

Pendle View Nursery

Inspection report for early years provision

Unique Reference Number	310273
Inspection date	04 January 2008
Inspector	Janet, Elizabeth Singleton

Setting Address	Pendle View Nursery, Lovely Hall Lane, Salesbury, Blackburn, Lancashire, BB1 9EQ
Telephone number	01254 248628
E-mail	
Registered person	Pendle View Nursery 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 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?

Pendle View Nursery was established in November 2000 and is registered as a company. It operates from a detached house in a rural area and caters for children from a wide catchment area. The accommodation comprises a baby room, a toddler room for children aged from two to three years and the pre-school room based on the first floor. There is a secure outdoor play area which is covered with artificial grass, has a veranda at one end and can be accessed by patio doors from the toddler room. The nursery is open each weekday from 08.00 to 18.00 on Monday to Friday for 51 weeks of the year.

The nursery is registered to care for 38 children aged from birth to five years and there are currently 49 children on roll, including 18 children who receive funding for early education.

The staff team consists of the manager, three room leaders and a further five staff. All staff are qualified in early years with some staff undertaking further training. The nursery is one of two nurseries owned by the provider and support can be gained from the sister nursery in times of need. The setting has support from the Early Years development team and teacher team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children remain healthy because the staff follow mostly sound hygiene practices, for example, tables are wiped before and after meals and toys are kept clean. Children are encouraged to care for their personal needs in the bathroom. Toys in the baby room, especially those in the treasure basket, are wiped with the anti-bacterial cloth after use to prevent cross-infection. The children have been provided with new sleep mats, sheets and blankets for their individual sleep needs. However, there is a possibility within the baby room that some children may share the same quilt cover, therefore, the risk of cross-infection is increased. All hygiene policies and procedures were observed to be followed consistently by staff and completed accurately. The water temperature in the ground floor bathroom is cold and does not get to a satisfactory temperature quickly enough for young children to ensure they wash their hands effectively.

The children's dietary needs are met and individual requirements are recorded with alternatives provided for those children who require it. Children were seen to be enjoying a selection of fresh fruit for snack, for example, kiwi and banana, and they can access fresh drinking water from the water dispenser should they require a further drink. Meals are homemade and cooked on the premises by the recently appointed cook.

Children develop their physical skills as they take part in daily activities outdoors. They show appropriate control as they ride bikes and take part in physical activities which involve running, stopping, starting and changing direction as they learn to manage their movements. They practise their fine motor skills as they use scissors and small tools to increase their hand-eye coordination and to practise those skills needed for writing and pencil control.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play and learn in an environment that is safe and secure. The setting has been revamped to ensure children are cared for in a clean and appropriately maintained setting which meets the needs of each age range of children. They move freely through their own base room and access the readily available resources, which are stored safely and securely. As a result, children make choices and decisions about their play and enjoy using a wide variety of resources which support the activities provided and the topics covered.

Children's welfare is safeguarded because they use suitable and safe equipment both indoors and when playing outside. Staff check and clean all toys and equipment to ensure they remain suitable, clean and safe for children. Children's safety is further protected as there are risk assessments for all areas in place. All required safety features to maintain the health and safety of the children are in place, for example, safety gates and socket covers.

Children's safety is monitored well because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary, based on national and local guidance. Staff have a sound understanding of their role and of the signs and symptoms of abuse.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy and achieve as they delight in making decisions and choices about their play, moving freely as they take part in the appropriately planned curriculum and the continuous provision of role play, construction and junk modelling. Staff have an understanding of the 'Birth to three matters' framework and use this to plan for the children aged under three years. The babies move freely through their base room, exploring the treasure basket and handling the variety of brushes within. They are fascinated with the colourful mobiles as they ask staff to make them twirl, spinning colours around the room. The children in the 'Tweenie' room sit with staff and make sandcastles, chatting and laughing together. They explore the play dough as they roll it out and make sausages or use cutters to cut out shapes. Some children choose to free paint and create their own masterpieces, confidently hanging their pictures to dry. They develop a sense of self as the staff build supportive relationships with them and use praise and encouragement in a meaningful manner to further develop their self-esteem and confidence.

Nursery education

The quality of teaching and learning is satisfactory. Children make sound progress because the staff have a sound understanding of the Foundation Stage. They develop an interesting curriculum which gives equal weighting to the six areas of learning and provides variety for the children. The children's individual learning needs are assessed regularly and recorded. However, their progress against the stepping stones is not clearly identified and therefore, it is difficult to plan for children's next steps in order for them to reach the early learning goals. Evaluation of all activities takes place to ensure these meet the individual needs of the children with the differentiation aspect covered in the planning. Staff promote children's learning through the satisfactory asking of open-ended questions to encourage children's thinking. Staff do not make enough use of numbers as labels or early calculations to ensure children have the opportunity to fully explore numbers in order to solve problems and further develop their understanding of mathematics.

Children enter the nursery confidently and engage themselves in their play. They sit and concentrate during circle time and their chosen activities. They are very well behaved and follow staff's instructions; they sit quietly and listen at circle time, raising their hand when they have something to say. They are independent as they manage their own personal needs and pour their own water during snack time. They are confident speakers as they chatter both to each other and to staff during their play. They ask questions beginning with why, who and what and listen to the answers given. They choose books and sit and read these, handling them correctly as they tell their own story. Most children can write their own name and enjoy sounding out the letters that spell this. They are provided with lots of opportunities to write for a variety of purposes, for example, making lists in the role play. They use language for thinking as they confidently link sounds to letters as they discuss J for 'jar' and that J is also for the 'jam in the jar'.

Mathematical development is generally promoted as children count readily to 10 with some children counting to 21. They use mathematical language as they talk about bigger than, smaller than and how the big one will not fit in the small space. They recognise shapes and name circle, square and triangle during their play. They are learning about the world around them as they discuss holidays, aeroplanes and places of interest. They readily use the resources which promote their understanding of diversity, as they dress up in cultural clothing and observe posters which

celebrate people's differences. Overall, children make sound progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Children are very welcomed into the setting and their differences are valued and respected. They take part in all activities and access all areas of play as they all have the same good opportunities to explore and experiment. They delight in celebrating their own cultures and those of others as they learn about the wider world using a good selection of resources on a daily basis that represent other cultures, for example, multi-cultural dolls, books and role play.

Children learn to manage their behaviour, which is very good, because staff use positive strategies and act as positive role models encouraging children by the effective use of praise. Children understand the expectations placed upon them and are very polite, asking nicely when they wish to attend to their personal needs in the bathroom or for further resources. They say please and thank you consistently and show great respect for themselves and the other children within the setting.

Partnership with parents and carers is good. Parents are included in their child's learning because the staff share information on the six areas of learning and the Foundation Stage with them. There is a very effective home link system in place which includes parents and staff working together to identify the learning needs of their child. In discussion, parents speak very highly of the nursery and the care and education their children receive. They discuss the professionalism and friendliness of all staff who care for their children and their willingness to discuss any issues with them. There is a complaint procedure in place for the sharing of concerns and the raising of any concerns by parents.

Children's spiritual, moral, social and cultural development is fostered as they learn about the community, engaging in good activities which promote their understanding of diversity. They learn about the world as they play with a variety of resources and take part in activities which celebrate the differences of people, and enjoy celebrating festivals from their own cultures and those of others. They enthusiastically play together and learn to share as they wait their turn to take part in the matching pair game. Children comment about being kind to each other and not upsetting their friends as they play harmoniously together.

Organisation

The organisation is satisfactory.

The staff make sound use of time, space and resources, which allows children to make choices and organise their own play. The required ratios and training qualifications are met and maintained to support children's learning. The records, policies and procedures required to maintain the safe management of the setting are in place, however, there are some that have the incorrect telephone number for Ofsted. The policies and procedures are currently being updated to ensure they reflect the practice within the nursery and are in line with National Standards. Meetings are held to discuss the setting's provision in order to meet the needs of the children and families attending.

Leadership and management are satisfactory with staff being led by a management team who is aware of the strengths and weaknesses of the provision. Staff meetings are held to address issues and to identify changes necessary to improve the care and education practice. There are

appropriate staffing procedures in place, for example, management supervision and induction, to ensure staff meet children's needs. The appraisal system is being updated and reintroduced to identify any staffing issues.

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 quality of care was judged as inadequate. The setting needed to develop and implement action plans detailing how any person who has not been vetted will never be left alone with children, and detailing how they will ensure that minimum staffing ratios for direct care of children will be met at all times and reflect contingency arrangements for staff absence and meal breaks. The also needed to ensure that premises are clean, that good hygiene practices are used to prevent the spread of infection and that children are consistently encouraged to learn about personal hygiene. Furthermore they needed to ensure that the premises are fully secure, that there is a fully effective system for managing access to the premises, and ensure that a record of complaints is made of all complaints resulting from the National Standards and develop a process for the sharing of complaints with parents on request.

The setting has worked extremely hard to address the above issues which involved closing the nursery for one week and undertaking a major overhaul to include some structural changes. Plans have been implemented to work with the sister nursery for staff cover and to ensure all staff are aware of anyone who has not been vetted. Staff rotas are planned to provide cover and to ensure staff not cleared are supervised. The numbers of children due to attend are recorded and the staffing planned accordingly. The setting is registered with an agency to ensure staff can be called upon should they be required to maintain staff to child ratios. There are procedures in place for the cleaning of the bathroom and these are monitored by the manager. The provider has revamped the provision, replaced carpets and floor covering and employed staff for the cooking and cleaning tasks to ensure good hygiene is maintained. There has been structural work undertaken to increase security by closing off the insecure access to the building. The complaints procedure has been updated and previous concerns recorded, to be shared with those parents who wish to discuss or view these.

The above action ensures that the regulation of minimum staff ratios is met and that staff not cleared are supervised in order to protect the welfare of all children. The changes to the building have improved the hygiene, the play environment and the working conditions for children and staff, in order to promote children's welfare, care standards and the security for all. The changes to the complaints procedure enable parents to be fully aware of all aspects of the provision and meet with the National Standards

At the last inspection for nursery education it was recommended that the setting review the use of the outdoor equipment and the teaching of letter formation, to ensure that it is used consistently by staff. They were also asked to develop strategies to ensure that the information gathered in the assessment records is shared regularly with parents and carers, and to encourage parents and carers to contribute their observations.

The staff plan a variety of activities for the outdoor area and there have been significant changes to the access of this area. New resources have been purchased to include bikes and further wheeled toys. Children play out on a daily basis and are able to exercise in a safe environment. In consultation with the teacher team, the staff plan for children to access lots of opportunities

to practise their individual writing skills and direct them to the letter formations on the wall poster. This provides a consistent approach for the children by all staff working with them. The staff now share assessment records with parents and ask for written contributions from them to identify areas of learning. This enables parents to be fully involved and to contribute to their child's learning, to enable their child's individual skills to be truly identified.

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 that the bedding supplied for the babies is individual to the child
- monitor the water temperature in the ground floor bathroom to ensure it is warm enough for children
- ensure all policies and procedures contain the correct telephone number for Ofsted.

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):

- develop the use of numbers as labels and the calculation aspect of mathematics to further promote children's learning
- develop the assessment procedure to show children's learning in regard to the stepping stones in order to monitor their progress towards the early learning goals.

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