

# Crescent Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	321470
<b>Inspection date</b>	12 September 2007
<b>Inspector</b>	Lindsay Helen Dobson
<b>Setting Address</b>	7 The Crescent, York, North Yorkshire, YO24 1AW
<b>Telephone number</b>	01904 647198
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<b>Registered person</b>	Joseph Penryth Gould
<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?

Crescent Day Nursery is one of four day care establishments that are owned by Northumbrian Trust Day Nurseries Ltd. It has been registered for a number of years and was purchased by the present owners in 2001. It is located within a three storey terraced property close to the railway station and main road into the city centre of York. Care is provided on all three floors. An enclosed area is provided for outdoor play.

The nursery is open for 52 weeks of the year, closing only at weekends and all bank holidays. Opening times are between the core hours of 08:00 until 18:00 although parents may take or collect children at alternative times by previous prior arrangement with the nursery manager.

The provision is registered for an overall total of 30 children from birth to five years. There are currently 45 children on roll attending full or part time sessions. There are four children in receipt of nursery education funding.

There are nine members of staff including the nursery manager. All staff hold a relevant childcare qualification. The nursery receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy and are protected from infection because they are cared for by staff who carefully follow the good, clear procedures in place. Children are encouraged to learn about personal hygiene and older children will confidently explain that you need to wash your hands before you have dinner and brush your teeth when you have finished. Children's personal independence is encouraged. Routines for the care of babies are generally good and clear procedures are in place for sterilising bottles and nappy changes. Staff wear protective aprons and gloves, however, the nappy changing mat is not consistently cleaned after use. All the staff are first aid trained and there are good procedures in place to record any accidents or medication administered; parents always sign these records to ensure they are kept well informed of these aspects of their child's care.

Children are well nourished by the home cooked meals provided by the nursery. Children thoroughly enjoy their meals and eagerly ask for seconds. They talk to staff about what they are going to have for lunch, smelling the good food smells coming from the nursery kitchen. The menu includes plenty of fresh fruit and vegetables in the meals and snacks provided throughout the day. Any special dietary needs that children may have are carefully recorded before care begins and then transferred to lists in the kitchen and their individual care rooms to ensure those needs are met. Drinking water is available freely for children to access and staff also encourage children to have additional drinks after physical play to ensure they are well hydrated.

Children very much enjoy the outdoor play area. They have time each day to develop their physical skills, both indoors and out. They can climb on the small climbing frame and develop coordination and skill with the wheeled toys, hoops and balls. Older children make regular visits to the local park to enable them to challenge and further develop their skills on the larger climbing and balancing equipment. Physical play is planned every day for all age groups to ensure their development in this area is fostered appropriately and they can benefit from being outdoors.

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

The provision is good.

Children are cared for in premises which are clean, warm and well maintained. The nursery is a welcoming setting for both parents and children. There are bright displays of the children's own work at child height and photographs on walls and in albums which they can look through to nurture a feeling of belonging. Throughout the nursery there are notices for parents to ensure they are well informed of all aspects of their child's care, for example, daily menus, activities and upcoming events in the nursery.

The nursery is well equipped with a wide range of inviting, good quality resources. There is comfortable seating in the baby unit to ensure staff can sit comfortably while they feed and cuddle the children, and young children will eagerly gather around a member of staff, sitting on laps and cuddling up while they listen to a story. All resources meet the appropriate safety standard and are checked regularly for safety and hygiene.

Very clear and regularly updated risk assessments, together with vigilant staff, help children to stay safe within the setting and on outings. All the appropriate policies and procedures are in place and these are followed carefully. Older children learn how to keep themselves safe through the discussions they have about road safety and when they go out within the local area to develop an understanding of how to cross roads safely. In addition, they practise the fire evacuation procedure regularly. Children are further protected by the safeguarding children policy which is in place. All staff have undertaken external or in-house training in child protection procedures and have a good knowledge and understanding in this area.

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

The provision is good.

Children enjoy their time at nursery and settle well. They achieve and make good progress because staff are skilled and experienced, and use their strong understanding of early years guidance to plan and provide good, positive experiences for children of all ages.

Babies and very young children make progress because they have good relationships with their key staff, which develops their self-confidence. They are encouraged to use all of their senses, such as by listening to music and the sounds made by the musical toys. They experiment with different media, for example, pasta, paint, sand and water. Young babies play on the floor and feel the different textured toys available to them, they look at themselves in the mirrors and respond with smiles and squeals as they play 'I see' with the staff. Care tasks are performed sensitively and staff talk to and play with the babies as they change their nappies and feed them. Staff clearly enjoy the company of the babies, who respond well to this.

Toddlers develop independence as they help themselves to their snack and drinks. They choose resources from the carefully labelled boxes and enjoy role play as they make cups of tea for the staff. They develop their manipulative skills as they use construction bricks to build a house, cleverly using the bricks to represent beds, a table, a shower and a television. Staff give good support to help the children to put their ideas into practice. They are learning to take pleasure from books and stories and will eagerly listen to staff who read to them with enthusiasm.

### **Nursery Education**

The quality of teaching and learning is good. Children are happy, active learners. They are very confident and show high levels of independence and curiosity. They are developing good relationships with staff and with other children and will readily introduce their friends. Children show great enjoyment in books and stories. They talk about their favourite books and contribute confidently whilst they are being read. They are learning to listen to and value each other's contributions at group time. Children can recognise their own names as they self-register in the morning and are learning the names and sounds of letters as they name objects starting with the same letter. Letter recognition is further consolidated as children type their names on the computer before printing it out and proudly showing their work to their friends. They understand that print has meaning, through clear labelling around the room.

Children are learning to solve simple mathematical problems and are able to count confidently to 20 and beyond; they compare counters threaded on laces and are able to recognise which have more. They learn about volume as they play in the sand and water and use mathematical language well. They explore and investigate as they plant and grow flowers in the outdoor area. Children have opportunities to play in the role play area which is currently a travel agents, and they busy themselves looking at and planning holidays for each other and the staff. Children

enjoy listening and moving to music. They eagerly paint, draw and model using a very wide range of materials, however, the structure of the creative area and the resources does not allow children to be spontaneous in their play or fully develop their own ideas.

Staff have developed good systems to observe, monitor and record children's achievements and they are then able to plan for the next steps in children's learning, to ensure they are making good progress in all areas. Staff are eager and confident to take on new initiatives and are keen to develop their practice. Time and resources are managed very well to ensure children access all areas of the curriculum and make the most of their time at the setting. They are skilled in adapting activities to offer support to the younger children but also to challenge older and more able children. Staff use questioning very well to encourage children to think for themselves, for example, children talk about plants and flowers; staff ask 'what do they need to make them grow?' This approach helps children to develop confidence and independence in their play and learning.

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

The provision is good.

Children develop a sense of belonging and are able to play a full part in the setting because staff value and respect their individuality. Children's own work is displayed at child height and this, together with the many photograph available for children to look at, helps them to feel a sense of identity. Children learn about wider society from the appropriate resources available to them and the sound range of festivals celebrated. They are encouraged to respect and value themselves and each other. Children's spiritual, moral, social and cultural development is fostered.

Staff have past experience of caring for children with learning difficulties and disabilities and there are clear processes in place to monitor children's progress and highlight any concerns. All children are offered a high level of support and this ensures all children are fully included in all aspects of the setting.

Children behave well. They benefit from the calm and consistent way staff manage behaviour. They are encouraged to share and to take turns and in this way they are learning the difference between right and wrong. Older children are encouraged to think about the consequences of their actions and are praised for being kind and helpful. Staff are polite and respectful to the children and provide good role models for the them. Children throughout the nursery are encouraged to say 'please' and 'thank you' and management of behaviour is appropriate to the age and understanding of the children.

Partnership with parents and carers is good and this contributes significantly to the children's overall well-being and enriches their time at nursery. Parents speak very highly of the setting and value the approachability of the staff and the very good communication systems in place. All children have a diary sheet which records care information such as meals, sleeps and nappy changes. There are clear displays and noticeboards throughout, keeping parents fully informed of what the children are doing during their time at the setting as well as information of general interest. Regular newsletters and parents evenings keep parents up to date with children's progress and there is good written initial information for new and prospective parents. Carers and parents are encouraged to become involved in their children's learning through the information shared on the current topic.

## **Organisation**

The organisation is good.

Children benefit from the commitment of staff to meeting their individual needs. Staff are qualified and most are very experienced; all staff work very well together as a team. They show great sensitivity to the children and make their care and education their first priority. The key worker system, which is in place throughout the nursery, works well in practice, especially in the baby unit where key workers are responsible for the day to day care tasks of children within their key group. They take responsibility for 'their' children and are very careful to pass on all relevant information to other staff when they go for their lunch break or at the end of their shift. This ensures children's individual needs are met very well.

The leadership and management of the nursery education are good. Staff are positively encouraged to undertake regular training and see this as beneficial. They receive very good support from the management team and standards throughout the nursery are monitored closely. Staff are encouraged to take responsibility for the planning and assessment systems within their room and to assess their own practice. This is monitored by the manager and then further discussed at regular 'job chat' sessions.

Staff are well organised to ensure the recommended ratios of children and adults are maintained and there are clear procedures in place to accurately record attendance of children and staff. Recruitment and vetting procedures for new staff are robust and ensure all adults are suitable. All required documentation which contributes to children's health, safety and well-being is extremely well maintained, is kept up to date and is accessible to parents and staff.

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 the staff were required to develop the children's registration system and improve parental access to Ofsted contact details. Registers now clearly show arrival and departure times of individual children and Ofsted contact details are provided for parents in the entrance area, through the detailed complaints procedure and in the regular newsletters provided.

At the last nursery education inspection, the setting was required to encourage greater use of planned and spontaneous opportunities and events, develop children's independence and reinforce and consolidate learning, and provide children with regular and consistent access to role play opportunities. Staff have further implemented well planned activities and spontaneous opportunities for children. Learning is consolidated by focusing on children's interests and varying the good range of resources available. Children have free access to role play opportunities and they engage in this area, developing their imagination skills well.

Improvements since the last inspection promote the children's welfare and security, whilst enhancing the play provision and opportunities to develop and consolidate learning.

## **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**

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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 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):

- improve hygiene routines with regard to nappy changing.

#### **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):

- provide opportunities for children to be more spontaneous in their creative play and develop their own ideas.

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)