

# Melrose Private Day Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	310351
<b>Inspection date</b>	15 November 2007
<b>Inspector</b>	Julie Firth
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Melrose Day Nursery was registered in 1970 and has been under new management since 1994. It is privately owned. The Nursery is situated in the Sale area of Trafford. Accommodation is on the ground and first floor of a converted, detached private dwelling and, in addition, children have access to a secure garden with both paved and grassed areas. Children have access to five rooms on the ground level and three rooms on the first floor.

The nursery opens from 08.00 to 18.00 Monday to Friday. It is open for 51 weeks of the year, except for bank holidays. There are currently 33 children aged from birth to four years on roll who attend on a variety of placements; of these, eight receive funding for nursery education. The nursery supports children with disabilities and children who speak English as an additional language.

There is a manager, a deputy and seven staff who work with the children, all of whom hold a National Vocational Qualification to level 2 or 3. There is a cook on the premises. The nursery receives support from Trafford Surestart.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children are beginning to learn the importance of good hygiene practices as they are encouraged to wash their hands at appropriate times of the day. They are reminded by staff and posters promoting good health which are displayed in the toilet area. They are also encouraged to brush their teeth after meals. Suitable procedures are followed by staff to protect children from illness and infection and they follow current and appropriate health and hygiene guidelines. Cleaning rotas are in place and surfaces are wiped down after children have eaten and after messy play. Babies and young children are allowed to feed and rest according to their needs, providing a secure environment that is consistent with home. A detailed sick child policy is in place which excludes children who are ill from the setting, preventing the risk of infections being spread. When accidents occur, children receive good care as several staff hold first aid certificates.

Toddlers' health is promoted by the sufficient opportunities that they have to engage in physical play. Whilst playing outdoors young children are able to run around, ride on bicycles, climb through tunnels, wriggle through hoops and slide down the slide, helping them to gain control of their bodies. However, older children have limited access to equipment that promotes their balancing skills. Babies happily investigate different opportunities as they become more mobile and confident as staff encourage their crawling and physical skills. They are taken into the garden for fresh air each day.

The nursery actively promotes healthy eating and children enjoy choosing from home made options, such as potatoes, meat, casseroles, pasta and yogurts. Menus are alternated and the chef ensures that children have vegetables and fruit regularly. Meal and snack times are relaxed occasions where children and staff sit together around the tables to enjoy their food and each others company. As they eat, the staff talk to children about the importance of a healthy diet, therefore, promoting children's understanding of nutritious options. Procedures are in place to record children's health and dietary needs, their likes and dislikes with regard to food and drinks. Staff have an understanding of the need for all children around the rooms to be continually hydrated as children have access to water at all times and choose their own labelled beakers.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children and parents are warmly greeted as they arrive, helping them to feel a sense of belonging. Colourful wall displays around the rooms and photographs of activities in the entrance create a stimulating environment. The premises are well maintained and the baby room is set out enabling young children to crawl, pull themselves up and move around safely, accessing their equipment. There is a good range of indoor and outdoor equipment available for young children, which are very high quality and conform to British standards. Play materials in toddler and pre-school rooms are organised on the floor or in low level crates to enable children to easily access them.

All reasonable steps have been taken to ensure that children are cared for in a safe and secure environment. Good procedures are in place for the safe collection of children, which include detailed risk assessments and records of visitors. Staff manage access to the building well,

preventing unknown persons entering and all staff are fully vetted. Children learn about fire safety and regularly practise fire evacuation procedures, helping them to understand what to do in the event of a fire or an emergency evacuation. Themes regarding people who help us enhance children's awareness of safety.

Children's welfare is well protected as adults have a good understanding of safeguarding children and understand their role to protect children. They demonstrate a good knowledge of signs and symptoms of abuse and would know who to contact for advice or to make a referral. Staff keep up to date with their training.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy in the friendly environment where everyone relates well to each other with warm and caring relationships. Staff greet children when they arrive at the nursery, which contributes towards developing positive trusting three-way relationships. Babies receive lots of hugs and form strong bonds with their carers. Early communication skills are developed as staff respond enthusiastically to children's chatter and facial gestures.

Young children enjoy playing with toys that are colourful and make pleasant sounds. They gaze in wonder as they press the button on a musical instrument and it makes a noise. Toddlers have access to creative play, they have fun free painting, making gingerbread, creating a pumpkin collage and a variety of arts and crafts. Children have fun during planned themes such as holidays, the seasons and Disney characters. However they have limited opportunities around the rooms to play in the sand, water and to use natural materials. Older children are involved in creating bonfire night displays, using puppets during stories and threading beads. Staff read stories to the children and encourage their listening and thinking skills. Their imaginary play is developing as they make a meal in the home corner, pretend to be a doctor in the hospital and dress up. Children enjoy watching a real wildlife show as a visitor brings in birds for them to touch and further questions their knowledge.

Staff have a growing awareness of the 'Birth to three matters' framework and use the components of the framework to plan some activities. However, the planning of short term adult led activities' are in the early stages in some areas of the nursery and do not contain clear learning objectives. This results in few opportunities to challenge the more able children. Children are beginning to learn right from wrong as staff explain why they should share resources and take turns when playing.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children make steady progress in all areas of their learning as staff working with the pre-school children are developing an understanding of the Foundation Stage and early learning goals. Staff are enthusiastic and encourage children to become involved and interested in the sufficient range of activities on offer. They make general observations of the children as they play and plan long term topics which reflect the interests of the children. staff help develop children's learning and thinking as they ask them about colour and shapes during activities . However, staff do not use short term planning effectively to ensure a balance of adult and child led play. This results in the more able children not being challenged enough in the six areas of learning and few opportunities to experience continuous provision. Staff are beginning to monitor children's development but they are not linking assessments fully to the stepping stones.

Children are happy, generally confident and motivated to learn. They develop positive relationships with adults and peers and show a willingness to be helpful and considerate towards each other. Children are beginning to form friendships and develop good communication skills as they chat confidently to each other and staff during play. They proudly receive stickers for the reward chart when they display good behaviour and take responsibility. They are able to sit for sustained periods of time and value each others contributions at circle time as they listen to each other news. Children's independence is encouraged when they are involved in some daily procedures, such as putting on their own shoes and attending the toilet. However, this is not fully developed at meal times and on some displayed art work.

They have sound opportunities to develop language skills and happily join in with songs helping them to develop an awareness of rhyming words. Print around the room and labelled resources helps children to recognise where toys belong. They identify their own name as they post their name card and hang up their coats. Staff read to them in the large group ensuring children that print has a meaning and an identified book gives them an opportunity to choose a book and read for pleasure.

Many children can count objects to five and some to ten. Children spontaneously use mathematical language to describe how many bricks they are building with. They willingly complete puzzles that promote shapes and match objects when playing a ladybird game. Children learn about weight in a baking activity. However, they do not have sufficient opportunities to develop their calculating and problem skills to stretch the more able children.

Children develop a sense of time as they talk about holidays and their family. They look at ice and mini beasts. They have access to resources and equipment that promote their exploratory skills, such as Information Communication and technology and some programmable toys. They discuss different cultures and enjoy tasting various foods from other countries. Visitors are invited into the nursery, such as the Fire Service. However, children have limited opportunities to go out and explore their local environment. Children have sufficient opportunities to promote their creative development and they observe different shades of colour as they paint bonfire pictures and make hats for Halloween. They are involved in role play dressing up and staff ask them to produce a loud and soft sound during an activity using musical instruments. Children's manipulative skills are promoted as they explore malleable materials picking and squeezing play dough.

### **Helping children make a positive contribution**

The provision is good.

All children are included in activities and their individual needs are well met. Children enjoy learning about different cultures and benefit from staff's positive role models and attitudes. Meaningful experiences, such as celebrating Chinese New Year, St David's day, Easter, Budda and the Jewish festivals and the good range of resources allow children to appreciate the diverse society in which they live.

Children show concern and support each other during their play. They behave well and respond to the positive behaviour management strategies employed by staff, who remain calm and consistent at all times. Children's contributions are valued and their achievements are constantly celebrated, which helps to promote their confidence and self-esteem. A reward system indicates children collecting stars on the chart and they feel secure due to the settling in procedure. The setting demonstrates a positive attitude towards the care of children with learning difficulties

and disabilities, understanding that they are welcomed into a sharing and inclusive environment. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the relationships that staff have developed with their parents in respect of their care. Information is shared through daily informal discussions, the comments box and questionnaires. Daily diaries and display boards keep them informed about their children's daily routines. There is a complaints record in place and clear procedures are in place if a parent has a concern. Parents expressed their overall satisfaction with the service provided, commenting on 'the approachable, caring staff' and 'the good behaviour of the children'.

The partnership with parents of children who are receiving funding for nursery education is satisfactory. Notice boards keep parents advised about their children's progress with regard to the six areas of learning and they are invited informally to the nursery to see assessments. However, there are few opportunities to allow them to contribute and become involved in their children's learning.

## **Organisation**

The organisation is satisfactory.

Staff are suitably qualified and demonstrate a caring role to meet the individual needs of the children. The manager and the staff team are working hard to establish their roles and strive to ensure the children get to know them. The nursery's commitment to improvement is reflected in the programme for staff training and the ongoing process of self-evaluation. The manager is aware of the staff's strengths and weaknesses and appraisals are in the early stages. A key worker system ensures that children are cared for by familiar staff. However, staff are not deployed effectively throughout the nursery to enhance children's learning and the grouping of children is not organised to fully challenge the more able children. All policies and documentation relating to the continuity of care for children are in place and are of a good standard, they are regularly reviewed.

The leadership and management of the nursery education is satisfactory and contribute towards the children's progress towards the early learning goals. The manager and deputy manager demonstrate a high level of enthusiasm and commitment, recognising their responsibility to support new staff and develop their roles within the nursery. They are becoming aware of the issues that need to be addressed and areas for further development to improve the quality of nursery education that the setting offers to children. They work closely with the registered person and Trafford Surestart to meet the children's individual needs.

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

## **Improvements since the last inspection**

On the last care inspection the inspection the nursery was asked to develop the curriculum for the under three's to effectively track children's progress and development and be able to plan for their next steps. They were also asked to provide a selection of play materials and resources to positively reflect the diverse society, for the children under three years.

The nursery have got systems in place to record development for children under three and do plan for children's next steps of learning by using the 'Birth to three matters'. The staff are still developing their planning of activities for children under three. The nursery have a good selection of play materials and resources to give children an awareness of diversity.

On the last nursery education inspection the nursery were asked to develop the programme for knowledge and understanding of the world and enable children to use every day technology. Also they were asked to review the effectiveness of teaching methods to ensure children have sufficient time to extend their learning.

Staff plan activities to enable children to have an understanding of the world and to use every day technology. Children have access to a computer and programmable toys on a regular bases. New staff members in the pre-school room have devised planning of activities to enable children to have easy access to identified areas of play and have a key worker system in place. They are still organising grouping of children to further enhance children's development.

### **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.

## **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):

- further develop planning of the curriculum for young children and ensure clear learning objectives, provide young children with a balance of adult and child led activities
- ensure children have access to areas of continuous provision to consolidate their learning (also applies to Nursery Education)
- deploy staff effectively and organise the grouping of children in the rooms to enhance their learning.

#### **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 staff's knowledge of the Foundation Stage
- further develop short term planning to cover the six areas of learning, provide children with more opportunities to promote their mathematical development and awareness of the environment, link assessment to the stepping stones

- provide parents with more opportunities to contribute to their children's learning.

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