

Little Achievers Day Nursery

Inspection report for early years provision

Unique Reference Number	EY272198
Inspection date	12 September 2007
Inspector	Glynis Margaret Kite
Setting Address	Chatburn Road, Ribbleson, Preston, Lancashire, PR2 6BJ
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Registered person	Rosy Apple 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 satisfactory. 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?

Little Achievers Day Nursery is operated by a limited company. It operates from one sub-divided main room and two additional care areas in a detached single story building in a residential area of Ribbleton near Preston, Lancashire. The Nursery serves children and families from the local community.

There are currently 49 children from birth to seven years on roll. This includes five funded three year olds. Children attend for a variety of sessions. The setting also supports children with learning difficulties and disabilities. The nursery opens five days a week all year round. Sessions are from 07.30 until 18.00.

There are eleven staff employed to work with the children, including the manager. Of these ten hold early years qualifications. The setting receives support from an advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from daily routines which promote personal hygiene. Children are encouraged and supported in washing their hands before meals and snacks and after messy play. Some children are becoming more independent as they know when and how to do this. General hygiene procedures are implemented by staff, such as cleaning tables and play areas in preparation for other activities, for example, meals. While most areas of the setting are clean, some areas in the kitchen have layers of dust and grease and the lid for the waste bin is not in place. This puts children at risk of potential cross contamination. Children are provided with named drinking bottles which they can access at any time. The overall health and well-being of children is further protected because staff implement an exclusion policy for sick children and follow the settings procedures regarding accidents and medication.

Children benefit from a healthy, balanced diet. Menus are planned over a four week period ensuring variety as many children attend on a part-time basis. The individual needs of children are catered for as required. Main meals include fresh vegetables and fresh fruit is offered for snacks. Meals are freshly cooked on the premises everyday. Routines for babies are maintained according to individual need. Children freely access drinks throughout the day; these are available in their own bottles for ease of identification by children and to promote good hygiene practice. Bottles for babies are stored in a separate fridge in the baby room making sure they are readily available when needed. Babies benefit from the closeness and one to one interaction from staff during meal times.

All children benefit from regular outdoor play, which provides opportunities for fresh air and physical exercise. This contributes to the overall health and development of children attending the setting. Children of varying ages have their own play areas with toys and play equipment suitable to their differing needs, for example, large wheeled toys and climbing frame for pre-school children. Sit and ride and push along toys for younger children. All children move around freely and with confidence in their designated areas. Older children are developing skills to move around in different ways, such as running, crawling on the ground and peddling the wheeled toys. Some children are confident in moving backwards and sideways as well as forwards. Children also use a variety of one handed tools, such as scissors and paint brushes with confidence. Children enjoy small world toys and spend time exploring malleable materials, such as play dough.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are maintained to satisfactory standards of decoration and repair. The environment is warm and welcoming with lots of natural light, good ventilation and maintained to a comfortable temperature for children at play. Staff promote a child friendly environment by displaying children's work and providing tactile displays for children to explore. Space is organised well to ensure children of varying ages and stages of development can explore and play safely within their allocated areas. Children benefit from being able to move around freely and making choices. The range of furniture, toys and equipment meets the varying needs of children and also includes adult sized furniture to enable staff to care for babies in comfort. Resources in all areas are easily accessible to children, promoting choice and independence.

Staff demonstrate clear knowledge and understanding of health and safety procedures. Access to the premises is secure and all visitors are required to sign in. Safety equipment and checks on appliances contribute to the overall safety of staff and children on the premises. However, risk assessments in the kitchen have not been completed effectively to protect staff working in that area. Children are learning about keeping themselves safe as they are encouraged to help tidy up toys after play and to pick them up off the floor to prevent accidental injury.

The welfare of children is safeguarded because staff know and understand child protection issues and procedures. There is a designated person with responsibility for ensuring procedures are followed and maintaining confidentiality. Staff are able to recognise signs of abuse and neglect and follow the settings procedures when concerns are identified.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Most children are happy and settled in the setting and have developed a sense of belonging because they have a space for their own personal belongings, such as coats and have been allocated a key worker. However, some new children and those moving areas within the setting have not been allocated a key worker or been provided with name badges to help them to identify their own personal space. Staff act quickly when children become upset and offer comfort to the child, which has a positive impact on them. Children in all areas are gaining in confidence as they are able to select toys and activities of interest to them. Children particularly enjoy creative activities and outdoor play, which is available on a daily basis. Most children play independently and alongside each other, although some of the older children are beginning to seek others to share their play.

Staff use the 'Birth to three' matters' framework to plan activities for younger children and record observations of their achievements. This helps with future planning for individual progress and development. However, play plans have not been completed for a period of two weeks in the absence of a member of staff. The Foundation Stage Curriculum guidance is used for planning activities for funded children. Some children have not been included in any play plans at all in recent weeks, following a move from one area to another. This means there are gaps in the provision for all children.

Children benefit from a wide and interesting range of toys and play equipment for both the indoor and outdoor areas. Through group activities children are learning about sharing and taking turns. Children are also beginning to form relationships with their peers as they play alongside each other and occasionally together.

Nursery education.

The quality of teaching and learning is satisfactory. The setting is currently going through a period of transition, with new teaching staff and a new manager in post. Two members of staff have received training in the Foundation Stage curriculum and they are supported by an advisory teacher. Systems are in place to enable staff to plan a wide variety of activities for children to promote their learning. However, the systems are not always implemented effectively and this means that there are some gaps in the provision. Play plans lack clear links between observations and the next steps for children. Staff have worked hard to establish well resourced areas of continuous play provision and children access these areas freely. In some instances staff failed to check the details of children before setting activities for them, and as a result the activities were pitched at too high a level for those children. From the range of activities provided and

the extensive range of toys and play equipment, children are making satisfactory progress towards the Early Learning Goals.

Children benefit from good opportunities to make marks using a variety of equipment and media. Most children choose to draw, paint and make marks regularly throughout the day. Some children are beginning to ascribe meanings to the marks they make and are keen to share their work with adults. Most children enjoy story time and listen with interest to familiar stories. Some children are becoming more confident when distinguishing one sound from another and point out to staff when the door bell rings. Children are learning to recognise different sounds and rhythms as they begin to tap out their own names. Most children respond well to simple instructions.

Mathematical development is not promoted very well. Only a couple of children show signs of being able to recognise individual numbers as they help to set the date on the calendar. Opportunities to promote number and counting as part of routine activities are missed, for example, when staff set the tables for lunch. There is no evidence of children using calculations, shapes and measurements as part of their routine play. Numbers are displayed around the room for children to explore.

Children enjoy creative activities and are currently exploring texture as they compare different types of paper and materials as part of planned activities. Children express themselves creatively through dressing up, painting and drawing. Children also enjoy music and singing and will ask for favourite songs to be played. Children move their bodies and dance to the music as they follow the story or rhyme being played. Some children are gaining in confidence and volunteer to stand up in the group to sing favourite nursery rhymes, although they still need some support from staff.

Helping children make a positive contribution

The provision is satisfactory.

Staff are able to meet the individual needs of children on a daily basis because they gather and record information from parents. The setting has a policy in place for helping new children to settle in. This involves children attending for several short visits with their parents until they feel safe and secure. However, not all parents choose to make these visits with their children. Staff follow the wishes of parents with regard to the routines of babies and younger children, this ensures consistency of care. Children are learning about diversity in the community through planned activities and by having daily access to resources which promote positive images of their own and other's cultures, ability and beliefs. All children are treated equally and with respect.

Children benefit from the close working relationship established between staff and parents. They regularly exchange information, both in writing and verbally. This ensures children's individual needs continue to be met. Appropriate strategies are implemented to manage children's behaviour in a positive way. Staff know and understand the settings policy, which includes distraction for younger children and talking to children to help them to learn the rules of the setting. Staff focus on the positives and use positive language when talking to children. As a result children behave well. The spiritual, moral, social and cultural development of children is fostered.

The partnership with parents and careers in receipt of nursery education funding is good. Staff make available a wealth of information regarding the education of children attending the

setting. Notice boards, newsletters and regular discussion with staff also provide parents with information. Parents also have access to their own children's development files and key worker books which are available daily. Questionnaires and customer satisfaction surveys are carried out by the setting to assess the views of parents in relation to nursery education. Parents views on the day of inspection indicate that they are happy with the service provided for their children.

Organisation

The organisation is satisfactory.

Comprehensive systems are in place for the recruitment and vetting of staff, which contributes to the protection of children attending the setting. The manager is supported by ten additional staff, nine of whom are qualified to level 2 or 3. Several staff hold appropriate first aid qualifications and some have the basic food hygiene certificates also.

All staff undertake a six week programme of induction, which includes health and safety and child protection within the first week of commencing employment. The induction programme helps staff to familiarise themselves with the routines and procedures of the nursery. Required records and documentation is in place and the settings policies and procedures are reviewed annually. Satisfactory organisation of staff ensures the agreed ratios are maintained.

The leadership and management is satisfactory. Regular meetings between managers ensures policies and procedures are followed within the company. Managers take positive steps to promote learning opportunities for funded children, for example by identifying the need to employ a qualified teacher to work directly with the children and staff in addition to the support given by the advisory teacher. Managers support staff at all levels through daily supervision and annual appraisals. Managers oversee planning, although had not identified that planning had some gaps. Managers are currently developing some new schemes to enable parents to become more involved with their children's care, learning and play. Managers have a clear vision of where they want the setting to be and have drawn up an action to plan to address areas of weakness and to enable them to build on their strengths.

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

Improvements since the last inspection

Since the last inspection children have been provided with their own named bedding and sleeping space which is washed regularly to promote good hygiene practices. Children have free access to drinking water and babies bottles are labelled with their names. Space is organised well to ensure children can play and rest in comfort. Children have access to a wide range of resources that promote diversity in the community and positive images. Ratios are maintained during lunch times. All of these actions improve the overall care, learning and play for children attending the setting.

Complaints since the last inspection

Ofsted received concerns during the month of June 2005, relating to National Standard 4 - Physical Environment. The Complaints, Investigation and Enforcement Team contacted the provision. The provision provided an investigation response regarding the concerns raised. Ofsted are satisfied the provider remains qualified for registration.

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):

- improve health and hygiene standards in the kitchen, in this instance this relates to cleaning of higher level equipment and furniture and risk assessments
- ensure risk assessments include all areas of the premises and include materials covering floors, in this instance this relates to the kitchen floor
- improve systems for planning to ensure play plans are in place at all times
- develop the key worker system to ensure all children are allocated a key worker as soon as possible.

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 systems for recording observations to clearly demonstrate what children know and can do and ensure activities are pitched at the right level for children based on staff's knowledge of the children
- improve the provision to ensure children have opportunities to learn and explore mathematical concepts on a daily basis
- improve systems at management level for monitoring the planning, observations and assessments of nursery education provision.

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