

# The Cheshire Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	315318
<b>Inspection date</b>	02 August 2007
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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 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?

The Cheshire Day Nursery opened in 2000. It is one of four nurseries run by The Cheshire Day Nursery Group. The premises consist of a large Victorian building close to the centre of Latchford Warrington, Cheshire. There are four playrooms for children aged from birth to three on the ground floor and a fifth room on the first floor for children aged from two to five years. The children share access to a secure enclosed outdoor play area. Children attend from a wide catchment area.

A maximum of 80 children may attend the nursery at one time. There are currently 99 children aged from birth to five years on roll. Of these three children receive funding for nursery education. The nursery is open from Monday to Saturday 07.30 to 18.00 for 51 weeks of the year. The nursery is currently supporting children with learning difficulties and disabilities Extra curricular activities, such as drama, yoga and dance are provided.

The nursery employs 32 staff. Over half the staff have appropriate early years qualifications. There are two qualified teachers implementing the Foundation Stage curriculum and the setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's health and nutritional needs are well promoted due to the effective procedures and practices in place. Children are cared for in a warm and clean environment where staff follow thorough hygiene procedures to prevent the spread of infection. Most children are developing positive hygiene habits through routines and support from staff. In most areas of the nursery they are encouraged to undertake their own personal care and are sensitively supported to wash their hands before eating and after visiting the toilet. Children are able to sleep when needed supporting their sense of well-being. They rest in cots and on small beds with their own comforters for reassurance. Older children sit with staff on the soft cushions enjoying a quiet story in the book corner when needed.

Children thrive and their health and growth is well promoted with the availability of a varied and healthy diet. They enjoy a rich range of fruit and vegetables and have good opportunities to develop their taste buds. Their independence is not fostered sufficiently in the pre-school room as they cannot choose the quantity of food or serve themselves. In the baby room mealtimes lack social ambience due to the poor organisation within the room. Younger children's feeding and resting routines are actively respected and followed to promote their sense of security.

All children enjoy outdoor activity to develop their physical skills and promote their health. Children ride bikes manoeuvring well around others, climb competently and throw balls with increasing skill. Younger babies have the freedom to crawl and explore their surroundings physically and competently demonstrate their abilities. Children have good opportunities to develop their hand and eye co-ordination. They take part in activities, such as cutting paper with scissors, rolling and chopping using one handed tools with the clay and thread laces through cards. Younger children demonstrate their manipulative skills well when using push button activity toys. However, use of the outdoor play area to provide children with reasonable amounts of fresh air each day is not maximised.

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

The provision is good.

Children enjoy a welcoming environment within the nursery and demonstrate a strong sense of belonging. The nursery is very child friendly and offers in the main a stimulating play environment where the children feel secure. The play rooms are decorated with posters and displays of children's art and craft projects which boosts their self-esteem and confidence. On arrival the children become quickly interested in the attractively displayed toys and activities which encourages them to settle easily.

High priority is given to children's safety. The risk of accidental injury is minimised by the setting as staff give positive consideration to supervising them well indoors, outdoors and on outings. Risk assessments are carried out where children play to identify and reduce potential hazards. Accurate registers of children's attendance is held at all times, security is well considered and the nursery holds relevant insurance. Children are beginning to develop an understanding of how to keep themselves safe as they discuss potential hazards with staff and why it is not safe to climb on chairs and why they should wear helmets when using the bikes. Their welfare

is well protected as staff have a secure knowledge of signs and symptoms of child abuse and appropriate procedures are in place.

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

The provision is good.

Children are happy in a supportive and caring setting where children and staff enjoy good relationships. They separate confidently from parents and greet staff affectionately on arrival. The younger children greatly benefit from the warm greeting and close personal attention they receive from their key worker staff ensuring they are secure and self assured from an early age. Staff have good knowledge of the of the 'Birth to three matters' framework and provide a seamless transition from this to the Foundations Stage curriculum. At times the equipment and activities provided to foster babies all round development is not sufficient. The observations and assessments of children under three gives a clear picture of the development stages they have reached. However, on occasions staff are not always confident in planning for the next stage of their development.

All children communicate confidently and talk about events from home, such as holidays, new babies and transition to the kindergarten in September. Babies vocalise readily as they respond to staff's encouragement with burbles and gurgles smiling with delight when staff praise them for their efforts. Younger children experience interesting creative activities, for example, they eagerly participate in playing with cornflour or cold cooked spaghetti. A two year old gleefully tells you 'not to eat it' and 'it's cold'. They learn new words like 'squeeze' and 'wiggly', beaming as they play repeating the new words.

Children are imaginative as they pretend to make dinner for their baby dolls and play with the cars and trains. All children enjoy the closeness of a cuddle and story from a book with staff. Children are developing good social skills. They share well during games and show care for each other. Children are pleased and keen to share their success with staff who readily praise them.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff demonstrate a secure knowledge of the Curriculum Guidance for the Foundation Stage. Effective planning provides children with a range of purposeful activities, linked to the six areas of learning, that promotes their all-round development and learning. Staff know the children well. They use their understanding of how young children learn to provide a wide range of first hand activities that are well matched to the children's abilities and interests. Assessments and observations of the children give a clear picture of the stage of their development and is used to plan for the next stage of their development.

Children work well together and make friendships when they invite others to join in their play and share games. However, their independence at times is not fostered sufficiently. For example, at mealtimes children do not serve themselves or are encouraged to make choices in the amount of food and drink they have. During periods of free play they cannot easily access independently from a sufficiently broad enough range of creative materials and tools and equipment.

Good use of labelling throughout the setting, in words and pictures, helps children to recognise that print carries meaning. They self select from a pleasing range of fiction and reference books and listen attentively to stories, showing good recall as they eagerly and accurately anticipate

what comes next in the story. All children make marks within their routine play, they make good attempts to write lists in the writing area and sign bills when role playing in the café.

The programme for mathematical development is well promoted. Mathematical language can be heard spontaneously throughout the day as children play. When using construction sets they use terms like 'larger', 'bigger', 'in front' and 'behind'. They sort a selection of small objects and discuss weight when playing with equipment in the water and sand trays. However, the range of continuous play provision does not easily lend itself to allow children to extend their play naturally by the range of equipment they can freely access. Children make very good attempts to use the computer and display their developing design skills as they build with construction toys and make their own models with small bricks and cement.

Children enjoy many opportunities to express their ideas creatively in art and craft activities. Their work is pleasingly displayed within the room giving them a sense of pride and achievement. The regular exploration with paint, glue and a range of natural materials, such as sand, water and soil promotes children's sensory development well.

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

The provision is good.

Children have strong attachments with staff and are emotionally secure displaying a healthy range of emotions. They are learning to appreciate and to develop their awareness and understanding of others. The nursery has an increasing range of resources to reflect equality and celebrates a range of festivals from all faiths. This positive approach effectively fosters children's spiritual, moral, social and cultural development.

Children of all abilities receive good individual support and are skilfully helped to reach their full potential. The staff team are quick to recognise and act upon developmental delay. They work closely with parents and other agencies to ensure that all children are helped to participate to the best of their ability. Staff praise children to encourage good behaviour and are positive role models to them as they say 'please' and 'thank you' when children help with tasks. As a result children are very well behaved and polite and kind to one another.

The partnership with parents and carers is good. Parents and staff throughout the nursery have relaxed relationships. They exchange information effectively on arrival and departure to maintain continuity of care for the children. Parents have good opportunities to review and contribute to their children's learning. They receive clear information about the curriculum through newsletters, notice boards, open days and policy documents. Parents' comment positively about the setting stating that staff are friendly, their children love attending and they experience good activities.

### **Organisation**

The organisation is good.

Children are settled and secure as good adult to child ratios ensure they receive plenty of individual attention. Effective recruitment procedures are in place which ensures that staff are appropriately checked and hold qualifications suitable to their roles. All documentation is in place and the comprehensive policies are effectively put into place by staff. Children's well-being is strongly supported as both the company and staff are committed to ongoing professional development which ensures that staff knowledge and skills remain up to date. As well as accessing external training courses, regular in house training is offered within the nursery group.

Children generally have a good balance to their day which enables them to be active in their play, eat in comfort and rest undisturbed. However, the garden area in the baby room is currently used as a sleep area rather than a base for a small group of children, which means that babies are cared for as one large group rather than two smaller ones and this is not conducive to their care.

The leadership and management of the nursery education is good. Staff are knowledgeable about the Foundation Stage curriculum and are experienced in working with pre-school aged children, which impacts on the achievements children make. Roles and responsibilities are clearly defined within the staff team where everyone is committed towards continually improving the overall quality of education that they provide. Efficient systems are in place to monitor and evaluate the quality of teaching and learning in nursery education. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Following the last inspection the nursery had one recommendation to address. This was to increase storage facilities throughout the nursery. Equipment is now stored on open shelving, baskets and containers which in most instances children can easily access.

### **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 complaint 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 the good health of children (with particular reference to the babies) by increasing the amount of time they spend in the fresh air each day (also applies to nursery education)
- review the organisation within the baby room to ensure that they are cared for in smaller groups, and that they have access to a full range of activities and equipment in which fosters their all round development. Ensure that when observing children under three that the next step for their development is securely identified and provided for.

## **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):

- improve the organisation of resources (particularly creative materials) to allow children to have more independence when using them. Ensure that children's independence is fostered at mealtimes by encouraging choices and self serving
- review the range of continuous provision to enable children to have a wider range of materials and equipment easily accessible to them.

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