

Chez Nanny Preparatory & Educational Nursery

Inspection report for early years provision

Unique Reference Number	309746
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Inspector	Rachel Ayo
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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 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?

Chez Nanny Nursery is privately owned. It was registered in 1998 from the current premises, however, it has been running for a large number of years prior to this. It operates from seven rooms within a purpose-built property located in a semi rural district of Burnley in Lancashire. A maximum of 75 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round excluding bank holidays. The setting offers before and after school care and occasional holiday care for the children of siblings who attend the setting. There are two enclosed separate outdoors areas available for the younger and older children to access.

There are currently 91 children from birth to under eight years on roll. Of these, 29 children receive funding for nursery education. The setting supports children with learning difficulties or disabilities. The setting serves both the immediate and wider community.

There are 21 staff members who work with the children. This includes the registered provider who is also the manager. All staff, except for one, hold an appropriate early years qualification and the remaining staff member is working towards this.

The setting is a member of the National Day Nurseries Association and is also in receipt of support from the Sure Start Early Years and Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Overall, children are protected from infection because of generally good health policies and procedures. For example, tables are cleaned with an anti-bacterial solution before children eat and all staff have attended training in the preparation and handling of food. Areas are cleaned regularly throughout the day as part of cleaning rotas, such as in the baby room, and paper towels are provided for drying hands.

Children effectively learn to understand simple good health and hygiene practices through generally good routines and topics. The setting has achieved the 'Smile for Life' accreditation and as part of this, all age groups brush their teeth twice a day. A number of signs, annotated photographs and labels reinforce good practices, for example, washing hands or cleaning teeth. Staff use role play props, for example to set up a dentist area, in order to reinforce this aspect of children's learning through play. Even the youngest children are learning about good practice as staff encourage them to fetch a tissue for their nose and wash their hands before they eat.

Most aspects of accident and medicine procedures are in place to promote children's welfare. For example, all staff attend first aid training and parental consents are obtained to enable staff to seek emergency medical treatment.

Children are exceptionally well nourished. Ingredients are bought daily, such as fruit, vegetables and meat, and no salt is added to food. This means that children are provided with a variety of freshly prepared, healthy and well-balanced meals and snacks throughout the day, which fully supports their all round good health and development. Examples include quiche and salad, corned beef hash, spaghetti bolognese, leek and potato soup, curry with rice and naan bread, Spanish lentils and pasta sauce and cheese. Children clearly enjoy the tuna pasta; they readily tuck into this and ask for second helpings. Parents are also encouraged to contribute to the healthy eating ethos of the setting. For example, they are requested to choose healthy options for party bags as opposed to sugary foods, such as sweets or chocolate.

Children effectively learn about a healthy lifestyle through discussion and a range of topics. For example, staff talk about the importance of exercise and rest and children have engaged in activities such as food tasting, fruit and vegetable printing and good and bad food collages. A role play shop has previously been set up and included children collecting photographs of their favourite things to contribute to this.

All age groups access outdoors daily, weather permitting, where they benefit from fresh air and exercise. For example, they enthusiastically ride around on wheeled toys and competently use larger equipment, such as the slide, as they play on the outside decked area. Organised events, such as the sponsored toddle and sports day, additionally encourage children to participate in fun physical activities. Children excitedly get ready to go and see the horses and collect nature items, and staff wrap babies up warmly before taking them for a walk in prams. Indoors, children take part in weekly ballet sessions to help them develop confidence in their physical skills. Babies' physical development, such as climbing on the soft blocks, pulling

themselves up on furniture or taking their first steps, is supported by staff who stay close by to offer reassurance and encouragement.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a safe and secure indoor and outdoor environment because risks are generally identified and minimised appropriately. For example, there are good systems for monitoring access to the premises, fire drills are carried out regularly and soft mats surround larger equipment outdoors, such as the slide. Children are helped to stay safe on outings, with some good procedures. For example, maps are drawn to identify the route being taken on walks and staff cross over the road if they see potential dangers, such as glass. Discussion, topics and visitors, for example fire fighters and the police, highlight safe practice to children.

Children are safeguarded because staff generally understand their role in child protection, through training, staff meetings and access to information. They are clear about their roles and responsibilities in relation to passing concerns on promptly to promote children's welfare.

Overall, children use well maintained, suitable and safe equipment to meet their needs and promote their development. For example, mealtimes are very sociable occasions as even very young children and babies sit together through the use of low-level wooden furniture. However, although there is sufficient equipment for sleeping purposes, this is not always used as some children were observed on inspection to be sharing a bed by sleeping top-to-toe.

Children are cared for in a very bright, welcoming environment. Staff offer children and parents a warm friendly greeting on their arrival and a strong visual impact is created by a large range of artwork, mobiles, posters, photographs and information.

Space is organised creatively in the baby room to meet the needs of all young children. For example, non-mobile babies are able to explore toys safely on the soft mats while toddlers access creative activities, construction play and floor activities set out at the opposite end of the room. Space is generally used appropriately in other areas of the nursery and the setting has recently been extended to create three new rooms, which enhances the provision. However, the toilet areas do not promote the dignity and privacy of children, in particularly when large groups of children use these.

Helping children achieve well and enjoy what they do

The provision is good.

All children clearly enjoy their time within the setting and spend their time purposefully. They are well settled and present as happy. This is as a result of positive relationships being fostered with key workers and other staff during pre-placement visits. This particularly helps babies and young children to develop a good sense of security. Children excitedly enter the setting and immediately choose their preferred activity, such as the sand, painting or home corner role play area.

Babies and young children in the under twos room confidently explore their environment. Staff are familiar with the 'Birth to three matters' framework and use this well to plan activities to support children's development. Well devised, individual records are maintained and include observations and a range of photographs. Staff use their observations to look at children's next

steps for learning to ensure that they are effectively helping young children to make good progress.

Children in the under twos room access a broad range of resources, including natural materials, and engage in exciting activities to encourage exploration and discovery using a range of interesting utensils. For example, they delight in painting using loofahs, exploring the texture of the paint using all of their senses, even trying to taste it. Staff closely supervise the activity as they sensitively intervene saying, 'oh, we don't eat it.' Staff create a very accessible environment to enable very young children to make choices. For example, even non-mobile children are provided with exciting toys within easy reach.

Staff interact warmly with young children and encourage them to become skilful communicators. They acknowledge words or gestures of very young children attempting to find a voice. Staff repeat words and talk to children about what they are doing, such as when they are looking at the photographs on the wall or as babies look at themselves in the mirror. Young children use their voices to make contact and let staff know what they need and how they feel, for example, at lunch time when they are eagerly waiting for their dinner to arrive.

Children aged two to three years clearly enjoy engaging in imaginative play. They pretend to go shopping as they place a range of items in a basket from the inviting role play shop and take the doll for a walk in the pram. Children place bun cases into the metal tray then pretend to bake these in the home corner area; they readily bring one of these to the inspector asking, 'did you enjoy that?' before taking the bun case away. Children respond well to staff who sit alongside them to support their learning. For example, they encourage children to count the bun cases, ask questions when reading stories and encourage them to turn the pieces of a puzzle around to successfully complete this.

School-aged children are integrated into the nursery rooms and generally settle well. They readily choose their preferred activity, such as painting or imaginative play in the home corner, telling the inspector that these are their favourite things. Staff encourage them to share their ideas about what they would like to do to ensure that they are able to make choices about their own play and enjoy their time at the setting, even during short sessions.

Nursery education

The quality of teaching and learning is good. Staff have a generally good understanding of the Foundation Stage. They have regular opportunities to keep up-to-date with current issues and enhance their practice through meetings and support from the early years teacher team. All staff take part in planning and in organising a good range of activities to cover the six areas of learning, although plans do not include differentiation to reflect how activities are adapted to suit children of different ages who learn at different rates. Assessment records show regular observations, however, children's starting points are not thoroughly identified and children's progress is not clearly linked to the stepping stones. Consequently, this means records are not fully effective in helping staff to track children's progress to fully plan their next steps for learning. Staff are enthusiastic, motivated and spend a large amount of their time sitting directly with the children to support their learning. They ask open-ended questions and use opportunities within the daily routine, such as snack time, to challenge, support and help the children to achieve as much as they can.

Children show good levels of enjoyment and involvement in activities as they enter the setting willingly and readily say goodbye to their parents or carers. They have a positive attitude to

learning and persist for extended periods of time at an activity of their choosing, such as the laptop, water tray or paint easel. This is as a result of staff creating an interesting and generally accessible environment. Children confidently initiate interactions with others, for example, as they link up to engage in amusing narrative in the home corner role play area. Children are developing good personal independence as they hang their coat on their peg after outdoor play, pour a drink at snack time or put on their socks and slippers after the ballet session. Children show great concern for others and living things, such as the baby snail found on a leaf collected on the morning's walk.

Children show interest in a range of technology, such as the laptop. They follow simple programs and use the mouse with only limited adult support required. They show curiosity as they use all their senses to investigate different objects. For example, they delight in observing the snail and feeling the smooth shell as this is passed around, and they smell the different leaves collected on the nature walk, saying that the leaf smells like mint. Children enthusiastically tell the inspector about the vegetables in their lunch of Spanish lentils and identify that these come from under the ground.

Children use language confidently in a range of ways. For example, they describe their own experiences, such as a birthday party, and talk about what they are doing as they make patterns in the sand tray. They listen to favourite stories, such as 'The Gruffalo', and enjoy rhythmic activities, for example, the 'bouncing ball' song during the ballet session. Children engage in some activities which require hand-eye coordination, for example, building with construction toys, painting and filling and pouring in the water tray. However, mark-making areas are not used well due to a lack of accessible and varied equipment. Children show an interest in numbers and counting as they identify how many dinner plates are placed on the table or count how many children are present. They engage in simple calculation within the daily routine, for example, by singing number songs, such as 'five little people in a flying saucer'.

Children enthusiastically join in with singing and move freely with pleasure and confidence during the ballet sessions as they learn how to coordinate their bodies. They are provided with some good planned opportunities to explore media and materials, such as the chocolate dough and free painting, however, there is a lack of easily accessible arts and craft resources to enable them to spontaneously express and communicate their ideas.

Helping children make a positive contribution

The provision is good.

All children are highly valued, fully included in the setting and have their individual needs met, including those with a learning difficulty, disability or health need. This is because staff have developed excellent partnerships with parents, carers and external professionals. Suitable information is exchanged before placement, for example through the starter pack, to ensure that parents are fully informed about, and in agreement with, the childcare practices. Parents are asked to complete an 'all about me' sheet to enable staff to obtain all necessary information in order to provide good quality care. This includes photographs and details about children's favourite songs or food, their family, sleep routines, comforters and any additional special information.

Parents are regularly updated through newsletters and information in the entrance, such as the daily menu, and children's rooms. A variety of performances take place each year, for example, the ballet show, spring show and Nativity, and parents have taken part in a day trip to the farm. Daily friendly chats provide parents with the opportunity to exchange information

and a daily record is provided for the parents of children under two years. Slips entitled 'help us enhance children's learning' are available to parents to enable them to add information to their child's file or help staff to plan suitable learning experiences to meet children's individual needs. Parent feedback is very positive about the setting and care of their children.

Children benefit from a good range of resources that helps them value diversity, such as books, role play resources, small world figures, computer programs, dressing up clothes and construction toys. The setting celebrates a range of festivals to help children learn about the cultures and beliefs of others such as Chinese New Year. Activities within the setting promote equal opportunities and reflect no gender bias, for example, all children take part in the ballet sessions.

Children are developing a range of social skills as a result of staff presenting as positive role models; they speak respectfully to each other and the children and use good manners. Children's behaviour is good as a result of them being well occupied and staff using a good range of effective and age-appropriate strategies. For example, good distraction techniques are used in the baby room and staff offer sensitive explanations to help very young children learn to share. Older children play harmoniously, for example as they take turns on the computer, and staff show that they value and encourage positive behaviour, such as through the star charts in each room. This fosters children's self-esteem and confidence. Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents and carers in relation to the nursery education is good. Parents are provided with information about the Foundation Stage verbally, by staff showing examples of progress records and by displayed information within the rooms. For example, each area of continuous provision, such as the sand, shows clear links to the areas of learning and stepping stones. Parents are informed about on-going topics or themes, such as 'nursery rhymes', and are asked to contribute to these by bringing things in from home. Assessment files are open to parents at any time and key workers regularly share progress on a one-to-one basis, although at present records are not fully informative. Parents are invited into the setting as part of topics or themes, for example 'people who help us', and they have contributed by bringing animals to the setting, such as their horses.

Organisation

The organisation is good.

Children flourish in a generally well-organised environment where they clearly feel at ease and develop good levels of confidence and independence. Adults have a clear sense of purpose and a commitment to continual improvement and this is supported by a range of exciting new initiatives which have been, or are currently being, developed to effectively enhance outcomes for children.

Recruitment and vetting procedures contribute effectively to children being cared for by staff with a good knowledge and understanding of child development. For example, this includes a two-stage interview which entails an observation of interviewee's interaction with the children. Staff are well qualified and regular appraisals identify strengths, areas for development and training. Generally good induction procedures take place to ensure that staff are clear about their roles and responsibilities, although some of the generally good policies and procedures are not reflected in some aspects of the practice.

Staff are effectively deployed to ensure that children are well supported and able to take an active part in the setting. Clear roles and responsibilities are effectively designated, for example,

room leaders, and staff are well supported in their specific role through training and regular meetings. Excellent and consistent routines, displayed in each room with supporting photographs and times, ensure that children know what is happening on a daily basis, which helps them to feel secure. Even the youngest children are clearly familiar with these as they prepare to brush their teeth after lunch.

Documentation is generally well-organised and promotes confidentiality. Record keeping systems are generally used to a good standard to promote the efficient and safe management of the setting and children's welfare, and to meet individual needs. For example, there is clear recording of visitors', staff's and children's attendance. However, parents do not countersign medicine records and details of existing injuries are not maintained as part of effective accident procedures.

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

Leadership and management in relation to the nursery education are good. Staff and management share a clear commitment to providing good quality care and nursery education for the children and generally understand what this entails. There is a clear management structure and they act as very good role models as they are enthusiastic and spend a good amount of time working directly in the rooms to support staff. The staff throughout the provision work well as a team, are very professional and engage in the children's play to promote their learning effectively in most aspects. This has a positive effect on the children's care and learning. Staff have a very positive approach to development and improvement and take on board any advice given, for example, through visits from early years staff.

Improvements since the last inspection

At the last care inspection, recommendations were raised with regards to record keeping. A point for consideration was raised as part of the nursery education inspection with regards to children's access to information technology.

Safety is enhanced along with the efficient management of the setting as more detail has been included in the daily attendance record to accurately reflect those present, and records have been updated to confirm the safety of electrical equipment.

A laptop has been purchased and is shared around the rooms to ensure that children have regular opportunities to learn about information and computer technology. This ensures children's learning in all areas of the Foundation Stage.

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 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 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 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):

- review the toilet areas to ensure that the dignity and privacy of children are respected
- ensure that children are able to sleep comfortably with regards to the equipment provided
- further improve health documentation by keeping a record of existing injuries and by ensuring that parents countersign medicine records.

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 the planning and assessment process
- enhance mark-making areas and extend the range of freely accessible resources which enable children to express themselves through their own art and sensory experiences.

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