

Child protection procedures are in place which include the procedures to be followed in the event of an allegation against staff. Staff have completed safeguarding children training and

they demonstrate good understanding of the signs of abuse and their roles and responsibilities in the event of a concern. This means the welfare of children is protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. A homely, caring environment is created by staff. Children are happy and settled and have good relationships with the staff. They are developing good relationships with each other. This means they are confident and developing good self esteem. Staff are responsive to early vocalising; they use repetition and familiar stories well to encourage and support early communication skills, for example, children call out familiar lines in favourite stories.

A good range of activities are set out for children's arrival. Activities are well planned and include sessions provided through external agencies, for example, the 'music man'. Children enjoy the session and sing along enthusiastically. Staff are using the 'Birth to three matters' framework within planning and assessment. Children enjoy exploring with natural materials, for example, cornflour. There is a good balance between child led and adult imitated activities and the care and support given to younger children is good. This has a positive impact on their sense of security. The children receive good praise and encouragement from staff for their achievements, this develops their self-esteem.

Nursery Education.

The quality of teaching and learning is good. The pre-school teacher has excellent knowledge of the Foundation Stage curriculum and of how children learn. The pre-school room is well resourced and set out to provide good learning opportunities. An interesting and varied range of activities are planned by the pre-school teacher with input from staff. Plans focus upon the six areas of learning. Focussed activity sheets are completed and used to evaluate the activity. Assessment records are completed well and children's progress is linked to the stepping stones. Information from the assessments is used to inform future planning, this means staff have a good knowledge of the children's individual learning needs. Teaching promotes learning, and the use of appropriate questioning extends children's thoughts and ideas. Extra curriculum activities are provided by external agencies, they include music, dance, football and French lessons.

Children are happy and settled within the pre-school room. They develop confidence and concentrate well at their selected activities. They have good relationships with staff and are developing good relationships with each other. Children are generally well behaved and they receive good support from the pre-school teacher, however, this is not always supported by the staff team, for example, the use of please and thank you to promote good manners. Children talk confidently about their home lives and the local community. They are developing their understanding of other cultures and the wider community through planned activities, visits out and receiving visitors to the setting.

Children are developing their understanding of the days of the week and features of the weather. They plant and care for seeds and plants, and learn about the features of flowers as they explore and examine the fresh flowers within their room. Children develop self-care skills as they wash their own hands, put on their own coats, wipe their own noses and dispose of tissues appropriately. However, this is not fully extended, for example, children do not always pour

their own drinks. They are developing health and body awareness as they understand the effects of exercise on their bodies and why they need to wash their hands.

Children speak clearly and confidently, ask questions and talk about what they are doing. They communicate well with staff and each other and staff support them well with linking sounds to letters. Books are readily available, children handle them well, turning the pages correctly and listening attentively during story times. They have favourite stories and join in enthusiastically, predicting what will happen next. However, a self registration system is not in place. Children hold pencils correctly and form recognisable letters and some can write their own names. Children use mark making opportunities well throughout many activities in the childcare room, for example, as they take orders in the Chinese restaurant.

Children have access to a computer, use the mouse with good control and confidently complete a simple program. They use other programmable toys confidently, for example, digital cameras. Children are developing a good understanding of numbers and use counting within daily activities. They confidently count beyond 10 by rote and can count objects up to and beyond five. Children write numerals and use size language such as tall and short as they build constructions. They use mathematical concepts well in their play, for example, full and empty and big and small within their water play.

Children extend their large physical skills well through a variety of experiences including daily use of the outdoor play area. They ride tricycles confidently, skilfully kick balls and enjoy balancing on beams. Their sense of space is developing well as they move around outside with their tricycles and make space for each other on the mat for circle time. Children design two and three dimensional structures competently and are developing their small manipulative skills as they confidently use scissors and small tools. They use their senses to explore a variety of materials and have access to a good range of creative resources. They can recognise and name many colours while mixing them to create other colours. Children use their imagination well in their play, for example, as they use the home corner as a Chinese restaurant. They have regular access to musical instruments and confidently join in with familiar nursery and action rhymes, sometimes singing spontaneously in their play.

Helping children make a positive contribution

The provision is good.

Children are happy and settled. Staff know the children well and meet their individual needs. A good range of resources are available, reflecting other cultures and races. Children learn about the wider world through visits, visitors and planned activities. They enjoy looking at and talking about the Chinese Dragon display that is in the nursery entrance. These experiences help increase children's awareness of diversity and develop a positive attitude to others. There is a clear equal opportunities policy in place. The nursery has a clear special needs statement and the named coordinator has completed relevant training. Children with English as an additional language are supported well and the setting has systems in place to support children with physical disabilities and learning difficulties.

There is a clear behaviour management policy in place. Children are generally well behaved, they receive good support from staff and they learn to share and take turns. They receive good praise for positive behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. They are involved in the life of the setting through the information they receive, open evenings to discuss their child's progress and activity evenings that show parents how children are learning through their play. Children benefit from the two-way sharing of information about their needs and daily routines. Information for parents is displayed on noticeboards, policy files are made available to them, regular newsletters keep them updated, and they receive written information about the setting and the curriculum. Parents are involved in the initial assessment of their child within the Foundation Stage, they know about the current topic and are encouraged to continue their child's learning at home, for example, as they bring in items for a particular topic. Parents are very happy with the nursery and the service provided.

Organisation

The organisation is satisfactory.

Children feel at home and at ease within the childcare environment. This means they are confident to initiate their own play and learning. Indoor and outdoor space is organised well to support play opportunities for children. Clear staff recruitment and vetting procedures and appraisal systems are in place. Adult to child ratios are maintained; staff are deployed effectively and they work well together as a team. Most staff have early years qualifications, and the pre-school is led by a qualified teacher.

Required documents are available and are stored confidentially. The certificate of registration is displayed for parents' attention. Although the setting is proactive in addressing inspection issues, there is a breach in regulations as medication records are not always completed when medication has been administered to children. A good range of policies and procedures are in place and are shared with staff and parents, however, staff are not always aware of policies that have been updated. There are good systems in place for sharing information with parents about the service and their child's activities.

Leadership and management of the nursery education is good. The manager supports staff's attendance at relevant training opportunities. The knowledge gained by staff is used to further support children's care and welfare. The manager has clear expectations of staff and offers a good role model to them. The pre-school teacher has good experience and knowledge of the Foundation Stage, and teaching effectively supports children's learning. Staff meetings are held regularly and there are good systems in place to monitor staff practice and evaluate the quality of the 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 the provider agreed to improve registration systems to show when staff and visitors are present. A staff register is now in place and staff sign in each day. A clear record of visitors is now also maintained. This promotes children's safety.

At the last inspection for nursery education the provider agreed to provide opportunities to enable children to develop their understanding of the metric system as they weigh ingredients, and ensure that children are encouraged to recognise the changes that happen to their bodies when they are active. Children are now encouraged to notice the effects of exercise on their bodies. The metric system is now clearly used within activities. The equipment and resources in place also reflect this system.

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.

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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):

- ensure medication records are completed every time medication is administered to children and parents sign to acknowledge the entry
- ensure staff are aware of policies as they have been updated
- make sure clear consent for emergency medical advice or treatment is requested from parents

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 use of good manners through consistent encouragement from staff
- further develop opportunities for children to develop self care skills particularly when pouring their own drinks
- further develop opportunities for children to recognise their own names through a self registration system.

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