

Prospect House Private Day Nursery

Inspection report for early years provision

Unique Reference Number	508085
Inspection date	10 October 2007
Inspector	Carol Ann Dixon
Setting Address	Prospect House, Fir Bank Road, Royton, Oldham, Lancashire, OL2 6TU
Telephone number	0161 626 9539
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Registered person	Channings Childcare LTD
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?

Prospect House Nursery is one of three nurseries owned by Channings Child Care Ltd. The nursery opened in 1997. It operates from four rooms on two levels in a converted and extended house situated in Royton, a suburb of Oldham.

There are currently 45 children from birth to four years on roll. This includes six three and four year olds who are in receipt of the nursery education grant. Children attend for a variety of sessions to accommodate family needs. The nursery opens five days a week all year round except for bank holidays. Sessions are from 07.30 until 18.00.

There is a team of 14 staff who work with the children, 11 of whom have early years qualifications to National Vocational Qualification Level 2 or 3 and one member of staff is currently working towards a recognised early years qualification. The nursery receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy due to the very effective hygiene procedures which are followed throughout the nursery. The staff wear disposable aprons for changing children's nappies and for serving food, which effectively minimises the risk of the spread of infection. The staff deal with children's illness appropriately, in accordance with the written nursery policy. The children learn how to wash their hands thoroughly when the staff supervise them in the bathroom and ensure they use soap and warm water. Visual displays in the children's bathrooms help to consolidate that learning. They also develop an awareness of why this is important, as they discuss germs and why they need to wash them away. Children learn about dental care as they brush their teeth after lunch.

Younger children sleep according to their individual needs and babies follow consistent sleep patterns in cots. Older children who have a nap during the day sleep on mats, and the caring and sensitive staff stay with them as they fall asleep in their own time. This ensures that their physical and emotional needs are well met.

Children are finding out that physical activity is fun, and that it is good for their health to adopt an active lifestyle. They participate in a wide range of physical play activities, both indoors and outdoors. They regularly play in the nursery garden, go for walks round the local neighbourhood and join in movement sessions. Children enthusiastically pedal themselves round on tricycles following a track, climb the climbing frames and slide down the slide in the nursery garden. These activities are helping children to develop good control and coordination over their bodies.

Children are provided with a healthy and nutritious diet which includes lots of fresh fruit and vegetables. During the day, children are offered at least five portions of fruit and vegetables to eat. They enthusiastically eat oranges, bananas and apples for dessert after their lunch. All food is cooked and freshly prepared on the premises. Special dietary needs and requirements are discussed and agreed with parents. Children are kept hydrated as fresh drinking water is readily available in each of the nursery rooms. Older children are able to help themselves to drinks when they are thirsty and staff ensure that younger children are regularly offered drinks throughout the day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a safe and friendly environment. They are greeted by name when they arrive each morning and have their own space for their coats, pictures and other personal items. This helps them to have a sense of belonging within the nursery. Displays, educational posters and examples of the children's creativity are displayed on the walls. This makes the children's rooms stimulating, aesthetically pleasing and child friendly. A risk assessment of the premises has been conducted and effective safety precautions put in place to minimise identified risks. For example, the premises are kept secure and plug socket covers and radiator guards are provided. Children are protected from the risk of fire because the manager has conducted a fire risk assessment and put effective fire precautions in place. Regular fire drills ensure children and staff are proficient in emergency evacuation procedures.

The safety and protection of children is of utmost importance to staff. They are well deployed and diligently supervise the children at all times. Several staff members have current training in first aid practice. Children are safeguarded because staff are well trained in and have a good understanding of child protection procedures. High staffing ratios ensure children are well supervised and kept safe on outings away from the nursery. Children are learning how they can help to keep themselves safe through stories, discussions and play activities. Children choose what to play with from a wealth of high quality toys and equipment. Resources are age appropriate, in excellent condition and are easily accessible to the children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and enjoy the time they spend in the nursery. Relationships between the staff and children are very good. The staff get to know their group of children very well and they are familiar with their personalities, individual preferences and needs. The interactions between the staff and children are very positive and help to strengthen the close relationships. The staff working with the younger children, for example, spend time talking to the children, echoing babies' babbling sounds and encouraging their early communication skills. The children also have opportunities to 'snuggle in' when they are bottle fed or when they seek reassurance from the staff. This helps them to settle and feel secure.

Staff are well trained in and have a good understanding of the 'Birth to three matters' framework. They plan a variety of enjoyable and interesting activities to help children make progress in all areas of their development. Toys and activities are regularly changed to help maintain the children's interest and enthusiasm. Children particularly enjoy make believe and role play, where they imitate adults, using gestures and actions. They happily prepare snacks for the dolls and each other as they play in the home corner. Children build with large bricks, carefully fitting and manipulating the bricks into place to make buildings and towers.

Positive adult and child interactions are encouraging children to become skilful communicators. Children love listening to stories and joining in with their favourite action songs, excitedly giving themselves a big clap at the end. Children explore a wide range of creative materials during their daily activities. They enjoy carefully rolling the dough out and then skilfully using the cutters to make different shapes. There are also many opportunities to freely access sensory and messy resources, such as water, sand, shaving foam and paint. For example, they explore the texture of cornflour and water and observe it dribbling through their fingers. They make patterns in dry sand using their fingers and explore the textured contents of treasure baskets. Children have opportunities to rest and relax in accordance with their needs. A quiet area and individual cots or mats and bedding are provided for children who need a sleep.

Nursery Education

The quality of teaching and learning is good. Staff regularly attend training on the Foundation Stage to assist them in the planning and teaching of an appropriate curriculum for three and four year olds. Children's learning is well supported and promoted because of the excellent knowledge staff have of their individual abilities. Children's next steps are effectively planned for to ensure teaching builds on what they already know. Activities are challenging, interesting and innovative. Topics and activity plans reflect a broad range of interesting and challenging activities across the six areas of learning. However, there is little documented evidence of child-initiated activities in records of planning or assessment. Children receive lots of individual

attention and are well supported by staff. Skilful questioning techniques are readily used to encourage and promote their learning.

Children are developing their self help skills and are becoming increasingly independent. They put on their own coats ready to play outside, set the table with cups and cutlery at lunch time and help themselves to water when they are thirsty. They are able to maintain attention, concentrate and sit quietly when they listen to stories and participate in challenging activities.

Children have a good understanding that print carries meaning and have interesting opportunities to develop early writing skills as mark making resources are easily accessible to them. Children are making good progress in learning letter sounds when they sing rhymes and enjoy looking at books with a member and staff. Children listen with interest and enjoyment to stories and are encouraged to recall what happened at the end.

Children show an awareness of and take an interest in number. They enthusiastically sing counting rhymes and songs. Children count, match, compare and sort the play people into groups. They use a good range of resources, such as peg boards and threading beads, to sequence and follow patterns. They have opportunities to use and recognise numerals in everyday situations. Counting posters are displayed for them to see and resources linked to the current theme help children understand about small, medium and large. Children take responsibility for counting out how many children are present at lunch time.

Children explore and investigate a range of resources and materials. They use a variety of electronic toys and equipment in their play, including a computer, tape recorder and headphones. Children are showing an increasing awareness of change. They talk about changes in the weather and observe that they cannot see the aeroplanes because it's foggy. Children have opportunities for investigation as they explore natural materials and find out what happens if they add water to sand.

Children play imaginatively in the role play corner and express themselves using a wide variety of media during planned activities. They enjoy playing with and participating in activities using construction toys, shapes, creative materials and musical instruments. They have opportunities to explore what colours are made by mixing different colours of paint together. Children participate in a good range of activities that promote their fine motor skills and hand and eye coordination. They enjoy making patterns on paper as they roll the vegetables they have painted. They enjoy carefully threading small beads and using tools, such as scissors, spreaders and cutters, during creative activities.

Helping children make a positive contribution

The provision is good.

Children have access to a good range of resources that provide positive images of gender, culture and disability. These include books, small world imaginative toys, dolls, jigsaws and dressing up clothes. They regularly participate in activities that help them learn about their own and the customs, religious and cultural beliefs of others. For example, they celebrate various festivals and participate in food tasting as part of a planned activity about Chinese New Year. The children's spiritual, moral, social and cultural development is fostered.

Good behaviour is actively encouraged by all staff members, who are positive role models, and support children to play fairly, share and wait their turn. Children are responsive to the meaningful praise and encouragement they receive and behave well. They negotiate with each

other to resolve minor squabbles and give each other a hug to say sorry without the need for staff intervention. Children are very good at sharing, for example, children who are playing with the dough immediately offer some to another child when he asks to join in. Stories and discussions are used to help children learn about good manners and feelings. Links between home and nursery are supported as 'Fred the bear' goes home with the children for visits. Parents sometimes take photographs and complete write ups of what activities he got up to. Upon his return to nursery, these are shared with the other children. This further develops the children's self-esteem and sense of belonging.

The partnership with parents is good. Parents are made to feel welcome at the nursery. They are spoken to in a professional and friendly manner by staff. Positive steps are taken to ensure they are kept well informed about all relevant policies and procedures. However, they receive limited information about 'Birth to three matters' and the Foundation Stage curriculum. Daily discussions keep parents up to date about their child's day and any issues. Parents receive lots of verbal feedback about their child's development and are able to view their child's progress records at any time. However, they are not provided with opportunities to contribute to their child's developmental records so they are fully involved in their learning. A complaints procedure and a record of any complaints received are in place and readily available to parents. However, the record does not clearly demonstrate the outcome of complaints.

Organisation

The organisation is good.

Children are happy and content in the friendly and well organised environment. They quickly settle and become engrossed in the wide variety of stimulating and challenging play and learning opportunities. High staffing levels and a very stable staff team result in a good standard of care. Children benefit immensely from the continuity of care this brings. The setting prides itself on a commitment to treating all children as individuals. Staff get to know individual children well and this helps children to feel secure and confident.

The leadership and management are good. The manager takes a full and active role in the provision. She works very closely with the deputy manager to continually develop the quality of teaching and learning for the children. High priority is given to staff development and training. Staff knowledge and skills are broadened through regular attendance on relevant training courses and workshops. This brings about continual improvements and developments to the quality of care and service provided. The managers have a good awareness of the strengths and areas for development within the setting through a detailed and ongoing self evaluation system.

All required records and documentation are in place, they are mostly clear, well maintained and retained for inspection. However, records of staff attendances lack the necessary detail required. Comprehensive policies and procedures are used to underpin staff practice and the care provided. Effective induction, recruitment and selection procedures are in place to ensure staff are appropriately vetted and their suitability assessed.

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 the nursery was recommended to improve planning and assessment records. Staff have worked hard to address this and records and observations demonstrate that

children experience a balanced range of activities that are carefully planned to build on what children know. Improvements were also recommended in the provision of books, technology resources and resources that reflect positive images. These have all been successfully addressed, thereby ensuring that children are provided with access to a good range of resources to meet their developmental needs.

Recommendations were made to amend the complaints procedure and improve the floor coverings in some areas of the nursery. An ongoing refurbishment has ensured that floor coverings have been replaced and the complaints procedure has been amended to ensure parents are informed of what they should do if they have any concerns they wish to raise.

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 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 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 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):

- ensure that records of staff attendances are appropriately detailed
- improve complaints records to demonstrate more clearly the outcome
- consider how to provide parents with more information about 'Birth to three matters' and Foundation Stage curriculum (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):

- demonstrate how child initiated activities are incorporated into planning
- provide parents with opportunities to contribute to children's progress records.

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