

The Rises

Inspection report for early years provision

Unique Reference Number	EY235010
Inspection date	06 February 2008
Inspector	Carol Ann Dixon

Setting Address	Hill Street, Shaw, Oldham, Lancashire, OL2 8PQ
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Registered person	Lynn Minshall
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Type of inspection	Integrated
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Type of care	Full day care
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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 satisfactory. 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 Rises private day nursery is registered to provide care for 47 children under five years and it is located in Shaw near Oldham. The nursery has been registered since May 2003 and is privately owned. It is open from 07.30 to 18.00 Monday to Friday apart from bank holidays and Christmas.

There are currently 46 children from birth to five years on roll. This includes nine funded three year olds and one funded four year old. The setting supports children with learning difficulties.

There are 18 members of staff, nine are qualified to at least National Vocational Qualification level 2 or 3. The nursery is based in a large two-storey building. The children's accommodation comprises of five group rooms with their own adjoining bathrooms and utility rooms. Rooms are divided into different play and activity areas. Children are based in rooms according to their age. Children are able to participate in physical and outdoor play activities in the outdoor play area, which has an impact absorbing safety play surface. Accommodation also includes an office, staff room and kitchen facilities. There is off road car parking and a small car park to the front of the building.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing good control and co-ordination over their bodies through a variety of planned activities inside and outside. Outside, children enjoy running round, playing on the wheeled toys, climbing on the climbing frames and joining in circle games. Planned activities provide variety and encourage children to develop their physical skills, such as throwing and catching as they play with bats and balls. Children use small equipment, such as pencils, glue spreaders and small construction pieces, which aid their development of fine manipulative skills.

Upon commencement at nursery, parents are invited to provide written information relating to their child's individual sleep and feeding routines. Staff follow this to enable babies to benefit from continuity of care. Younger children sleep in cots or prams and older children may sleep on sleep mats. Staff ensure that children are provided with individual bedding to minimise the risk of cross infection.

Effective hygiene practices and routines are implemented to protect children and to help keep them well. The premises are warm and clean. Nappy changing routines are scrupulous; disposable gloves, aprons and mats are used to minimise the risk of cross contamination. Staff have up to date training in food hygiene and administering first aid. The appropriate permissions and records are in place regarding accidents and the administration of medication to children. However, written permission is not requested from parents, at the time of placement, for the seeking of any necessary medical advice or treatment in the future and this compromises the continuity of care for children in the event of a medical emergency. Children are starting to learn about hygiene and cleanliness. They wash their hands after using the toilet and before eating. Older children are encouraged to brush their teeth after lunch.

All food is cooked and freshly prepared on the premises. Children enjoy a varied and nutritious diet that includes plenty of fresh fruit and vegetables. The nursery has obtained a healthy eating award and through discussion about healthy options, children are learning about a nutritious diet. Meal times are a social occasion when staff and children sit together to enjoy their food and each other's company. Children's individual and special dietary requirements are agreed with parents and are well catered for. Fresh drinking water is readily available to quench children's thirst and keep them hydrated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and well maintained nursery where staff take effective steps to keep children safe. Examples of the children's creativity make the environment child friendly, interesting and stimulating. The premises are well lit and ventilated. Comprehensive risk assessments of the premises have been conducted and are regularly reviewed. Effective precautions have been put in place to minimise identified risks. Covers are fitted to exposed plug sockets and there is an extensive impact absorbing surface in the outdoor play area. Effective fire precautions and procedures are in place. Fire detection and fighting equipment is provided, regularly checked and appropriately maintained. Frequent fire drills are conducted to ensure children and staff are proficient in emergency evacuation procedures.

Children are sufficiently safeguarded within the setting as doors are kept locked with a secure entry system and staff are aware of identified individuals who may collect children. Children are finding out about what is dangerous and how they can keep themselves safe through stories, discussions and activities. They practise crossing the road when they go on outings in the community. Children choose what to play with from a range of safe, good quality resources, which are appropriate to their age and stage of development. The safety and protection of children is given high priority. Staff are well trained in and have a good understanding of safeguarding children procedures and their responsibility to take action should they have concerns. A nominated member of staff takes responsibility for the handling of concerns and discussions indicate that staff are clear about monitoring and who to contact for advice.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

The welcoming environment of the nursery and the attentive staff ensure that all children are supported to settle and feel secure, thereby easing their transition from home to the setting. Staff have a developing knowledge of the 'Birth to three matters' framework and sometimes complete written observations of children, but these are not evaluative and do not identify children's next steps in learning. Consequently, the planning is general and does not cater for children's individual needs.

Children feel valued as the staff play down on their level and listen to what they are saying and respond. They thoroughly enjoy the story times and join in excitedly with their favourite songs and action rhymes. This is helping them to listen, respond to language and learn new words. They become engrossed in activities, such as building with construction blocks and gluing pictures using various collage materials. Young children explore sound as they bang and shake musical instruments, and they develop their senses as they roll and squeeze the play dough. They explore the texture of cornflour and water and observe it dribbling through their fingers. Children display great excitement as they play with shaving foam, patting the table and clapping their hands together. Staff encourage the children to observe the patterns they make as they swirl their fingers through it on the table top.

Nursery Education

The quality of teaching and children's learning is good. Children are making good progress towards the early learning goals because staff have a secure knowledge of the Foundation Stage and the planning systems contain clear learning intentions for all six areas of learning. Informative records clearly highlight children's progress towards the early learning goals and children's next steps for learning are identified. This information is effectively used by staff to inform future planning.

A varied range of teaching styles, such as whole class, group and individual methods ensure that children are fully engaged and are learning. Children participate in small group work whilst playing together in the sand. They chatter excitedly about how full the various containers are and how much more sand is needed to fill the container to the top. Children express themselves freely using a variety of media as they make pictures using paint and transfer handprints on to paper.

Children have happy and relaxed relationships with staff who listen to them and respond appropriately. Attending to their own personal care, such as cleaning their teeth and putting on their coat prior to going outside, is helping children to become increasingly independent.

However, opportunities to develop children's independence at lunch time are limited as staff set the tables, serve and clear away afterwards. Children are kind and considerate, they treat each other and the environment with respect. They spontaneously fetch toys from the accessible shelves and return them when they have finished using them.

Children's spoken language is developing well and they are becoming confident speakers. They initiate conversations, listen intently and respond animatedly to their favourite stories. Children have an understanding that print carries meaning. They recognise their own name and many children are able to write their name correctly. Children write in many situations, for example, they produce shopping lists and recognisable letters to make labels for a wall display.

Children show an awareness of, and take an interest in, number and often spontaneously choose to count. They eagerly count the number of cups on the table at lunch time and how many children are in attendance. Children compare groups of objects and show an interest in number problems. They learn concepts, such as weight and volume, length and height, when they engage in practical activities, such as using the scales, sand and water and when using construction equipment.

Children investigate, explore and show an interest in how things work. They have regular access to a computer and other electronic toys and equipment. They develop a good sense of time when they talk about the days of the week and the changes of the seasons. They learn how to care for living things when they plant bulbs and observe their growth.

Helping children make a positive contribution

The provision is satisfactory.

Children are treated with equal concern throughout the nursery and the staff are very aware of their individual needs. They learn about the wider world as they enjoy topics about Chinese New Year, when they experience food tasting and using chopsticks. They read books and play with jigsaws that show positive images and are able to select from equipment without any of it being gender specific. The nursery takes part in charity events, such as fundraising for Children in Need to develop children's sense of community. Children with learning difficulties integrate well into the nursery. Activities and equipment are adapted to ensure all children are able to participate fully. Regular meetings with parents and other professionals ensure the care of each child is appropriate.

Children are well behaved; they know what is expected of them because staff use consistent methods of behaviour management that are age appropriate throughout the nursery. Staff are positive role models of behaviour and manners as they encourage children to take turns and play co-operatively together. There is a clear policy of dealing with behaviour with lots of emphasis on praise, which helps to promote children's self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Staff have friendly and positive relationships with parents and carers, which helps to aid daily communication and continuity in care for children. For example, parents of younger children receive written feedback each day that includes feeding, sleeping and activities. Parents are aware of the nursery's policies and events through a prospectus, newsletters and displayed notices. The plans for children's learning are displayed on a notice board. Parents are informed of how they can make a complaint if they wish to do so and a complaints log is in place.

The partnership with parents and carers in relation to nursery education is good. Staff complete observations of children and use these, along with examples of artwork and a Stepping Stones Profile, to form an individual record of achievement. Although these records provide information regarding children's progress and time in the nursery, systems are not yet developed to enable parents to contribute to children's progress records so that parents can fully support their child's learning.

Organisation

The organisation is satisfactory.

The nursery is generally well organised. Policies and procedures are used to effectively underpin staff practice and the care provided. Robust recruitment, selection and induction procedures are in place to ensure the suitability of staff. The majority of the required documentation is in place, with one weakness identified under health. Registers clearly record both children and staff arrival and departure times, which evidences that staff-to-child ratios are maintained. The routine of the day is well established and children are secure in knowing what is going to happen next. The day is organised to ensure that children have access to both organised activities and free play. However, the organisation of resources in some rooms means that the children have few opportunities to initiate their own play and learning.

Leadership and management of the nursery is good. The proprietor and deputy strive to ensure that the nursery education offered is of a high standard. Support and advice is received from the local authority and there is an effective system in place to ensure that all stepping stones will be covered sufficiently over time ensuring that a broad and balanced curriculum is offered. The nursery has a positive commitment to staff training and development. More than half of the staff hold appropriate early years childcare qualifications. Regular attendance on short courses enables staff to continually enhance their skills in specific subjects, such as safeguarding children, behaviour management and 'sign along'. The nursery has successfully completed a quality assurance award.

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

Improvements since the last inspection

At the last care inspection the nursery was asked to appoint a designated person for behaviour management and provide parents with contact details of the regulator should they wish to make a complaint. These have been satisfactorily addressed, which improves children's care.

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.

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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):

- ensure that written parental permission is requested, at the time of placement for all children, to the seeking of any necessary emergency medical advice or treatment in the future
- review the organisation of resources to enable children to make choices and initiate their own play and learning
- ensure that activities are consistently evaluated and the next steps of children's learning are predicted and used to inform future planning.

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 parents with opportunities to contribute to children's records so they can be involved in their children's learning
- improve opportunities for children to develop their independence skills at meal times.

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