

Fieldside Day Nursery

Inspection report for early years provision

Unique Reference Number	503654
Inspection date	06 November 2007
Inspector	June Rice
Setting Address	Main Street, Great Heck, Goole, North Yorkshire, DN14 0BQ
Telephone number	01977 661523
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Registered person	Gail Louise Hope
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

Fieldside Day Nursery opened in 2001. It is privately owned and operates from three rooms in a purpose-built building. It is situated in Great Heck, near Goole. Children come from a wide catchment area, as most of their parents travel in to work in or around the area. A maximum of 48 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 51 weeks of the year. Before and after school provision is open each weekday from 07.30 to 09.00 and from 15.15 to 18.30 term time and full day during school holidays. All children share access to a enclosed outdoor play area. Staff collect children from local schools.

There are currently 78 children aged from five months to under eight years on roll. Of these, 19 children receive funding for early education. The nursery currently supports a number of children with learning difficulties. The nursery employs 16 members of staff. Of these, 12 hold an appropriate early years qualification and three are working towards one.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners follow current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, staff ensure toys, equipment and the environment remain clean and suitable for use. Staff use disposable aprons and gloves while changing nappies, wipe changing mats thoroughly and dispose of nappies immediately. Children are excluded if they have an infectious illness in order to protect others. A qualified cook prepares children's meals and all staff have a food hygiene certificate. Children clearly understand simple good health and hygiene practices. They go to the toilet independently, wash and dry their hands thoroughly, and explain very clearly that they wash their hands 'to wash germs away'. However, children share a towel and this does not help to reduce the risk of cross infection. Children, including babies and toddlers, are learning the importance of keeping their teeth clean and brush them regularly. Children help to wash plates and cutlery after meals and talk about the importance of making sure they are clean.

Children learn about healthy living and thoroughly enjoy physical activity. They benefit from extensive opportunities that provide them with lots of opportunities to experience fresh air and exercise. They move freely between inside and outside play; they run about, climb and balance on a very good range of equipment. Children are able to rest and sleep according to their needs and benefit from the provision of quiet areas that are pleasantly decorated. They are very comfortable on soft cushions and have their own bedding. Babies benefit from the provision of a separate sleep area with cots. They are checked on a regular basis and a listening device is in place. Children and babies are well nourished and learn about healthy eating through the provision of a well balanced diet. They enjoy toast and cereal for breakfast, fresh fruit, milk and water for snacks and thoroughly enjoy freshly cooked meals for lunch and tea. Older children are encouraged to serve themselves, toddlers are given spoons to help them learn how to feed themselves and babies are held while being bottle fed.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe because the provider and staff take appropriate steps to ensure premises are safe and suitable for use. For example, staff take ownership of rooms and carry out visual risk assessments to ensure emergency exits and walkways to connecting rooms are clear, sockets and heaters are covered, and all hazardous materials are out of reach of children. Security of the building prevents unauthorised visitors gaining entry unnoticed and visitors' identification is checked and they are requested to sign in and out. Children benefit from an environment they find welcoming. All care rooms are bright and cheerful and children can independently access the outside play area in safety. However, the temperature of the base room for the three to five year olds does fluctuate quite rapidly and some children remarked that they felt cold. Children use suitable and safe equipment that is clean, well maintained and suitably stored. Staff check toys and equipment to ensure they are in good repair, meet BS EN safety standards and are suitable for children's ages and stages of development. However, older children occasionally use a large trampoline under the supervision of staff, but without a safety net and this puts them at risk.

Children are kept safe on outings. During walks around the large grounds of the nursery they stay close to staff and on outings they wear florescent jackets. Children are learning to keep

themselves safe through daily routine, discussions and activities. For example, during outings children talk through how to cross the road and benefit from visitors who help us, such as the school crossing lady, road safety officers and police officers. Children are protected well because the provider and staff clearly understand their role in child protection. They are able to discuss possible signs and symptoms and are confident they would be able to put appropriate procedures into practice if necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit because staff successfully plan and provide purposeful activities, play opportunities and an environment that encourages and supports children's spontaneity, imagination and learning through play. Children benefit from being included in the planning of activities each day and this ensures that they enjoy what they do. Babies benefit from daily opportunities that encourage them to use their senses to explore and learn through play, for example, paint, dough, sand and water. All children benefit from the continuous provision of outside play areas, including a sensory garden and large field that they enjoy exploring in all weathers. Children are very confident, show very good self-esteem and benefit from lots of appropriate interaction, praise and encouragement from staff, who demonstrate a good understanding of when to become involved. Children are happy and thoroughly enjoy their time at the setting. They feel a sense of belonging and talk about going to their nursery, their friends and what they enjoy doing. For example, 'I like playing with my friend' and, 'I like playing outside in our sensory garden'. Children are inquisitive, ask questions and respond to adults' interest. They show lots of interest in what they do and often initiate activities and explore their environment independently. They feel secure and are quick to seek support from staff and often invite them to join in.

Nursery Education

The quality of teaching and learning is good. Staff have a very good understanding of the Foundation Stage and early learning goals. They are able to clearly discuss children's individual progress and their next steps. They make clear links to the stepping stones, monitor children's progress effectively and link this appropriately to planning their next steps. However, children's individual progress is not always clearly evidenced through samples of work. Staff know what children can do on entry. For example, staff talk to parents extensively before children start and help to complete an 'all about me' form. This information is used effectively to ensure their next step is planned according to their individual needs. Children are very enthusiastic learners; they listen carefully and ask questions. Staff have developed good teaching skills; they listen to and observe children very well. They ask children open-ended questions that encourage them to think. For example, they encourage them to talk through their activities, about what they are doing and what they are going to do next. They encourage children's interest in numbers, letters, shapes and sounds throughout the day whether in planned or spontaneous activities.

Children show curiosity, a strong exploratory impulse and a positive approach to new experiences. This is nurtured well through a vast range of hands on experiences. For example, in the sensory garden they found a butterfly. They knelt down to look at it with their friends and then used a magnifier to look even closer. They linked up with staff to ask them questions such as, 'Why can't it fly?' and 'Where does it live?' They show independence in selecting and carrying out activities. For example, they became patients, doctors and nurses in an army hospital. They laid on a bed, selected outfits and doctors' equipment and proceeded to make their friends better.

Children show care and concern for themselves. For example, they inform staff they cannot have milk and help themselves to water when they are thirsty.

Children are using language for communicating and thinking. They listen to others in small groups and in one to one situations when conversation interests them. They are beginning to use more complex sentences quite comfortably. For example, they listen carefully as their friends describe in detail how to make their shoes flash and about the differences in a selection of mini beasts. Children engage in activities using one-handed tools and equipment. They draw lines and circles using gross motor movement and sometimes give meaning to marks. For example, they write their name on their pieces of work and select their name labels at lunchtime. They are learning to distinguish one sound from another and enthusiastically join in a jolly phonics circle activity. Children show an interest in numbers and counting often using them accurately in their play. For example, they recognise and correctly name numbers one to 10. They talk about two pairs and holds two fingers up to demonstrate what they mean. During lunch they talk about a 'really big spoon' and 'long and short green beans'. Children use positional and size language during play. For example, 'I put that on top and I made it taller' and, 'Let's put that over there'.

Children take the many opportunities to explore and investigate. They particularly enjoy the benefits of a stimulating outdoor environment where they help to care for a range of pets including chickens and rabbits. They dig the garden and plant vegetables, watch them grow and then taste them. Children spend time in construction activities; they build a train track and tower, and freely access appropriate materials to join and construct. Children know how to operate simple equipment including a mouse and keyboard, cash till and telephone. During a walk around the field they watch an helicopter and talk about the boats and trains they watch go by and the blackberries they collected in the summer. They collect leaves and are encouraged to compare the different colours, shapes and sizes.

Children move with confidence and control both indoors and outdoors. They climb steps using alternate feet, run freely outdoors and crawl through tunnels. They control their movements. They run, stop, kick a football and jump up and down, running in circles shouting 'goal'. Children use tools and materials well as they engage in activities requiring hand and eye coordination. For example, when they use mark-making implements and small world activities. They manipulate, cut and shape dough and clay. Children join in favourite songs and listen carefully to the sounds of different instruments. They show lots of interest in what they see, smell, hear and touch. They particularly enjoy craft activities, the sensory garden and the awe and wonder walks in the adjoining field.

Helping children make a positive contribution

The provision is good.

Children are motivated and interested as they participate in a wide range of adult-led and child-initiated indoor and outdoor activities. Children enjoy small group activities and independently select activities of choice using a good range of resources. Children become aware of their wider society because they use a wide range of toys and equipment that reflect diversity and are introduced to different festivals through appropriate activities. For example, they learn about Diwali, Chinese New Year and a range of Christian festivals. During role play children use chopsticks to eat Chinese play food and wear clothes from different cultures. Children are cared for by staff who fully understand the need to work closely with parents. Appropriate systems are in place to meet their individual needs and ensure they are included fully in the life of the setting. Children understand responsible behaviour, are very well behaved

and work harmoniously with others. Staff are very good at recognising when children need support, a little more motivation or some input to encourage their imagination. Children develop good self-esteem and respect for others. They smile brightly when staff praise them and proudly show off their work. They use polite language and display good manners.

Partnership with parents and carers is good. Parents receive clear information about their children's day, their meals and the activities they have enjoyed. Parents have access to the policies and procedures of the setting at any time, although some copies held in individual care rooms have not been amended since they were reviewed. Parents receive clear information on their children's education programme. There is good communication between key workers and parents, and the record of their children's progress and achievements is shared regularly. There are displays on the six areas of learning and the curriculum planning. However, children's progress records do not include samples of work to help identify their achievements.

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

Organisation

The organisation is good.

Children thrive and enjoy a day full of variety in an environment that is very well organised. A good recruitment procedure ensures that staff have a good understanding of child development. Staff work well together to ensure children continue to make good progress. For example, key workers demonstrate a clear understanding of children's individual progress and ensure that they plan effectively for their next step. They work well together as a team and ensure children are well supported. For example, staff include parents when they discuss the transition of children to other rooms to ensure it is as smooth as possible.

Leadership and management is good. Staff are well supported, have a sense of purpose and commitment to continual improvement. They continue to access relevant training which is identified through regular staff appraisals. For example, training since the last inspection includes child protection, the 'Birth to three matters' framework, the Foundations Stage and behaviour management. This has a positive impact on the care and learning of all children. All required documentation is in place and completed appropriately. Policies and procedures have recently been reviewed. However, all copies have not been amended to take account of changes.

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

Improvements since the last inspection

At the previous care and education inspection recommendations were raised to improve: the recording of medication; staff's knowledge and understanding of the Foundation Stage and stepping stones; and the opportunities for children to ascribe meanings to marks and the challenges for children to solve simple practical number problems.

The provider has taken positive steps to improve these areas. The provider has improved the recording of medication and this protects children. Staff have attended appropriate training in the Foundation Stage and stepping stones, and children are provided opportunities to ascribe meanings to marks and to solve simple practical number problems. This has improved staff's knowledge and understanding and ensures that children continue to make good progress in all areas.

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 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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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 hand washing facilities to further reduce risk of cross infection and ensure playrooms are maintained at a suitable temperature
- ensure all copies of policies and procedures are amended following review (also applies to nursery education)
- carry out a risk assessment for use of the large trampoline in line with maker's instructions (also applies to nursery education).

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):

- continue to develop children's progress records and examples of what they can do.

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