

# Childsplay Day Nursery Annexe

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY271739
<b>Inspection date</b>	11 December 2007
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<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 inadequate – notice of action to improve. The registered person does not meet 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?

Childsplay Day Nursery Annexe opened in October 2003. It is run and managed by a committee. The setting operates from one main room in a purpose built building in Preston, Lancashire. The setting offers a service to local families and children. There may be a maximum of 22 children on the premises at any one time.

There are currently 39 children on roll, this includes seven funded children. A variety of full and part time sessions are available. The setting is able to support children with learning difficulties and disabilities. It also supports children with English as an additional language.

The setting opens five days a week all year round, with the exception of one week at Christmas. Sessions are from 07.30 until 18.00.

The setting employs six staff including two part time managers. All the staff have early years qualifications to National Vocational level 2 or 3. The setting receives support from a teacher from Sure Start.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is inadequate.

The standard of health and hygiene for children is inadequate. Children's health and understanding of good hygiene practice is not promoted effectively. Younger children are not afforded respect with regard to their personal and intimate care needs, for example, without the intervention of others, staff are prepared to allow children to have a sleep in wet clothing. Staff do not engage with children during times of changing them, when wiping noses or when preparing for meals. Poor hygiene practices put children's health at risk through potential cross contamination, for example, babies are given dummies to soothe them directly from the floor. Staff have not obtained written agreements with parents with regard to the individual routines for younger children, such as arrangements for their children having a sleep. Older children are becoming more independent as they know and understand hand washing routines and do this independently of staff support, they are provided with appropriate equipment to help prevent cross contamination, such as liquid soap and individual face clothes. Some procedures are put in place by staff to minimise the risk of the spread of infection, such as the use of disposable clothing for changing children and cleaning furniture, toys and equipment routinely.

Children benefit from a healthy, balanced and nutritional diet. They enjoy freshly cooked meals with fresh ingredients. The individual dietary needs of children are catered for and older children are encouraged to serve themselves with staff around to support if necessary. Children help themselves to fresh drinking water throughout the day.

Appropriate records and documentation is in place with regard to the safe management of accidents and medication.

Children have opportunities to play outdoors where they are developing their gross motor skills, such as running, jumping and propelling themselves around on wheeled toys. Older children use the peddles well, while younger children are still pushing along the floor with their feet.

### Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's safety on the premises is promoted in various ways, for example, a closed circuit television system is in place and all visitors are required to sign in and out and the outdoor play area is fully enclosed. Staff also complete daily risk assessments and keep records.

Children benefit from having access to a range of furniture, toys and equipment which is safe and suitable for purpose. Children move around the setting freely and confidently making choices with regard to what they play with. Lots of children's work and information for parents is displayed, which helps to promote a warm and welcoming environment.

Some staff are unable to safeguard the welfare of children in their care adequately because they are unable to demonstrate a sound knowledge and understanding of child protection issues and procedures, even though they have received training in this subject. The lack of knowledge and understanding puts children at risk because staff may not recognise and respond to potential signs and symptoms of abuse or neglect. There is a detailed policy in place and this shared with parents.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are settled in the nursery and play happily with the toys and activities offered. Staff plan activities based on the 'Birth to three matters' framework for the younger children in the setting. Children benefit from having access to a wide range of toys and equipment suitable to their ages and stage of development. Children demonstrate that they are confident by asking questions and describing what they are doing. Children share their views on what they see, for example, a child describes the Ofsted logo as an aeroplane.

Children describe colours and objects which are familiar to them, such as the green water and the shiny flowers in the water. Children have first hand experiences, such as exploring what happens when water is poured into rubber gloves with a ball inside. Children watch with interest and say 'up and down' as the ball rises when he squeezes the gloves. Children play alongside each other happily and watch each other often copying their play.

The quality of teaching and learning is satisfactory. Children are supported by staff that hold appropriate early years qualifications. Staff working with the funded children have received training regarding the Foundation Stage Curriculum and demonstrate a reasonable level of understanding. Written play plans are in place and these cover all six areas of learning. All of the staff contribute towards the planning. The play plans are evaluated each term by the manager. The planning does not include how the individual development needs of all children are catered for. Written observations and photographic evidence is used to record children's progress. However, as there is no recorded information about the starting points for children it is not clear in the children's records how much progress children have made. Children are interested in the activities offered and are able to extend their own play through selecting additional equipment from the continuous provision around the room.

Children are showing increasing independence in selecting and carrying out activities of interest to them. Children are curious and demonstrate a positive approach to new experiences. Most children play happily alongside each other, while some are beginning to seek out others to share their play. Children have a sense of pride in what they do and eagerly share with staff their paintings. Children are developing good hand eye coordination as they have many opportunities to use one handed tools, such as mark making equipment and tools for cutting, rolling and shaping play dough.

Early reading and writing skills are promoted well throughout the setting. This starts with children taking part in the registration process each day, for example, children learn to recognise their own name on a card and put it into a box. This is repeated during snack time when again children are encouraged to find their own name. Children are also learning that print carries meaning because items in the setting are clearly labelled and staff use printed words to complete the weather board with children. Opportunities to write for a purpose or to make marks are provided in most areas of play. Some children are beginning to talk activities through, modifying them as they go along, such as in the home corner, children discuss and agree roles and explain what is going to happen. Children are able to distinguish between sounds they hear outside to those made inside, for example, they all become excited at the sound of sirens passing and demonstrate the sounds being made on the computer, such as bells ringing.

Some children use mathematical language during play, particularly when using the computer. Children count consistently up to ten with the numbers in the correct order when counting the date for the weather board. Some children use their fingers to help them to count. There is

little evidence of children using calculations and some opportunities were missed to do this, for example when preparing for the group activity. Children use language such as big and little spontaneously during play. Staff promote awareness of shape with children as they build pyramids together and children demonstrate that they know the names of basic shapes.

Children enjoy creative play and take time exploring the texture of the paint. Children also explore other materials, such as sand, water, dough, and glue. Children show good imaginative play as they imitate what adults do based on their own experiences from home. Children also enjoy singing and do this spontaneously as they play. Children join in with enthusiasm during group singing and particularly enjoy using the musical instruments.

### **Helping children make a positive contribution**

The provision is satisfactory.

A written policy is in place regarding equality of opportunity for all staff and children. Records of the individual needs of children are kept. All children are allocated a key worker who helps them to settle into the nursery environment. Children learn about diversity through a range of activities and by accessing resources that promote positive images. Children benefit from being part of a multi cultural group where some staff speak additional languages. Children gain first hand knowledge of other cultures as they listen to staff talking, for example, about fasting.

Staff implement simple techniques to manage children's behaviour in a positive way, such as distraction and talking. Children respond to simple instructions and help to tidy up as part of the routine of the day. Children receive praise and encouragement from staff which contributes to becoming more confident and developing independence. Children are learning about being kind towards each other and sharing through play. Overall children behave well.

Children are learning about the wider world through daily activities, such as exploring the computer and group sessions where they discuss time and weather. Children have good control when using the mouse with computer and are able to explain what they are doing. Children are part of a multi cultural environment and are able to share experiences of each other and staff. Some children talk about significant things that have happened to them, such as birthdays. Children's spiritual, moral, social and cultural development is fostered.

Most of the information about the children is shared with parents verbally. Although the baby room does have daily diaries which are sent home each day. Written policies and procedures are available for parents and notice boards contain leaflets and posters with various types of information about the setting. Parents contribute to how their children are cared for by providing staff with details of their health and dietary needs. A system is in place for recording any complaints that may be made. The partnership with parents of children receiving funded education is satisfactory. Information about the provision of the Foundation Stage curriculum and children's progress is offered through discussion with key workers and the sharing of the children's progress files. Further information is made available via newsletters, leaflets and the notice board. Some staff communicate with parents in languages other than English and are able to offer support with completing application forms and records for children. Short, medium and long term planning is also displayed for parents' information.

## **Organisation**

The organisation is inadequate.

Children are cared for by suitably qualified staff. Appropriate procedures are followed to ensure all staff are vetted. Satisfactory recruitment procedures are in place and all staff participate in induction and appraisal processes. Children receive appropriate levels of support because the adult to child ratios are maintained at all times, and space is used effectively to provide a range of suitable activities for children of all ages attending the setting. However, the deployment of staff within the setting does not effectively meet the needs of younger children, particularly for those who attend full time. The contingency plans which are in place to cover staff absences do not take account of the need for younger children to be cared for by consistent adults. This compromises the overall safety, welfare and development of the youngest children. Most of the required policies and procedures are in place and basic records for children are kept.

The leadership and management of nursery education is satisfactory. Managers have a clear aim on how the setting should operate, however, not all of the systems in place work effectively, such as monitoring good practice and evaluating play plans. Managers have put in place a rolling programme with regard to training for all staff, however, the effectiveness of training is not monitored. As there are no systems in place regarding the starting points of children it is difficult to assess the progress being made towards the Early Learning Goals. An action plan is in place with regard to future development of the setting and funding is available to improve the outdoor play area.

Overall, the provision does not meet the needs of the children for whom it provides.

## **Improvements since the last inspection**

Since the last inspection the provider has produced a visitors book at the entrance and has improved storage facilities. However, concerns remain regarding staff's knowledge and understanding of child protection issues and procedures and an action has been raised.

## **Complaints since the last inspection**

Since the last inspection there has been one complaint received by Ofsted. An action was raised in order for the provider to meet the National Standards. Ofsted are satisfied with the provider response and the provider continues to be registered.

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, the registered person **must** take the following actions:

- deploy staff effectively within the premises to ensure the safety, welfare and development of children
- ensure all staff promote the good health of children and take positive steps to prevent the spread of infection, in this instance by improving hygiene procedures and taking into account the individual needs of children
- ensure all staff working with children are clearly aware of possible signs and symptoms of children at risk and understand the settings policies and procedures
- ensure that in the event of a child not being collected there is a clearly defined procedure to be followed

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

### 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):

- improve planning to include individual development needs for children and develop systems to obtain details of children's starting points
- improve systems to enable managers to monitor and support staff with regard to good practice in all areas of the setting.

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](http://www.ofsted.gov.uk)