

Broad Oak Nursery

Inspection report for early years provision

Unique Reference Number	322356
Inspection date	02 August 2007
Inspector	Margaret Patricia Mellor
Setting Address	64 Palmerston Road, Mossley Hill, Liverpool, Merseyside, L18 8AJ
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Registered person	David Myers
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?

Broad Oak Nursery was registered in 1997. It is privately run and located in the Mossley Hill area of Liverpool. Children use three nursery rooms for their care and learning experiences. There is a secure, fully enclosed garden for children's outdoor play with a designated area for the under twos. It primarily serves children living in and around the local community.

The nursery is registered to provide care for a maximum of 30 children aged under five years at any one time. It is open Monday to Friday from 08.00 to 18.00 with the exception of bank holidays and a week at Christmas. There are 43 children on roll aged from 12 months to four years. Of these, nine children receive funding for nursery education. It supports children with learning difficulties or disabilities.

The nursery employs 10 staff to work with the children, of whom seven have a relevant childcare qualification. Staff receive support from Sure Start Services of Liverpool Children's Services and an early years teacher advisor.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is safeguarded generally well. Staff act in children's best interests when they are ill, which is well supported by the detailed sick child policy and medication records. They consistently follow the sun protection procedures, ensuring children use sun creams from home, wear hats and play in the shade on hot days. Children's individual dietary needs are communicated well so that parents' wishes are respected and children remain healthy. Two staff have a relevant first aid certificate but the first aid box is not easily accessible for staff to quickly respond to children's minor injuries.

Children's interest in a healthy lifestyle is fostered and encouraged. They enjoy opportunities throughout the day to be active or restful, according to their respective needs. Children relish cutting with scissors, mark making and threading beads, building on their fine motor skills through fun, play and learning experiences. They love to be active and negotiate space well, responding with gusto when climbing, hopping, skipping or exploring rhythm to music. Younger children show plenty of curiosity and have plenty of fun as they freely explore their environment. There are lots of chuckles as they crawl through the play tunnel or roll in the ball pool.

Children enjoy a variety of healthy food options, prepared by the staff. The children's lunch is wholesome and served in ample portions so children are well nourished. They have fresh fruit everyday, increasing their awareness of a range of different tastes and textures. Staff follow appropriate procedures for the safe storage and preparation of babies' formula milk, contributing to their health needs. Older children learn to listen to their bodies as they independently help themselves to drinks when thirsty or after exercise and babies develop their coordination as they eat finger type foods.

Children are cared for in a warm and comfortable environment. Younger children begin to learn about simple personal hygiene through their daily routine. Staff take time to explain why being hygienic is important and older children confidently talk about how washing hands helps get rid of the germs. Children build on their awareness as they sometimes help to wipe the tables and love to wash the dolls or role play in the home area set up as a dentist. Staff, themselves, have a sound understanding of health care issues, for instance, consistently wearing disposable gloves and aprons when nappy changing. Therefore, helping to prevent the spread of cross infection, which contributes to children's well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. The children's playrooms are spacious and afford plenty of natural light. Children play with a suitable range of toys that help to stimulate their enjoyment and learning. Staff regularly check the toys, so children remain safe. Children sit, play and sleep in comfort because the tables, chairs, cots and comfy floor cushions are suitable for the range of children who attend. They enjoy a variety of safe challenges on the portable toys and climbing resources in the secure outdoor play area.

Children begin to learn aspects of personal safety. They regularly practise what to do in the event of a fire and through planned activities, for instance, workshops run by the community police. Children have plenty of fun whilst building on the awareness of how to keep themselves

safe as they eagerly join in road safety activities. Babies sleep in safety and comfort because staff are close at hand to record checks on them and respond to their wakening. Children's well-being is further assured because there is a designated child protection co-ordinator. Staff demonstrate a good understanding of child protection issues and the procedure to follow should they wish to report a concern. There are effective and well thought out procedures for keeping children safe and well on outings.

Children move freely and with confidence in nursery as there are good safety arrangements in place. Staff vigilantly monitor access to the premises when visitors and parents arrive. This is well supported by the signing in and out procedures, and effective systems for the collection of children in an emergency. Staff carry out a daily written risk assessment of the premises to effectively address any areas of concern, minimising the risk of children accidentally injuring themselves. All the necessary safety equipment is in place and appropriate procedures for checking the fire equipment and portable appliances.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children have an enjoyable time in nursery and are making sound progress in all areas of their development. Staff are starting to use the 'Birth to three matters' framework and progress records to promote children's learning and development. They encourage children's learning through repetition. Children are involved in their play and eagerly choose whether to play in the home area, paint, look at books, play with the small world toys or sit at tables to do puzzles or join in picture games. They begin to explore using their senses through tasting different fruits, listening to music and respond gleefully when feeling the different natural resources in the treasure baskets. They discuss the smell and texture of the cake mixture, both before and after it is cooked. Children sit and concentrate to complete tasks, for instance, putting simple puzzles together or building a tower with blocks. They enjoy listening to stories and singing rhymes.

Children are happy and relaxed, showing a sound awareness of how to behave and keep themselves healthy and safe. Younger children gain confidence as they begin to play sociably alongside one another and with each other whilst staff are close at hand for reassurance. They relish staff's close contact as they play with the toys and gleefully join in finger rhymes. They develop a sense of 'Me, Myself and I' as they begin to respond to their name, play with their toes and explore objects with their mouth. They are developing their awareness of their physical needs, seeking eye contact as a way of communicating when tired or hungry. They begin to repeat simple words they hear and sometimes point to shapes and colours when playing. Babies love to babble and there are lots of chuckles as they shake the toys that make sounds.

Nursery Education.

The quality of the teaching and learning is satisfactory. Staff are knowledgeable about how children learn and the Foundation Stage and six areas of learning. Activities are topic based around children's interests, which are appropriate for the ability of children attending and stimulate enjoyment. Staff evaluate to monitor the children's learning outcomes and record how this supports plans. They use observation effectively to assess the children's progress and track their development through the stepping stones. They use assessment to inform future plans, identifying resources needed to support the plans.

Children are supported in small groups and staff are keen to motivate children's learning, skilfully judge when to become actively involved and when to allow children to independently explore. During group activities, staff give clear and concise instructions. They explain how many spoons of flour are needed to make the cakes, and the rules of the game when matching pictures. Staff show a keen interest in what children do and say. They ask children about their painting and what they construct with blocks.

Children's curiosity and investigative skills are promoted generally well. They learn about living things through planned activities, such as mini beasts. They love to listen to the hungry caterpillar story and hunt for bugs in the garden. Children plant sunflower seeds and learn that they need soil, sun, light and water to help them grow. However, there are few investigative resources for children to spontaneously explore and observe natural or made objects. Children delight in playing with the telephone, calculators and cash register, but their learning of technology is not fully extended because they do not have access to resources, such as a computer or cameras.

Children are happy, interested and involved in their activities, relating well to each other and adults. They demonstrate appropriate levels of independence for their level of maturity. Children self-register on arrival, wash their own hands and sometimes make their own sandwiches at tea time. They concentrate well and persist in tasks to achieve outcomes, for instance, putting puzzles together and building with blocks. During planned activities, children count and develop their mathematical skills. When baking, staff explain how long the cake needs to be in the oven. They demonstrate time with the clock helping children to recognise numerals. Children confidently count to 10 or more as they build a tower with blocks. They enjoy arranging shapes to create pictures and drawing in the sand to make patterns. However, there are few numerals displayed in the environment, and staff are not consistently providing children with opportunities to attempt simple calculation in everyday activities.

Children become confident communicators. They eagerly sing rhyming songs and join in discussions at story or circle times. They chat fondly with adults about their home life and where they go on holiday. They learn that print carries meaning through displayed words and captions and have access to a range of books for enjoyment. Children have many opportunities to practise their writing skills and mark making, with free access to a variety of writing materials and paper. They are proud of their achievements and eagerly share their mark making with others, fostering children's self-esteem. Many of the children recognise their own name and the names of others.

Children are encouraged to develop their creative skills and freely express their own ideas and feelings through art and craft. They make models of aeroplanes with found materials, do collage pictures of Elmer the elephant, explore paint and relish playing in the sand or water. They have a strong sense of belonging and are proud of their achievements, which they eagerly share with others. Children build on their creativity and respond gleefully as they spontaneously dress up and role play in the home area.

Helping children make a positive contribution

The provision is good.

Children are very confident and happy in nursery. Staff work closely with parents to ensure they understand children's individual needs and home routines so children settle well. Parents are warmly greeted by staff as they arrive and there is plenty of discussion about the children's activities and interests. They say that they are very happy and satisfied with the children's care,

play and progress they make. They are given information about the nursery as part of the enrolment procedures. A detailed notice board and regular newsletters keeps parents up to date with developments, reassuring them that children's interests come first. Children's continuity and the quality of care offered is fostered through this meaningful relationship between home and nursery.

Children develop good levels of self-esteem and staff form close and caring relationships with children. They are highly valued because staff have a strong understanding of learning difficulties and disabilities. This sometimes involves staff in working in close partnership with parents or other professionals and accessing training. Therefore, helping to meet the needs of all the children so they are all included in the day's activities. Children attend from different family backgrounds and activities are non-gender specific. They enjoy celebrating special events in their own lives and begin to learn about other cultures through festivals, such as Chinese New Year when they make dragons. However, there are few multi-cultural toys or resources reflecting positive images of disabilities, consequently, children's awareness of similarities and differences is not fully extended.

Children's self-esteem is nurtured in a positive environment where children are encouraged to feel good about themselves. Their art work is widely displayed on walls, promoting a very welcoming environment for children and their parents. Staff are good role models and use plenty of praise, stickers and star of the week awards to acknowledge what children have done well. They are very polite and attentive encouraging children to express their interests and talk about what they are doing. Children are well occupied and very involved in their play, and as a result behave very well. They are developing good social skills as they begin to understand what is expected of them. Children are very courteous as they spontaneously say please or thank you. Younger children begin to develop the concept of sharing and older children are supportive of one another as they willingly take turns. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents of the nursery education is satisfactory. Information about the Foundation Stage is discussed informally and there is little written information for parents about the children's learning programme or early learning goals. Parents are not aware of their children's development records and there is no formal procedure for parents of children in receipt of the nursery education grant to meet with key workers. Consequently, parents are not actively involved in children's learning.

Organisation

The organisation is satisfactory.

Children are cared for in three age related groups and every child has a named key worker, contributing to children's happiness and sense of security. Staff creatively organise the environment allowing for both active play and relaxation. However, the toys are not clearly labelled and some are not easily accessible to children. The garden area is still being developed, therefore, opportunities for children's continuous play is not yet fully promoted. Children benefit from appropriate adult support and staffing ratios provide appropriate levels of individual and group support for children. Staff have a copy of the 'Birth to three matters' resource pack but have not accessed any courses to improve their knowledge of child development for younger children.

Children are cared for in a warm, comfortable and safe environment. There are effective systems for the recruitment and supervision of adults who care for the children. Staff have accessed

training, such as food hygiene and child protection, which helps to provide an effective service for the children. There are written policies and effective procedures so that non-vetted persons are not left unsupervised with children. All the regulatory documentation is in place, stored appropriately and made available for inspection. Children's quality of care is nurtured through the daily sharing of information with parents.

The quality of leadership and management of the nursery education is satisfactory. The manager and staff work well together and this is reflected in the children's happiness, confidence and sense of belonging. There is a clear commitment to improving the care and education for all children. Staff attend training to improve their skills but there have been few recent opportunities for staff to update their knowledge of the Foundation Stage.

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

Improvements since the last inspection

At the previous inspection two recommendations were raised to meet the National Standards and improve the quality of care. These referred to health and organisation. They have reviewed the children's daily attendance registers and visitors' records; and introduced a procedure for uncollected children. Three recommendations were also raised to improve the quality and standards of nursery education. They have reviewed the planning around the children's areas of learning, introduced a mark making area, and begun to improve the resources that promote children's awareness of technology. Therefore, improving the quality of care and nursery education offered.

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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- improve accessibility of the first aid box
- continue to improve the range of resources that promote children's awareness of equality issues

- continue to develop staffs' knowledge of child development for children aged under three years
- take steps to improve children's accessibility to the toys, and continue to develop the children's outdoor play area.

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 opportunities for children to recognise numerals in the environment, and attempt simple calculation in every day activities
- continue to build upon children's access to investigative and programmable resources
- improve information for parents on the children's educational programme, and continue to develop parental involvement in reviewing their children's progress records
- continue to develop opportunities for staff to update their knowledge of the Foundation Stage.

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