

Rossendale Nursery and Baby Unit

Inspection report for early years provision

Unique Reference Number	309707
Inspection date	11 July 2007
Inspector	Wendy Fitton
Setting Address	York Street, Clitheroe, Lancashire, BB7 2DL
Telephone number	01200 423 244
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Registered person	Rossendale Nursery and Baby Unit Ltd
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 good. 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?

Rosendale Nursery and Baby Unit registered in 1997. The nursery is privately owned and provides full day care for a maximum of 69 children aged from birth up to eight years. The premises are situated in the Clitheroe area of Lancashire close to the town centre.

The nursery is open from 07.30 to 18.00, Monday to Friday for 51 weeks a year. There are currently 49 children on roll and, of these, 18 receive funding for nursery education. There is a facility available for out of school care.

The building is a Victorian detached property and children access various playrooms according to their ages and levels of development. There is a separate baby unit for 6–six children from birth up to 14 months and a second room for six children aged from 14 months up to two years. The third room caters for children aged from two years up to three years and all these areas are on the lower level, with access to a messy play and dining area. The kitchen is also on the lower floor. Children downstairs can access an outdoor playground to the rear and a garden to the side of the property. On the upper level, pre-school children use a quiet playroom and a messy room, and all children access a physical play area, sensory area and a role-play area on

the upper floor. Each group of children have access to bathroom and changing facilities and there are staff facilities and an office.

There are 11 staff in total and this includes the owner, manager, deputy managers and the housekeeper. All nursery staff have early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted because staff take positive steps to prevent the spread of infection and take appropriate measures when children are ill. There are detailed health and hygiene procedures as staff wipe toys on a daily basis. Any bedding and soft furnishings are laundered weekly and staff follow cleaning routines for the bathroom and changing areas and the playrooms. Children are encouraged to wash hands after the toilet and before meals and use liquid soap and disposable towels. Children's medical needs and welfare are met as staff are up to date with current first aid procedures. Accidents and medication records are in place and signed by parents and there are sickness and emergency procedures in place.

Children are provided with regular drinks and food in adequate quantities for their needs. Food is properly prepared and nutritious, complying with individual dietary requirements. Parents provide the babies' foods as they are weaning. Children have access to water throughout the day in their own play areas and at snacks and meals they drink milk and water. Children use appropriate cutlery, cups and crockery according to their levels of development. A snack is provided in the morning and afternoon but healthy options are limited and a biscuit only is served. A cooked lunch is provided with a dessert and a tea of sandwiches, dips, fruit and drinks. All age groups sit together for their main meal and enjoy a positive social occasion.

Children's physical development, health and well-being are positively promoted as they exercise and relax according to their needs. There is a physical play activity room available for children to balance, exercise, use bats and balls and generally keep active. There is an outdoor play area with bicycles, trucks and physical play equipment and a garden to the side of the premises for younger children to exercise on the grass. Children sleep according to their individual needs and a quiet time is planned into the daily routine for children to relax and unwind. Children enjoy the dance sessions and the exercise to music. They develop their hand-eye coordination as they manipulate play dough, use the computer mouse, construct with bricks and shapes and use one-handed tools when they draw, paint and cut with scissors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children access a really safe, secure and stimulating environment. There is plenty of space that is warm, welcoming and child-centred with access to all necessary facilities for a range of activities to support children's development. The premises are very homely and are converted from a Victorian residential property. Children feel a sense of belonging as the rooms have bright, colourful displays and posters, and their own artwork and lots of photographs are displayed. Rooms are designed to cater for different ages and stages and for the types of activities carried out. For example, children under three years have their individual base rooms on the ground floor with access to bathroom and changing facilities and a messy play and dining area. On the upper floor children over three use a quiet play room, a role-play room,

messy room and physical activity room. All children have opportunities to use upstairs areas during their daily routine.

Children's individual needs are well met as they enjoy a range of safe, suitable and stimulating resources and equipment. There are child-sized tables and chairs, accessible labelled storage units and containers, role-play equipment, activity toys, small world toys, craft and messy play equipment and jigsaws. Children use everyday furniture routinely to support their development and this includes high chairs, feeder cups, bottles, appropriate utensils and crockery, cots, prams and relaxer chairs. There are domestic style settees to support children in standing and walking.

Children are really safe and secure as staff ensure that children are protected from risks and are not exposed to any hazards. There is appropriate insurance cover and the registration certificate is displayed. All safety equipment is in place and includes radiator covers, fireguards, safety gates, socket covers and protection of low glass in windows. Children are well supervised and staff ratios are maintained. Children are safe inside and outside as staff carry out risk assessments and follow safety procedures for any outings. Fire evacuation procedures are displayed and regular drills are held.

Children are protected and safeguarded as staff have understanding and knowledge of their role in protecting children. Senior managers are responsible for dealing with any concerns and know to report to the Local Safeguarding Children Board. Staff inform the managers of any concerns and a record is documented. There is a child protection policy in place and this is discussed with parents and includes information for any allegations made against staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children's care, learning and play is enhanced and supported as staff plan and provide a range of activities and experiences to support children's physical, social, emotional and intellectual development. Children are very confident and secure with the routines and rhythms of the day and enjoy messy play, sensory play, role-play and physical activities. Staff plan the areas and activities linked to the 'Birth to three matters' framework, and provide opportunities for younger children to play freely and independently whilst investigating and exploring their environment. Children use their senses as they manipulate play dough, use the sensory and light stimulation area, feel different mediums in messy play and investigate the treasure baskets and natural materials.

Children respond to their key worker as staff spend time with the children, supporting and encouraging them during their play. Babies imitate adult voices and copy actions when shaking, banging and moving activity toys. Staff respond to individual routines and gather important information from parents in order to provide good care. There are planned and spontaneous observations noted and lots of photographic evidence to share with parents about children's development and the links to the aspects of the framework; therefore, future planning of play activities and resources is implemented.

Nursery education

The quality of teaching and learning is good. Children are very sociable, confident and secure with their routines. They play sociably and imaginatively in role-play activities and are well mannered and considerate towards each other. Children develop some independence as they

attend to their own needs at the bathroom and pour their own drinks at snack time. However there are some missed opportunities for children to help with food preparation, setting tables and making choices. Children talk about their environment and learn about their community and the people who help them as the local services visit the nursery. Children freely discuss their likes and dislikes and learn to respect others and listen during circle time.

Children learn about size and shape and talk about the height chart and compare who is the tallest and shortest. Children recognise numbers and can count reliably up to ten. They use the shapes that are appropriate to a task as they construct a flower using petal shapes, leaf shapes and stems. Children select a particular named shape and use a triangle and a circle to make a cat picture. They use everyday positional language and talk about under, over, behind and downstairs. Children recognise their own names on the table placemats. They relate to the labels on everyday routine objects and recognise letters on the wall displays. Children speak clearly and with confidence and relate to the past, present and future as they discuss holidays, weekends and activities.

Children talk about what they see and what is happening when they make a plastic boat and float it in the bath. They learn about growth cycles and follow the growth of a seed and the life cycle of a frog. Children know about their community and the wider world as they celebrate festivals and invite people from the local services and activity centres. Children find out about and identify the uses of everyday technology as they use the computer, programmable toys, the till in the flower shop and investigate the tape recorder and microphone. Children use their imagination and creative skills when they draw, paint and colour their own pictures linked to a story. They explore different textures and use scissors, paper and glue to create their own collages and explore what happens when they mix colours of paint. They enjoy singing and dancing and like to use the microphone to listen to their voices.

The starting points for children's needs are identified from the 'all about me' information gathered from parents and other groups. The planning of activities is linked to the six areas of learning and cover long, medium and short term, with a daily focused activity linked to the theme. Teaching interests the children as staff challenge their thinking through open-ended questioning about why, how and what. Staff respond to what children want to do and children initiate their own play with support from staff if required. Daily focused activities are evaluated so this informs future planning for individual needs. Staff carry out formal observations each term and these are detailed in the individual profiles that display children's artwork, drawings and photographs. Spontaneous observations are used and significant comments are recorded.

Helping children make a positive contribution

The provision is good.

Children are valued and included as staff plan and organise activities to ensure children have full access to a range of experiences and learn about the wider world. Children's individual care and routine needs are met through information gathered from parents at induction and the daily routine sheets provided. Children feel welcome as they see posters and photographs of everyday situations that they are familiar with. There is an equal opportunities policy and an admissions procedure and all children freely access the facilities and resources. Each child has an individual registration form that highlights any special requirements, medical and health needs. Children learn about their community as the local services visit and they celebrate festivals, dress up and taste foods from other cultures. Staff are proactive in ensuring that appropriate action can be taken if and when a child with learning difficulties or disabilities is admitted to the provision, in partnership with parents and other professionals.

Children benefit most when staff are able to manage a wide range of children's behaviour in a way that promotes their welfare and development. A named member of staff takes responsibility for any concerns with behaviour. Staff are positive in their approach to children and are good role models to them. Children are well occupied, interested and motivated in their play and therefore do not display any challenging behaviour. Staff respond to any negative behaviour on a one-to-one basis, discuss the unwanted behaviour, encourage children to apologise and give some time out. Children respond to positive praise and encouragement and are rewarded with stickers and charts. Children know the rules and boundaries and that they are not to run about inside or leave the room without permission. The behaviour policy focuses on children taking responsibility for their own actions and the involvement of parents.

Children's social, moral, spiritual and cultural development is fostered. They learn about their community and the wider world as the fire officer and community police visit and talk to the children about safety and well-being. Children celebrate festivals and learn about how people live in other countries and communities. Children take on responsibility for caring for others as they take Spencer teddy home for the weekend and out on trips. Children's efforts and achievements are valued and recognised as their own artwork is displayed and certificates and stickers are given in recognition. Children are independent and know about their own care needs and plan for their own play activities.

Children benefit most where there is a trusting and supportive relationship with the key worker and parents. Parents are given a welcome pack and this includes all the policies and procedures. 'All about me' information is gathered from parents on entry and through induction. There is access to a wealth of information for parents about routines, activities and any health information displayed on boards and around the different units. Parents comment on the good organisation and that they are very happy with the care provided. Staff chat to parents on a daily basis and daily diaries are shared to keep parents informed of all care practices.

Partnership with parents in relation to nursery education is good. There are leaflets about the Foundation Stage, activity plans, current themes and any resources parents can contribute with, accessible in the main hallway. Parents are encouraged to be involved in activities at home and there are suggestions and ideas for parents to do with their children. Parents are given information about the areas of learning and the types of experiences and activities that children will be doing which are linked to an area. Each child has an individual profile that parents can look at informally and there is a planned parents evening to discuss their child's development.

Organisation

The organisation is good.

Children are really safe and their welfare is enhanced because staff are experienced, qualified and vetted to ensure children are protected and safeguarded. The staff work well as a team and are aware of their roles and responsibilities. There are good contingency arrangements in place and at present two deputy managers are covering in the absence of the nursery manager. The owner is present each day and ensures that staff are consistent and working effectively. Most staff have early years qualifications and training is available to keep up to date with any current practices. There are effective systems in place to monitor staff through appraisal and staff meetings. All staff have individual personnel files that include all regulatory information and individual employment details.

Children are well supported as they are part of a well organised environment where they can play, eat and rest in comfort and safety to promote their development. Space is well organised

and there are lots of rooms for specific aspects of care and learning. Children use a base play room for their particular ages and stages of development. They access a messy play area, sensory play area, physical play area and a role-play room. Children are well supported and have a key member of staff to respond to their individual needs and routines. The operational plan is detailed and covers all aspects in relation to space, resources and procedures.

Children's welfare, care and learning is promoted as all records, policies and procedures are in place and up to date for the efficient and safe management of the provision. Some policies and procedures are reviewed in line with current legislation and new practices. All regulatory records are in place and include children's and staff's details, attendance registers for staff and children, medication and accident records. There are effective filing systems that promote confidentiality and all previous records are retained. All organisational policies and procedures cover all aspects of the National Standards and outcomes for children.

The leadership and management is good. The management team has a clear vision and aims to continue to provide quality care for children and introduce some extra-curricular activities. They clearly identify their strengths and weaknesses and highlight their strengths in effective communication systems, good resources and the friendly, welcoming environment. They wish to continue to update areas of provision outside and update their knowledge and skills for the new Early Years Foundation Stage. Practice is influenced through staff meetings, appraisals, induction and training. Management are clear on their roles and responsibilities and continually assess and monitor staff performance and suitability to carry out their individual roles effectively.

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 ensure that the fire door at the top of the stairs remains closed at all times. The door is now closed at all times, which maintains children's safety.

Complaints since the last inspection

Since 1 April 2004 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

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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):

- develop snacks to ensure children have healthy alternatives.

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):

- provide opportunities at snack-time to develop children's independence 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