

Gable Nook Day Nursery

Inspection report for early years provision

Unique Reference Number	500085
Inspection date	13 September 2007
Inspector	Teresa Ann Clark
Setting Address	541 Wilbraham Road, Manchester, Lancashire, M21 0AH
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Registered person	Sally Hodgson
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Gable Nook Day Nursery is privately owned and has been registered since 1996. The nursery operates from the ground floor of a Victorian detached house in the Chorlton area of Manchester. There are four main rooms where children are grouped according to their age and ability. A fully enclosed area is available for outdoor play. The nursery serves the local community and surrounding areas.

The nursery may care for a maximum of 25 children. There are currently 32 children on roll. Of these, eight children are in receipt of nursery education funding. The nursery is open Monday to Friday from 08.00 until 17.45 all year round except, for public holidays and one week at Christmas.

There are nine staff working with the children. Of these, seven hold childcare qualifications and one is working towards a qualification. The nursery is a member of the National Day Nursery Association and receives support and training from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Effective procedures are followed by staff to protect children from illness and infection. The wearing of aprons and gloves when changing nappies prevents cross infection. All areas of the nursery are clean and well organised. The use of colour coded cloths and mops for cleaning help to prevent the spread of infection. Children understand and follow simple good health and hygiene practices. They wash their hands thoroughly with soap and water and dry them with paper towels, as part of the toileting routine and before eating. Children tell the inspector why they wash their hands; 'To get rid of the germs, so you don't get poorly'. Children are treated appropriately for minor injuries, as staff are appropriately qualified in first aid and there is a fully stocked first aid box. Well maintained documents relating to medication, minor accidents and incidents protect children's welfare and an effective sickness and exclusion policy protects them from illness.

Nutritious meals which are freshly prepared on the premises, provide children with a balanced diet that includes fresh fruit and vegetables. Children enjoy meal times, which are a relaxed social occasion. Children learn about healthy eating through planned activities, they are learning which foods are good for them. They talk about apples being good for them and how they should wash fruit before eating it. Babies' independence skills are fostered during mealtimes as they make good attempts at feeding themselves. Fresh water is accessible throughout the day to ensure children keep refreshed and hydrated. Older children freely pour themselves a drink and ask their friends if they would like some water. Children have their dietary needs met because parents are consulted and all staff are made aware of children's dietary requirements.

Daily routines include activities to help children develop their physical skills. For example, children are taught to use knives and forks in preparation for going to school and scrape their plates when they have finished eating. Regular opportunities for outdoor play help children to develop their large physical skills as they run, jump, climb and use wheeled toys, bats and balls. Babies also benefit from regular fresh air and exercise, which promotes their good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment that is suitable for purpose. The temperature is adequately maintained to ensure children are comfortable. The nursery is in the process of redecoration to provide a more pleasant environment for the children. Staff successfully make the nursery inviting to the children and their families. Children's work is attractively displayed all around the nursery. There are photographs of children with their families displayed in the play rooms and storage areas for children's personal belongings.

In the main staff make the best use of the space available. The rooms are used effectively to meet children's needs, ensuring they take part in a wide range of activities. As a result, they are able to take part in group activities, quiet activities and messy activities. Appropriate sized furniture ensures children can play in safety and comfort. However, young babies are not provided with furniture or equipment to help pull themselves up. The nursery are in the early stages of developing the outdoor area to provide a more stimulating environment and where all aspects of learning can be planned for. Good resources and play materials are available to

children to promote their all round development. These are regularly checked to ensure they are safe. The home corners in the baby and toddler rooms are lacking in resources to fully promote children's imaginative skills.

There are good systems in place to keep children safe and secure. The premises are secure and access to the nursery is managed by staff, where visitors are required to sign in and out of the nursery. Risk assessments are in place and are regularly carried out to ensure any potential hazards are identified and dealt with. As a result, children are kept safe. Regular fire drills are practised with the children so they become familiar with the procedures to follow in the event of an emergency. Children are well supervised as they move around the nursery.

Children's welfare is safeguarded by staff who have a clear knowledge and understanding of the procedures to follow in the event of any concerns about the safety or welfare of children. A clear policy is in place, which is shared with parents so they are clear about the responsibility of the nursery in safeguarding children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and well settled in the nursery. They are cared for in a positive and caring environment, where they are happy and content throughout the day in the care of the supportive staff team. Good relationships are formed which enhances children's confidence and contributes to their well-being. The nursery provides a homely environment for children who are clearly at ease and comfortable in their surroundings.

Children become involved in their chosen activities. Staff have a good knowledge and understanding of their key children. Staff follow an effective procedure for observing and assessing individual children and identifying their next steps. They use this information to inform their short term plans, thereby, ensuring that they provide stimulating experiences and activities that enable children to progress. Staff's planning of activities and their interactions with children reflect their understanding of the 'Birth to three matters' framework. In recent changes staff are placing more emphasis on children's interests and responses when planning and less on a thematic approach. Children's progress is clearly recorded with photographs and samples of children's work which shows a good picture of children's achievements and progress.

Young children particularly enjoy taking part in the wide range of creative and manipulative activities that are provided for them. They take delight in exploring the dough as they squeeze and manipulate it and enjoy playing with the creatures in the water. Children also enjoy free painting and using chalks. They, therefore, develop their creative and fine motor skills, confidence and self-esteem. Babies have sufficient space to crawl and explore their environment. Mobile babies move freely around the play room selecting toys of their choice. Children who are unsure of strangers snuggle in to staff and receive cuddles and reassurance, which helps them feel safe. Staff initiate lots of interaction and eye contact with the very young encouraging them to communicate and feel secure.

Nursery Education

The quality of teaching and learning is satisfactory. Staff are committed to providing a welcoming atmosphere and a varied programme of activities. Children in receipt of nursery education are making steady progress because staff have a reasonable understanding of the Foundation Stage curriculum. They skilfully interact with the children to encourage and extend children's

learning. They support children well in their chosen activities, for example, when making models with small construction and sharing books. Staff question children to make them think and explore new ideas as they construct their farms, they ask about the kind of animals on the farm. The recent changes in planning and assessment systems are working well, as staff spend time observing and assessing individual children so they can successfully plan for their next steps.

Children enjoy the attention from staff as they sensitively join in their play. They are developing good levels of concentration as they complete puzzles; two children work together encouraging each other as they try to see which pieces fit. Children confidently express their needs and feelings to staff and each other. They talk about their families and experiences, such as going to 'Big school next week'. Children talk about being frightened and scared about going to school. For example, one child says 'You might be scared but the teacher will give you a hug'.

Staff are warm and affectionate, which creates an atmosphere in which learning can be developed. Children are offered a balance of adult led and child initiated activities. However, the organisation of the pre-school room does not always promote children's independence skills. Some toys and equipment are not easy for children to access independently. Children make some choices from a suitable range of activities, which sustain their interest and help them make progress in their development. A small group of children enjoy playing in the home corner putting the dolls to bed, another sits in the home corner practising their writing skills. Children are keen to show off their writing skills and ask to use the inspectors pen and paper to write their names.

Children are developing a good understanding of sounds and letters as they enjoy looking at the phonic books, for example, 'Shark in the park' and tell each other 'H is for hat' and the sounds of letters in their names. Children are developing their mathematical skills as they count the pieces of construction as they build. They use mathematical language during their play, such as long, big and tall. They problem solve as they work out how to keep their constructed towers stable by balancing each side. They are learning about their local environment through visits to the florist to get some flowers for nursery and the bakers to get some fresh bread.

Helping children make a positive contribution

The provision is good.

Staff demonstrate a sound awareness of the inclusion of all children. Staff find out about children before they start at the nursery and babies' individual routines are followed to ensure they feel safe and secure. Children are warmly greeted by staff who are interested in what children have to say. Children gain an awareness of the cultures and beliefs of others through planned activities, for example, through the celebration of different festivals throughout the year. They play with resources that reflect equal opportunities helping them to gain a wider view of the world. Both the staff and children attending the nursery reflect the diverse local community.

The children are very well behaved and display a very positive approach to learning. There are good relationships throughout the nursery and the children are respectful towards one another and staff. Children use please and thank you to each other and say sorry when they accidentally bump against each other. They show respect for their environment as they put the toys away when they have finished playing with them. Staff are positive role models who are patient and kind. They use consistent strategies, such as rewarding and praising children for good behaviour. This helps the children to understand responsible behaviour and work harmoniously with each other. Children's spiritual, moral, social and cultural development is fostered.

Staff provide a welcoming atmosphere and have warm and friendly relationships with parents. They receive written information about the nursery, including the policies and procedures. These are also displayed in the entrance hall. Parents' wishes regarding the care that their children receive are respected, thereby providing consistency and continuity of care for children. A daily information sheet is used to record younger children's sleep, feed and nappy routine and is shared with parents at the end of each day.

The partnership with parents and carers of children in receipt of nursery education funding is satisfactory. Parents are informed about their children's progress through daily discussions and parents evenings. A display and some written information is provided for parents about the Foundation Stage curriculum. However, parents do not have sufficient opportunities to be involved in children's learning, for example, contributing to children's assessments and future learning.

Organisation

The organisation is good.

Children benefit from a motivated, enthusiastic and well established staff team. They work well together in the best interests of the children. They communicate effectively and share important information about the children. An internal telephone system is now in use, which staff find very useful for communicating with each other and the management team throughout the day. Staff's hard work and commitment clearly demonstrates their high regard for the well-being of the children and promotes children's health, safety, enjoyment and ability to contribute positively.

Children are very happy in the small friendly atmosphere where staff, children and parents know each other well. Children follow a sensible routine that includes free-play sessions, snacks and meals, adult-led activities, group discussions, singing and story time.

All the required policies and procedures are in place and work well in practice to underpin the good care of the children. These include, records of staff and children's attendance, which are well maintained. Recruitment and vetting procedures work adequately to ensure that children are well protected and cared for by suitable staff. Staff attend regular training for their professional development, which contributes towards positive outcomes for children. Both the management and staff have worked extremely hard since the last inspection to make improvements and identify areas for improvement and training needs.

Leadership and management of the nursery education is satisfactory and contributes towards children's progress towards the early learning goals. The owner and manager work closely on a day to day basis and are currently in the process of appointing a deputy. The management team are committed to providing high quality childcare and education. The manager and owner are working towards action plans for areas that require improving, they are in the early stages of developing the outdoor area. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection several actions were raised in relation to the quality and standards of the care. These were in relation to the temperature in some areas of the nursery, the obstruction of the fire exit in tweeny room, children's access to the laundry room and records, policies and

procedures to meet the National Standards. The provider was also asked to obtain all relevant written consents from parents.

The provider has made very good progress in addressing the issues. The heating system has been fully serviced and thermostats fitted to radiators, so the heating system is efficient in all areas of the nursery. Furniture has been removed to ensure the fire exit in tweeny room is not obstructed and the laundry room has been made inaccessible to children. The nursery accurately records the attendance of staff and children to show staffing ratios are being met. All the required policies and procedures are now in place and all relevant consent forms are signed by parents.

Three recommendations were made in relation to the nursery education. These were to evaluate activities and use children's assessments to plan for children's next steps, provide opportunities for children to recognise their names and learn about the local environment. The provider was asked to provide parents with information about the Foundation Stage curriculum.

A new planning and assessment system has been introduced since the last inspection, which clearly focuses on the individual needs and interests of children. Staff use their observations of children and evaluations of activities to help plan for children's next steps. Children see their names displayed in the environment and on their storage bags, they are taken out to the local shops, such as the florist, bakers and post office, which helps them to learn about their local environment. Parents are now provided with some written information about the Foundation Stage curriculum and a display helps them to understand about the six areas of learning and how children learn through play activities.

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.

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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 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 the home corner resources for the younger children
- provide furniture and equipment to help babies pull themselves up.

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):

- review the organisation of resources to improve children's access and choice
- continue to develop the outdoor area to include all aspects of learning (also applies to care)
- further develop the partnership with parents to enable them to be more involved in their children's learning.

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