

# Holme Garth Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	400081
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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 inadequate – notice of action to improve. The registered person does not meet 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?

Holme Garth Nursery is a privately owned setting that has been registered since 1985. The nursery runs from three rooms on the ground floor of a dormer bungalow. It is situated in the village of Sutton-in-Craven near Keighley. A maximum of 32 children may attend the nursery at any one time. The nursery is open five days a week from 08.00 until 17.30 all year round. Children have access to an enclosed grassed and paved outdoor area.

There are currently 38 children on roll. Of these, 10 children receive funding for nursery education. The setting serves the children within the local and wider community. Children attend for a variety of sessions.

There are 10 staff who work directly with the children. This includes the manager who is also the registered provider. Of these, four hold an appropriate early years qualification. The other staff members are working towards a qualification. The nursery receives the support of the Early Years Development and Childcare Partnership.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is inadequate.

Staff are not keeping a written record of all medicines administered to children, which is a breach in regulations and impacts on children's safety and welfare. Other procedures are generally followed as required to ensure that children are suitably taken care of if they have an accident or become ill. For example, a number of staff have an up to date first aid training certificate, accidents which happen at the setting are recorded satisfactorily and parents are contacted if children become unwell, which minimises the spread of infection. However, the contents of the first aid box are not checked frequently and replaced as necessary. This means that the majority of equipment has exceeded the expiry date and impacts on the effectiveness of the administering of first aid to promote children's welfare.

Children are suitably protected from infection because staff follow appropriate health and hygiene guidelines, policies and procedures. For example, staff in the baby room are reminded by the manager to wash tables, highchairs and young children's hands before snack and good nappy changing arrangements are implemented, such as using gloves, aprons and cleaning the mat between changes. Posters and pictures remind staff and children about good hand washing routines.

Children are suitably nourished. Although the same meals are provided each week, these are rotated to ensure that children who only attend on certain days do not have the same meal each week. Healthy snacks are provided, such as raisins and bananas, and main meals are satisfactory and include fish fingers, beans and chips, mince, pasta with tuna and cheese and a picnic lunch with food items including sausage rolls, cheese, bread, crisps and raw vegetable sticks. Young children are offered drinks regularly and older children can access water throughout the day, which further promotes their all round good health.

Children benefit from fresh air and exercise as they have good access to outdoor play. All age groups go out daily and use a generally satisfactory range of equipment. For example, younger and older children ride around on wheeled toys, sit on the mat to play with the cars and access the home corner utensils and play food. Very young children explore movement as they pull themselves up against staff members and develop confidence as they take steps while holding on to adults' fingers for support. Children develop their fine motor skills in a range of ways, for example, as they play with the dough, use glue sticks, draw or fit small pegs into the board. Staff recognise the signs of tiredness in young children and respond to their needs to ensure that they are suitably rested.

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

The provision is satisfactory.

Children aged two to five years are cared for in a warm and welcoming environment where space is organised suitably to meet their individual needs. For example, posters and bright Christmas displays create a pleasant visual impact and staff have created a designated pre-school room to ensure that children who receive the nursery education grant can take part in more specific activities that may not be suitable for the youngest children in the group. Activities are well spread out in the main room to enable children to move around safely and freely.

Although there are some bright displays and photographs in the baby room, the area is not organised effectively or sufficiently welcoming or stimulating. This is as a result of the storage of equipment, lack of a quiet area to enable individual sleep patterns to be facilitated effectively and lack of exiting resources and the way in which these are organised.

Children are cared for in a generally safe and secure indoor and outdoor environment because most risks are identified and minimised appropriately. The provider has recently begun to complete written risk assessments for each area used by children, although these lack some detail, and there are currently no operational procedures for the safe conduct of any outings provided. Examples of safe practice observed include babies being securely fastened in highchairs, staff monitoring the access to the premises, electrical sockets being covered and hazardous materials being inaccessible. However, although staff demonstrate suitable levels of supervision, hot radiators pose a risk in the baby room, along with unsuitable arts and craft materials, such as sequins and small pieces of cellophane. When the radiator temperature is reduced the room is not maintained at an adequate temperature. Although the provider explains that fire practises take place regularly, these are not effectively recorded in a fire log.

Children take part in a range of activities to help them learn about safety, such as visits to the police station. Staff effectively explain safe practice to children within everyday routines, for example, as they remind them not to jump near the construction toys as they may fall onto these.

Children are safeguarded because staff understand their role in child protection. The designated person is clear about her responsibilities to pass on child protection concerns in a prompt manner and is able to identify a range of possible signs and symptoms of children at risk. Most staff have completed online child protection training and are aware that they must pass on any concerns to the designated person or other senior staff member.

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

The provision is satisfactory.

Children are well settled, presenting as happy and confident. Staff use good distraction techniques and offer cuddles and comfort to any children who are a little upset, for example, if they have not attended for a short while due to illness or holiday.

Children aged under two years are involved in a generally satisfactory range of activities, which support their learning and development and are based on basic plans and observations. Although staff provide some good opportunities for young children to explore and investigate, such as with shaving foam or cornflour, the everyday toys are limited in providing effective learning opportunities. Young children explore the glue stick and arts and craft materials and show the inspector their fingers where items have stuck. They show good levels of interest in this adult-led activity and in some of the general resources, such as the home corner unit and utensils. They show imagination as they pretend to put the food in the oven then offer this to the inspector or a staff member.

Staff help young children develop their skills in communication as they sit alongside them talking about what they are doing and young children attempt to respond with gestures, words or different sounds. Staff interact warmly with young children during everyday routines, for example, during mealtimes or nappy changing.

Children over the age of two years show good concentration and enthusiasm with activities, in particular during the creative sessions. This entails a broad range of sensory materials being set out for a specific period during each morning and afternoon. For example, children enjoy filling pots with sand, painting a picture, sticking with arts and craft materials and sailing the boats in the water. When these sessions are cleared away the range of general activities and resources is satisfactory and includes number games, books, puzzles, the doll's house and construction.

Children relate well to others as they link up with their peers in a range of situations. For example, they pretend to fly to the moon, read stories or build with construction toys. Children respond well to staff who are interested in what they say and do and sit alongside them on the floor or at tables to support their learning. For example, they help children build with construction toys and children readily approach staff to ask them to read a story.

### Nursery Education

The quality of teaching and learning is satisfactory. The pre-school leader has a satisfactory knowledge and understanding of the Foundation Stage and is solely responsible for planning and updating children's profiles as there is no key worker system in place. Other staff have recently had training during staff meetings on each area of learning to develop their knowledge and support them in their teaching. Satisfactory planning ensures that children are involved in an adequate and generally balanced range of activities to help them make progress through the stepping stones. Although there are some written records in place, these are very basic and children's starting points and attainments are not thoroughly identified and linked to the stepping stones. Consequently, records are not sufficiently informative in helping the pre-school leader to track children's progress to effectively plan their next steps for learning. Staff spend a good amount of time sitting directly with the children to support their learning, for example, through good questioning.

Children clearly enjoy the setting as they readily say goodbye to their parents and display good levels of interest in the planned art and craft activities and show satisfaction at finishing a task, for example, the 'Santa face' collage. Sufficient levels of interest are shown in the general resources set out by staff. However, the environment is not effectively structured or resourced to enable children to take initiative and become self-sufficient in choosing activities and selecting resources for themselves. Children readily initiate interactions with others, for example, as they approach the inspector to look at the laptop or invite the inspector to look at their painting.

Children show an interest in numbers and counting as they talk to the inspector about how old they are and how old they will be on their next birthday; they use their fingers to represent the number. They count how many children are present at snack time and how many candles are on the birthday cake in the story 'Birthday Bones'. Children engage in simple calculation as they predict correctly how many animals are left if two are taken away from a group of six, and solve problems as they turn the jigsaw pieces around to successfully complete a very complex puzzle.

Children use language confidently in a range of ways. For example, they describe what they are creating with the collage materials, talk about the rocket that they have constructed and use talk in imaginary situations as they pretend to fly to the moon. Children describe their own experiences and differentiate between past and present, for example, as they talk about their birthday or when they visited Santa Claus last year. Some children recognise the first letter of

their name, of an animal or of an object, and some older children competently write their name or a family member's name on the inspector's laptop.

Children are provided with a range of opportunities to use a range of senses and develop their imagination and creativity. Children clearly enjoy exploring different textures as they describe the cold rough sand, talk about the feel and smell of the lemon cornflour and make patterns in the shaving foam. Children delight in showing the inspector and staff their foamy or gooey hands and enthusiastically squash, poke and pat the dough to create a range of shapes. Children confidently join in with their favourite songs in groups or on their own. For example, children sway and sing along to the music as they listen to the Christmas tape while playing on the computer.

Children negotiate appropriate pathways indoors and outdoors as they ride around on wheeled toys or play chasing games. Children manipulate objects with increasing control, for example, as they competently manoeuvre the computer mouse to independently operate simple programs, hold mark-making utensils, such as a paintbrush, to create patterns and skilfully roll out the dough to cut out shapes. However, there are limited opportunities for children to show increasing control through the use of large equipment. Although children engage in topics to develop health and bodily awareness, such as Healthy Eating, children do not show an awareness of good health practices in relation to hygiene.

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

The provision is satisfactory.

Children are valued and included and have their individual needs met sufficiently because overall, staff work satisfactorily in partnership with parents. Information is given to parents before placement through the parent handbook, including policies and procedures, to ensure that they are aware of the setting and practice and are in agreement with this. Staff generally complete required records before placement and obtain sufficient details about individual needs to enable appropriate care to be given. Individual health or dietary needs are effectively met. Additional information is obtained about babies' typical daily routines. Information is exchanged suitably with regards to children over two years. This mainly takes place through informal daily chats. Planned charity events additionally help parents to be involved in the setting.

Although a daily record sheet is provided for the parents of children under two years, there is no adequate daily system for the exchange of information between parents and a key person. This is because parents do not go into the baby room to either collect or drop off their children. They leave their children with staff in the over twos room, who then take the children through to the baby room. This is also the same if they are collecting their children, with the exception of when all age groups join up in the main room towards the end of the day.

Children learn to respond to appropriate expectations for their behaviour because staff act as good role models and use effective strategies to support children. For example, they speak respectfully to children, use good manners, offer explanations and re-direct children's attention skilfully if they are becoming a little boisterous. As a result, children are very well behaved. Children develop good levels of self-esteem because staff acknowledge children's achievements, such as a painting or listening well at story time, through verbal praise and encouragement and reward stickers; children proudly show these off to the inspector.

Children benefit from a suitable range of resources which help them value diversity, such as dressing up clothes, books, dolls and posters. They develop a sense of their own community

and learn about the similarities and differences between themselves and others through a good range of activities. For example, children take part in charity events and celebrate different festivals. Additional topics, such as 'Out of Africa', help children learn effectively about the wider world.

Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers in relation to the nursery education is satisfactory. Suitable information is provided to inform parents about the education programme and planning is displayed for parents to access. Parents are satisfactorily encouraged to be involved in their child's learning through regular newsletters, which include information about how parents can contribute to topics. At present there is no effective informal or formal channels of communication to discuss children's progress, any concerns or to share records of children's learning. Parents are not actively involved in sharing what they know about their children.

## **Organisation**

The organisation is inadequate.

The provider is in breach of their conditions of registration because, on occasions, they are exceeding the imposed number of children who may be cared for under the age of two years. They are additionally in breach of regulations because some record keeping systems are not maintained in line with requirements. This relates to the procedures for the administration of medicines, and the daily record of attendance is inaccurate, does not always include children's hours of attendance or the names of the persons who looked after them. These breaches result in the outcomes of being healthy and organisation being inadequate. This means that, overall, the setting does not meet the needs of the range of the children for whom it provides.

Staff are well supported in their personal development and on-going training and regular appraisals ensure that staff performance is monitored, which benefits the children being cared for. Staff meetings take place regularly and are part of the development process along with regular self-evaluation, including parent questionnaires.

Recruitment and vetting procedures are satisfactory in contributing to children being protected and cared for by staff with an overall adequate knowledge and understanding of child development. Induction arrangements are satisfactory in ensuring that staff are aware of their roles and responsibilities, although staff are not fully knowledgeable about some of the setting's policies and procedures. Confidentiality is maintained suitably with regards to record keeping and documentation is generally adequately organised. A number of suitable policies and procedures are in place to support the efficient and safe management of the setting, however, the child protection, complaints and recruitment policies have not been updated in line with requirements.

Staff implement good routines to ensure that children feel secure and they organise their time suitably to ensure that children can be active, indoors and outdoors, as well as have time to relax. Children are grouped suitably and staff deployment is adequate. However, children are not allocated to a member of staff within their key group who is mainly responsible for their well-being on a daily basis and for ensuring that information about the child is exchanged with the parent.

Leadership and management of the nursery education is satisfactory. Adequate systems are in place to monitor the overall nursery education provision. However, although a written action

plan was put in place to address previous key issues, some have not been sufficiently addressed and result in weaknesses remaining in the quality of teaching and learning. Staff are suitably supported in their delivery of the nursery education programme. Good arrangements are made to ensure a smooth transition for children from the setting to school.

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

At the last care inspection a number of recommendations were raised in relation to risk assessments, safe procedures for outings and the organisation of the baby room including the nappy changing area.

Although risk assessments are currently being completed to enhance children's safety, they lack detail and do not identify all possible hazards in each area.

The provider has not improved safety with regards to outings as they have not devised safe procedures for these.

Children over two years no longer access the baby room, which improves the organisation of age groups and enhances very young children's safety.

The changing station is now accessible to staff, which enhances nappy changing procedures in the baby room.

At the last nursery education inspection a number of key issues were raised with regards to: the evaluation of the overall planning to ensure that all areas of the curriculum are covered; children's assessment records; information provided for parents and their involvement in their children's learning; and the development of an overall evaluation system.

Staff have introduced long term planning, which is satisfactory in ensuring a balanced nursery education programme.

Children's assessment records have not been sufficiently improved to ensure that they directly inform future planning.

Suitable arrangements have not been made to inform parents about their children's progress records, although, parents are now more involved in their child's learning through newsletters and access to planning.

Adequate systems are now in place to evaluate the overall setting to improve outcomes for children.

### **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 log of all 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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- adhere to the conditions of registration at all times in relation to the number of children being cared for under two years of age
- ensure that an accurate daily record is maintained of the children looked after on the premises, their hours of attendance and the names of the persons who looked after them
- ensure that written records are kept of all medicines administered to children.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

#### 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 more challenge for older children in relation to their large physical skills
- improve the effective use of resources to ensure that children have more challenge, choice and independence
- improve children's assessment records to ensure that they are informative and show a clear picture of progress
- improve the arrangements in place for including parents in the assessment process and ensure that parents are effectively informed about their children's progress
- further develop children's health and bodily awareness in relation to hygiene.

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