

Wilsic Road Day Nursery

Inspection report for early years provision

Unique Reference Number	318125
Inspection date	24 October 2007
Inspector	Lynn Masterman
Setting Address	11 Wilsic Road, Tickhill, Doncaster, South Yorkshire, DN11 9JG
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Registered person	Sundarambal Draper
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?

Wilsic Road Day Nursery registered in 1989 and is privately owned. It operates from two rooms in a purpose built ground floor building. It is situated in a village on the outskirts of Doncaster.

A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 8.00 to 18.00 for 51 weeks of the year. All children share access to a secure, enclosed, outdoor play area.

There are currently 57 children aged from birth to under eight years old on roll. Of these, nine children receive funding for early education. The nursery currently supports a number of children who speak English as an additional language. Children attend from the local community and surrounding areas.

The nursery employs 11 staff. Of these, ten staff including the manager hold a relevant childcare qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to develop an awareness of appropriate hygiene practice and how to attend to their own personal care. For example, they know to clean their faces after eating food. However, some hygiene routines, such as washing hands at appropriate times of the day, are inconsistent and pose a risk to children's health. Staff follow clear health and safety procedures, which ensures the environment is clean and comfortable for children. For example, the children's toilets are routinely checked and cleaned throughout the day. Appropriate procedures ensure sick children are comforted and the risk of infection to other children is minimal. Signs and symptoms are promptly recognised and parents are informed. The systems for recording accidents and the administering of medication meet requirements. This ensures children's wellbeing is promoted.

Children enjoy a satisfactory range of physical activities to promote their good health. They enjoy being out in the fresh air and a free-flow system enables children to access outdoors as and when they choose. Children take part in energetic games, such as running, hopping, jumping and skipping. They skilfully roll large hoops and follow the direction of the hoop. This helps children to develop their gross motor skills. Babies learn to negotiate steps and work out how to balance steadily, using push along cars as support. They feel secure because staff stay physically close giving them confidence to explore and take supervised risks. For example, children jump up and down confidently on the space hopper whilst being held with a trusted adult. Staff place a variety of activity based toys slightly out of reach to encourage crawling, reaching and stretching skills.

Children have access to a suitable and varied diet. At breakfast time, children have the opportunity to choose from a variety of breakfast cereals, toast and milk or juice. However, opportunities for children to make choices about their food at other times of the day, such as tea time are limited. Children are beginning to recognise their own need for a drink and have access to fresh drinking water throughout the day. Clear information is recorded with parents to identify and provide for children's specific health and dietary requirements. This ensures children's dietary needs are met successfully.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in secure premises and good security systems ensure access to the premises is carefully monitored. The use of daily visual and written risk assessments, ensure the areas accessed by the children maintain an appropriate standard of safety. Staff have clear knowledge of procedures for fire evacuation. All fire exits are clearly marked and free from obstruction. Fire practice is recorded and routinely practised with the children. This results in children knowing how to follow procedures and to evacuate the premises safely. Children are beginning to become aware of their own safety and the consequences of their actions. This is due to the staff's consistent approach to their safety. For example, children are asked not to wave their cutlery in the air at lunch time, as knives and forks are sharp and may hurt someone.

Overall children have access to a good range of play resources, which are age appropriate and promote children's development. Resources are well maintained, of good quality and conform to the required safety standards. Most are stored at child height and are easily accessible.

Children are appropriately protected, as the staff have a satisfactory understanding of their roles and responsibilities with regards to child protection matters. They have a clear understanding of safeguarding children procedures and recognise the signs and indicators of child abuse. Most staff are clear about the child protection systems and policies in place. This ensures that children are appropriately safeguarded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The sound of gentle music in the background helps to provide a calm and soothing environment for babies and toddlers. Staff sit with the children on the floor, join in their play and talk to them about what they are doing. They are given lots of cuddles and welcome staff's interaction. The staff use treasure baskets and natural materials to develop their exploration and investigative skills. For example, children enjoy playing with shiny strips of coloured foil paper. The children wave the foil in the air and try to hide parts of their body, such as their hands and toes. Staff ask the children questions, such as 'what does it feel like and where have your hands gone?'. This helps children to become competent learners. Staff encourage young children to develop social skills with their peers and adults. For example, children freely use bye-bye gestures when known adults are leaving.

Children aged two to three years old arrive at the setting happy and relaxed. They receive a warm welcome and are eager to play and explore the environment. They interact well with staff and their peer group, which helps to foster children's sense of trust and confidence. Children are able to make informed choices about their play and choose from a satisfactory range of activities. This provides sufficient challenges and opportunities to explore a variety of different experiences. For example, children enjoy doing sticky pictures using a range of textured materials. They are encouraged to apply their own glue and make choices. Staff ask the children questions, such as 'does the material feel rough or smooth?'. However, children do not always have sufficient time to complete self chosen tasks and their play is disrupted as they are directed to other aspects of the routine. This results in children not being able to consolidate their learning.

Children attending after school care are given a warm welcome by staff and the children. They know where to hang coats and bags. This helps children to feel safe and secure. They are familiar with the environment and converse with known children of a similar age. Consideration is given to the needs of children who have attended a structured day at school and staff recognise their needs to relax. However, the range of activities available are not extended or differentiated to meet children's development needs. Therefore, children are unable to make informed choices and manage their own play.

Nursery education

The quality of teaching and learning is satisfactory. Staff have sound knowledge of the Foundation Stage for children's learning. Planning is a team effort and staff make use of long, medium and short term planning to assess children's learning against the stepping stones. They provide an appropriate range of activities, which covers the six areas of learning and supports children through the stepping stones. Staff use a variety of teaching methods, such as daily focused activities and free choice of play. They make appropriate use of open ended questions to extend children's learning and build on what children know and can do. For example, children enjoy playing with cornflour and water. The staff ask the children 'does it feel hot or cold and it is sticky or wet?'. Staff regularly observe children and use the information to note their

progress through the stepping stones. However, they do not use the information consistently to help plan for children's individual learning.

Children show a strong sense of belonging as they greet each other on arrival. They are sufficiently confident and assured to work and play independently or in small groups. They show an interest in a range of purposeful, first hand activities and respond appropriately to challenges. Children enjoy creative play as they explore a range of natural materials, such as sand, water, play dough and clay. They are beginning to explore colour and confidently name the colours red, blue, yellow, orange, green and pink. However, opportunities for children to select and carry out activities independently is not fully explored. This does not help children to become independent learners and to manage their own play.

Children use language confidently for a range of purposes, such as making their needs known, initiating conversation, describing and asking questions. They eagerly recall and share past experiences, for example, 'I have been on holiday with my mummy and daddy. We went on an aeroplane'. They show care and concern for other others, as they gently remind their friends to roll up their sleeves when playing in the cornflour. Children listen to stories attentively. They are able to predict the next stage and are able to relay the story in their own words. For example, they act out 'Jack and the Beanstalk', using glove puppets. This helps develop their listening and communication skills. Children self-select and care for books appropriately, they are beginning to show interest in print and linking letters to sounds. For example, some children know the first letter of their name. However, they have few opportunities to recognise their name and to use writing for a purpose.

Children are developing good counting skills and can reliably count to ten and beyond. They spontaneously predict the next number when singing action rhymes. They calculate on a regular basis and know when there are six bricks and two bricks are removed there are four left. They can count backwards with support and use positional language in their play such as bigger, smaller under, over and behind. They confidently problem solve, as they build towers using a variety of shapes, such as a circle, triangle and square. They link shapes to everyday objects. For example, children describe a plaster as a rectangle and the moon as a semi-circle. Children have opportunity to solve number problems most of the time through daily activities, such as counting the cups at snack time.

Children show curiosity as they question how things work, use tools for a purpose and foster their imagination. For example, children bring outdoor play equipment, such as bikes and scooters to the garage in the outdoor play area for repair. They use imaginary spanners, drills and screwdrivers. They make notes of how they have repaired the toys. Staff ask the children questions, such as 'why do we need to replace the pedal and why do you think the wheels will not go round?'. Children are beginning show appreciation of the environment. For example, children know they need to wear coats and hats when it is cold and windy. They enjoy scooping up the leaves from the floor and listen to different sounds, such as children, talking and the birds singing.

Helping children make a positive contribution

The provision is satisfactory.

Children enjoy a warm and welcoming atmosphere at the setting because they are cared for by a warm and caring staff team. Most children show a strong sense of belonging and feel they are part of a wider family. They confidently share with staff family events, such as the arrival of a new baby brother. This helps children to develop meaningful relationships. Staff take time

to get know the children's routines and work in partnership with parents. For example, parents complete a detailed questionnaire about their child's individual needs and care plan. This ensures all children's needs are appropriately met.

Children's behaviour is generally good. They begin to understand right from wrong in a caring and sensitive environment. Staff provide children with clear and consistent boundaries, which effectively encourages children to behave well. Children follow the example of staff, in showing courtesy and consideration. For example, staff remind children of the importance of sharing toys with their friends. Staff praise children for their thoughtfulness and consideration for others.

Children benefit from an inclusive environment where all children are valued and included. Staff work with parents to ensure children with English as an additional language are appropriately supported. Children's spiritual, moral, social and cultural development is fostered. They learn about the wider world through an acceptable range of activities and play resources, which reflects their local community. For example, more able children have written 'welcome' in a variety of different languages. All children observe and have access to a range of familiar photographs, which show adults, themselves and their peers. This helps children to recognise similarities and differences.

The partnership with parents and carers is good. All parents, including parents of children in receipt of nursery education funding, have developed a successful relationship with other parents. They receive an information brochure when their child starts nursery and are encouraged to spend time settling their child, so they get to know staff well. They are made aware of the nursery's policies and procedures and know they are accessible at any time. Staff make time to talk to parents about their child's interests before the start of the day. Relevant information is shared to ensure staff have a consistent knowledge and understanding of children's individual needs. All parents receive a daily verbal and written account of their child's care and achievements. Most parents know they are able to access their children's assessment records at any time. All parents are invited to attend parent's evenings and they receive a detailed end of term report. They are provided with regular newsletters, which provides information regarding the setting and the range of childcare services available.

Organisation

The organisation is satisfactory.

The Registered Person uses appropriate procedures to ensure staff are vetted and qualified. However, the systems on site lack sufficient detail to confirm the suitability of staff. An acceptable induction programme provides staff with the opportunity to become familiar with the operation of the setting. There is strong commitment to training, which is based on the individual needs of the staff and the day care service provided.

The premises are sufficiently organised and space is used appropriately, to provide children with the opportunity to play and move around freely. Staff are deployed appropriately most of the time, to ensure the needs of a varied age range of children are met.

There is a satisfactory range of policies and procedures, which are understood and implemented by most of the staff. All statutory documentation, which contributes to children's health, safety and wellbeing, is in place and stored securely to maintain confidentiality.

The premises are sufficiently organised and space is used appropriately, to provide children with the opportunity to play and move around freely. Staff ratios are maintained and the deployment of staff ensures the needs of a varied age range of children are met appropriately.

Leadership and management of the educational provision is satisfactory. Practitioners have sound knowledge of childcare and an appropriate knowledge of the early learning goals. The manager and staff team work well together and meet on a regular basis to discuss the children's progress and plan for the next stage of learning. However, there are some gaps, such as providing opportunities for children to become independent learners. The manager works alongside staff to monitor their work practices and to offer advice and support. Staff have regular appraisals, which are used to identify individual training needs. There is a commitment to continuous improvement, reflected in the cooperative working with other professionals, such as the early years teacher. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection, recommendations were made with regard to hygiene practice, fire safety, child protection, written parental consents and documentation.

An additional low level sink has been fitted in the main play room. Children have access to a soap dispenser and paper towels. Fire safety has improved with the addition of three smoke alarms. Staff use a whistle to make children aware of potential danger. The children's attendance register shows children's dates of birth. Written permission from parents to seek emergency treatment or advice has been requested and the child protection policy contains relevant contact numbers, for support and advice. These improvements ensure children's health and safety is appropriately protected.

At the last inspection of nursery education, the setting was asked to address a number of recommendations, with regard to providing opportunities for children to select their own resources and to use their own imagination in art and design. To improve the systems for monitoring and evaluating the quality of teaching and to improve the link between observation, assessment and planning.

The setting has made some improvements. Children have access to an acceptable range of creative resources and are able to create their own designs. The manager works alongside staff to offer daily support and advice. Staff have regular appraisals to access their training needs. They are beginning to use observations to inform children's assessment records. Overall, these measures provide opportunities for children to work towards the early learning goals.

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 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):

- ensure children wash their hands at appropriate times of the day
- ensure children attending the out of school care have the opportunity to access a suitable range of activities according their age, stage of development and individual needs
- develop further the systems for recording staff's suitability.

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 further opportunities for children to become independent learners
- ensure children's assessment records are used effectively to plan for children's individual learning
- develop further opportunities for children to recognise their name and use writing for a purpose.

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