

# Queen Street Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	317419
<b>Inspection date</b>	12 December 2007
<b>Inspector</b>	Vivienne Dempsey
<b>Setting Address</b>	19 Queen Street, Penrith, Cumbria, CA11 7XF
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<b>Registered person</b>	A Tyson-Brown and Mrs K Tallentire
<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?

Queen Street Day Nursery was established in 1987 and the present owners opened in 1993. The privately owned nursery operates from a Grade II listed, two storey building in the centre of Penrith. Children aged two years and over are accommodated on the ground floor and babies and children under the age of two years are accommodated on the first floor. There are bathrooms on the ground floor and the first floor. There is an enclosed area at the rear available for outside play. Queen Street Day Nursery serves Penrith and the surrounding area.

There are currently 29 children on roll aged six months to four years. This includes five funded three-year-olds and one funded four-year-old. Children attend for a variety of sessions. The setting currently supports a number of children with learning difficulties and disabilities. There are two children attending who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08.30 until 17.30.

There are seven staff plus students who work throughout the week. Over half the staff have qualifications to National Vocational Qualification level 2 or 3. The nursery is a member of the National Day Nurseries Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The premises and equipment are clean and the staff implement some routines to minimise the spread of infection. For example, they wear gloves during nappy changing, wash their hands and use anti-bacterial gel regularly. However, the changing mat is not cleaned between changes, not always protecting children from the spread of infection. Children are encouraged to develop good hygiene routines as they wash their hands before meals and snacks and after toileting.

Good procedures are in place for the recording of accidents, incidents and the administration of medication. Parents sign to acknowledge entries and are maintained with regard to confidentiality. Permission is in place for staff to seek advice or treatment in the event of an emergency, protecting children's health.

Parents provide packed lunches and a fridge is available to store foods safely and appropriately. Staff provide a good range of healthy snacks, such as fruit and vegetables. Drinks are available for younger children at all times, and at snack and lunchtime for older children. However, fresh drinking water is not independently accessible to children at other times of the day.

Children have regular opportunities to develop their physical skills. They have fun climbing and sliding in the outside area and regularly visit the local park.

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

The provision is good.

The premises are very welcoming, friendly and very homely. Children are safe and secure as staff have implemented a range of safety precautions. For example, smoke alarms, fire blanket and fire extinguishers are fitted. An emergency evacuation procedure is in place and regular fire drills are practised, which develops children's awareness of fire safety.

Children are supervised at all times and are able to make independent choices from the broad range of resources and toys available. There is lots of space for children to move around freely and safely. There is a good range of furniture and all children attending the setting sit together for snack times. This helps develop children's social skills and sense of belonging.

Children's welfare is safeguarded as all staff have attended training and have a good understanding of the various types and possible signs of abuse. They are aware of the procedures to follow if they have any concerns about a child.

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

The provision is good.

Children enjoy their time at the nursery and separate from their carers well. They are happy and settled and have good relationships with staff and are developing good relationships with each other. This means they are confident and developing good self-esteem. The homely, caring environment created by staff helps children feel comfortable and at ease. Communication skills with children are well supported through good adult to child interactions.

Staff are using the 'Birth to three matters' framework within planning and assessment. There is a good balance between child-led and adult-initiated activities, and the care and support

given to the younger children is good. This has a positive impact on their sense of security. Children receive praise and encouragement for their achievements, this develops their self-esteem.

Children have independent access to a good range of resources suitable for all ages and stage of development. However, children have limited access to a range of natural or household items, such as wooden spoons and pans.

### Nursery Education

The teaching and learning is good. Staff have a good understanding of the Foundation Stage curriculum and how children learn. Staff work together to plan an interesting and varied range of activities. Plans incorporate the six areas of learning. Assessments records are completed regularly and children's progress is linked to the stepping stones. Staff keep daily diaries of children's learning and project books are used to keep examples of children's work, both are dated to show the progression children have made. Staff regularly observe children's learning and development, however, these are not always used to inform future planning. Teaching promotes learning and staff use appropriate questioning and support to extend children's thoughts and ideas.

Children are confident and demonstrate good concentration at their chosen activity. For example, children enjoy making their Christmas card and concentrate for long periods of time. They have good relationships with staff and each other; this is encouraged and developed further with the homely environment and small number of children present. Children are very well behaved and they receive good levels of support from staff. Children are developing their understanding of other cultures and the wider community through planned activities, visits out and receiving visitors to the setting. For example, visits to the local travel agent and visits from the local lollypop lady, road sweeper and fire fighters.

Children speak clearly and confidently, ask questions and talk about what they are doing. They communicate well with staff and each other and staff support them well. Children enjoy finding their name card when they arrive and use the card to help them write their name on their pictures. Children attempt writing for different purposes, for example, making shopping lists and cards to send home. Some children confidently form recognisable shapes and letters. They have excellent opportunities to develop these skills through 'still life' drawing activities, such as, drawing the tomato plants they have grown. Children enjoy playing with the magnetic letters and have fun finding the initial letter of their name.

Children are developing a good understanding of numbers and use counting in daily activities. For example, they count how many cars and fingers they have. They talk about the longest and shortest worms they are making in the dough and get a ruler to measure whose is the longest. Children have access to a computer, use the mouse with good control and some children confidently complete a simple programme. They enjoy designing and making their own Christmas cards using a variety of resources.

Children extend their physical skills when they use the outdoor play area. For example, they use a range of equipment, including wheeled toys, tricycles and balls. They confidently climb steps using alternate feet and enjoy sliding down the slide. Children move with confidence and are able to adjust speed or change direction to avoid obstacles. They are developing their small manipulative skills as they confidently use scissors and small tools. Children have fun using their senses to explore a variety of materials and have access to a good range of creative

resources. They have regular access to musical instruments and confidently join in with familiar songs, nursery and action rhymes, such as 'Wheels on the bus'.

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

The provision is good.

Staff know children well and meet their individual needs and all children are treated with equal concern. This develops children's sense of security and belonging. A good range of resources and activities are available to promote children's understanding of the wider world and resources that reflect positive images of culture, ethnicity, gender and disability. For example, children have access to small world play figures, books and jigsaws and enjoy celebrating a range of festivals, such as Chinese New Year and a Dutch Christmas.

The setting welcomes children with learning difficulties and disabilities and the children are integrated into the group well. There is a named coordinator in place, who has completed relevant training. Children's spiritual, moral, social and cultural development is fostered. Children are very well behaved and they learn to share and take turns. For example, they enjoy helping to share out the snack and patiently wait for their turn. Staff provide lots of positive and appropriate praise which encourages children's good behaviour.

Partnership with parents and carers is good. Parents are very happy with the nursery and the service provided. Children benefit from the two-way sharing of information about their needs and daily routines. For example, there is a parents notice board, children have daily diaries and regular parent information sessions are held. Parents' comments are sought and staff use information collated to develop the care and learning they provide, improving the outcomes for children and their families. Staff provide parents with information of how they can link learning in the setting and home. They find staff very approachable and friendly. All of which helps staff provide good continuation of care and learning.

### **Organisation**

The organisation is good.

Children feel very secure and at home within the childcare environment. Therefore, children are confident to initiate their own play and learning. Good vetting and recruitment procedures, which include health checks, are in place. Staff work well together as a team and adult to child ratios are maintained. Staff are keen to improve their practice and regularly attend relevant training to develop their knowledge and understanding of childcare issues, improving the outcomes for children.

All required documents and records are available for inspection and have regard to confidentiality. A good range of policies and procedures are in place and are shared with parents and staff. Good systems are in place for the sharing of information, which keeps parents informed at all times about the service and their child's activities.

Leadership and management of the nursery education is good. The managers are very keen to develop the provision and encourage and support staff's development needs, for example, managers proactively encourage all staff to regularly attend relevant training. Staff use the knowledge gained to support and develop children's care and learning. The managers are good role models and have clear expectations of staff. All staff work together to provide an interesting and stimulating learning environment, to help children progress towards the early learning

goals. Systems are in place and regular staff meetings are held which helps managers to monitor practice and evaluate the quality and needs of the provision.

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

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

At the last inspection the setting was asked to: continue to develop resources that reflect positive images of culture, ethnicity, gender and disability; review arrangements for storing packed lunches to ensure recommendations for food storage are followed; and to review recording, especially with regard to accidents and incidents, to ensure confidentiality is maintained at all times. The setting has now improved the range of resources and activities available which reflect positive images of culture, ethnicity, gender and disability. A fridge is now in place for parents to safely store packed lunch items, and good procedures are now in place for the recording of accidents and incidents, which have regard to confidentiality.

### **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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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):

- further develop hygiene routines to minimise the spread of infection and consider how to make drinking water available at all times
- further develop resources available to younger children.

#### **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):

- consider how to use observations of children's learning to inform future planning.

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](http://www.ofsted.gov.uk)