

Abbey Place Day Nursery

Inspection report for early years provision

Unique Reference Number	400112
Inspection date	09 January 2008
Inspector	Christine Tipple
Setting Address	1 Church Avenue, Selby, North Yorkshire, YO8 4PG
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Registered person	Abbey Nurseries Limited
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 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?

The Abbey Place Day Nursery opened in 1991. It is managed along with another nursery in the area by a Private Limited Company. It operates from the old vicarage close to Selby Abbey. Children are cared for on two floors. On the ground floor children are aged from two to under five years, and on the first floor children are aged from birth to two years old. There is an enclosed rear garden for outside play. The nursery serves the local and wider community.

The nursery is registered for a maximum of 50 children under five years old. There are currently 75 children on roll, of whom 20 are in receipt of nursery education funding. Children attend for a variety of sessions. The nursery operates Monday to Friday all year and times of opening are from 08.00 until 18.00.

There are 15 staff who work with the children, of whom 12 have relevant childcare qualifications and one staff member is currently on training to achieve a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean warm environment. There are clear roles and responsibilities for the staff in ensuring health and hygiene practices are maintained effectively throughout the nursery. Younger children's personal care is managed well and the procedures in place for nappy changing are carried out efficiently by the staff. Older children are independent in accessing the bathroom and washing their hands. They discuss with confidence the reasons why this is important, 'to wash off germs, to stop having a poorly tummy'. Staff positively reinforce healthy practices with the children, such as at circle time and through other related activities.

Children have good opportunities to go outside in the garden on a daily basis. This provides them with regular fresh air and is effective in extending their physical skills. The babies are taken outside in the garden, but this is sometimes restricted due to the weather. Children enjoy running about and use the space well. Staff plan for outside play and there is a suitable selection of resources to develop the children's balance and climbing and they enjoy role play in the den area. They use hoops, balls and sit on ride equipment which the children help to set out a safe route in the garden to follow. Inside there is a good range and selection of resources and tools for the children to use on a daily basis which develop their smaller muscle skills effectively. Toddlers have space to move around and practise their balancing and walking skills. Babies enjoy grasping and holding their toys which are accessible for them to select.

The nursery provide daily snacks for the children, other meals are packed lunches which parents provide. Storage of food is in the fridges which are provided in each unit. Baby feeds are made up by staff in conjunction with the parents' instruction. Children have a variety of snacks through the week and this is recorded and displayed on menus for parents. Children have a selection of fruit and vegetable sticks, toast and with different toppings. The older children manage their snack for themselves and the toddlers sit confidently at the table together with the staff for theirs. Mealtimes are seen as a social experience for the children where they can chat with staff and each other. The staff provide a range of activities and promotions on eating and keeping healthy which have included parents. Drinks of water or milk are made available through the day for the children. The younger children access their own feeder cups when they are thirsty. Children's dietary requirements are recorded and managed by staff with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery offers a positive welcome for parents and children. The space and facilities both inside and outside are well presented for the needs of the children. The nursery has good natural light and suitable temperatures in the units. There is a good selection and range of quality equipment, toys and other resources for the various play and learning activities required on a day to day basis. These are set out to enable the children good access which enables them to make choices in their play. Sleeping and resting in all the units is managed well to ensure the children's safety and regular checks are recorded when babies are asleep.

Staff are vigilant in their approach to safety with the children. There are safety checks carried out on a daily basis and these are supported with risk assessments which are regularly reviewed. These positive steps help to minimise accidents occurring. Children participate in the fire

evacuation procedure which is carried out at regular intervals through the year to ensure all staff and children take part. Children learn about keeping safe through their activities and when out and about in the community. The children know what they should do when crossing the road, and how to use the tools and equipment in nursery in a safe way. Older children take risks and can be responsible, such as spreading toppings with a suitable knife on their toast or crackers and using scissors. The staff promote a good balance for the children in enabling their freedom and growing independence within safe limits.

Children are cared for by staff who give high priority to the children's welfare and safety. Key staff have attended training on safeguarding children and this is supported with a clear policy statement which reinforces their responsibility in protecting children in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled, happy and enjoy their time in nursery. This is due to the range of activities provided for them and the commitment of the staff in promoting the children's personal development. The staff use the 'Birth to three matters' framework effectively with the younger children. The children are forming lovely relationships with the staff and each other in learning to play in a co-operative way. Children's confidence and growing independence is nurtured effectively. Staff spend time chatting with the babies to engage them and this is continued during their nappy change. Cuddles are provided spontaneously by staff and this closeness enables the children to have a positive sense of belonging and security.

The staff have clear plans in place and related activities that offer the children a range of experiences which effectively promote and develop the children's sensory skills. The creative resources provided enable the children to use paints and other materials to have a hands on approach. A selection of treasure baskets and sacks are in place which contain more natural resources. Children have individual files and staff observe the children and complete written reports for parents. However, the ongoing evidence collected in relation to the assessment process is not sufficiently detailed.

Nursery Education

The quality of teaching and learning is good. Children are interested and motivated in what they do. Staff have a good knowledge and understanding of the Foundation Stage and how children progress which enables the children to make effective progress. The planning provides the children with a variety of learning experiences which cover all the curriculum. These offer realistic and appropriate challenges for the children. They have good access to a range of well resourced activities in the pre-school rooms, which enable them to have free selection and choices through most of the session. Children demonstrate a positive level of independence; this includes managing getting their coats on for outside play and actively helping to tidy up.

Children mark make with a range of resources and older children write their names at snack time and on their creative work. Children self-register; they select their name and place it on the magnetic board on arrival. Books are used positively for stories and the children participate and contribute enthusiastically. They are also used as a resource to find information. For example, the children look at the encyclopaedia to find wasps as they investigate a wasp nest brought in by another child. Communication and language is well promoted with the children and opportunities are created throughout the day for them to describe, recall, explain and share their ideas. This approach introduces new words into the children's vocabulary. Numbers are

displayed and used in a variety of ways and older children recognise these, such as the numbers on the clock. The children have good opportunities to count and they regulate how many can access certain activities; this introduces more or less to the children. This is further supported through games and action songs. Children bake and effectively use weight, volume and sequencing in their play.

Children enjoy exploring their environment. The garden offers a range of sensory experiences, the children grow plants and tomatoes and some herbs. They are interested in the wildlife that visit the garden, torches are provided when outside in the darker evenings. Children enjoy role and exploratory play, they access the sand which is full of mini beasts. Children visit their local area, such as shopping in the local market or visiting the library. Visitors come into nursery, such as the emergency services. Children have a good selection of creative materials and resources which they access for themselves which promotes their own ideas and skills. Children enjoy music and movement and the use of different instruments.

Staff observe and assess the children's ongoing progress and these are suitably recorded and show the links to the early learning goals and stepping stones. These are used to inform staff of the next stage for each child in extending and supporting their ongoing progress.

Helping children make a positive contribution

The provision is good.

Children and parents are made welcome at the nursery. The children's individual needs are recognised, respected and valued. This enables them to be self-assured and confident. Support for children with physical disabilities is inclusive, they have access to all areas and can use the full range of resources and facilities provided. The nursery work closely with other professionals and parents to ensure the children's physical and social needs are met.

The younger children's daily home routines are followed to support them in settling into nursery. Children learn about the world around them through their activities and this provides them with the information to develop their awareness of diversity. There is a selection of books and other resources that promote the wider world in promoting different cultures. Children visit the local area and visitors are welcomed into nursery, such as people who help us. Children's spiritual, moral, social and cultural development is fostered appropriately.

Children behave well and the staff provide a calm and caring environment. The children feel secure as the staff are consistent in each of the units which provides continuity for them. The routines and boundaries in place are age appropriate and enable the older children to take a level of responsibility for what they do. Positive emphasis is placed on sharing and the children taking turns particularly at some activities which can only have a certain number of children, this is managed well by them. Children discuss about being kind and what that means, such as no pinching or hitting and being kind to other children. Staff provide guidance and the occasional prompt for children to remember to use their manners. Staff value and encourage good behaviour and where needed are sensitive to the children's needs and cuddles are in abundance.

Partnership with parents and carers is good. Staff have positive relationships with parents and provide the support in settling children into nursery. On registration parents receive a welcome pack which covers all aspects of the care and provision provided in the nursery. Daily written sheets are completed for the younger children to inform parents on their children's sleep times, feeds and nappy changes. Staff are available for parents each day to discuss their child's progress

and changing needs. The nursery share information with parents through their policies and procedures and regular written details on their child's ongoing progress and development.

The nursery encourage links with home through information displayed on the activities and learning taking place in each unit. There are two soft toys which the children take home and on holiday with their families, photographs are taken and a record of what they have all done. Parents comment that the care and provision at the nursery for their children is very good. They comment on the staff and how approachable and supportive they are and recognise how their children have progressed since attending nursery.

Organisation

The organisation is good.

The nursery provides a well organised environment which is effective in promoting children's safety and welfare. The daily routines are planned but these are flexible to work with the children's needs. The staff are deployed to provide good levels of care and supervision for the children in all areas. The nursery have their own supply staff to ensure cover is maintained throughout the year.

The recruitment and selection procedures are effective in taking appropriate steps to ensure staff are suitable to work with children. This is supported with an induction programme which is monitored by the management. There are detailed policies and procedures which are implemented appropriately. Other documentation and records are in place and reviewed as part of the nursery's ongoing development in meeting children's needs in both their care and education.

Leadership and management is good. Staff work very well together as a team. Meetings are held on a reasonably regular basis. The room leaders and their staff have regular contact and opportunities to discuss and share the ongoing planning, and to organise the range of positive activities and learning opportunities for the children they care for. This is effective in providing a well balanced curriculum. However, the evaluation and monitoring of the care and education provided throughout the nursery does not yet provide clear details of areas which are working well and those which need to improve in the future. There is a positive commitment by the management for staff to attend regular training. Management take an active role with the staff in providing support as required. However, the appraisal system is not yet implemented to ensure there is a clear programme for staff's ongoing development. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

The last care report recommended that the nursery develop an appraisal system for staff development and to include procedures in the child protection policy for dealing with allegations against staff.

The nursery has some information in place for staff appraisals to commence but this is not yet implemented. The child protection policy has been reviewed and updated in line with the safeguarding children guidance and includes clear procedures in relation to allegations made against a staff member at the nursery.

The last nursery education report recommended that the nursery review the provision of information technology provided for the children.

The nursery has put in place a selection of programmable toys and equipment which develop the children's skills in operating and using them in their play and learning opportunities.

Complaints since the last inspection

Since 1 April 2004 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 may be seen 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 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):

- develop the appraisal system to ensure there is a clear programme for staff's ongoing development
- develop the recording of evidence in relation to children's ongoing observations and assessment particularly children aged from birth to under three years old.

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 a system to evaluate and monitor the care and education provided which identifies both strengths and weaknesses and areas to be improved.

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