

# Stanley House Kindergarten

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY280811
<b>Inspection date</b>	20 September 2007
<b>Inspector</b>	Anne Mort
<b>Setting Address</b>	326 Croston Road, Farington Moss, Leyland, Lancashire, PR26 6PN
<b>Telephone number</b>	01772 421 924
<b>E-mail</b>	
<b>Registered person</b>	Mrs Julie Danson
<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 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?

Stanley House Kindergarten opened in 1990 and has been privately owned since 2004. The nursery is situated in the Farington Moss area of Leyland and recent internal work has taken place. This has resulted in the facility now operating from seven rooms in the detached house. All children share access to a secure enclosed outdoor play area.

A maximum of 39 children may attend the nursery at any one time. There are currently 59 children on roll. Of these, 15 children receive funded nursery education. The nursery currently supports children with learning difficulties. The setting is open each weekday from 08.00 to 18.00 for 51 weeks of the year. The nursery employs 13 childcare staff. Of these, 10 members of staff hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children play in an environment that is very clean. Effective hygiene procedures are implemented by the staff on a daily basis, thus promoting a high standard of cleanliness within the nursery. Equipment is of a good quality and suitable for children to use. Children are protected from risk of cross-infection. For instance, staff are diligent at lunchtime when two toddlers are a slightly ill from eating too quickly and appropriate procedures are followed.

Children are rapidly learning good health and hygiene practices. Children's health is very well promoted, with encouragement by staff to enable children to develop self-care skills. Hand washing is a part of the daily routine and children are enthusiastic and have a desire to be independent when visiting the toilet facility. The nappy changing procedure presents as excellent practice in preventing cross infection as staff wear disposable gloves and an apron.

Children's health is further supported as management is proactive in ensuring first aid training is available to staff. Currently eight members of staff hold a first aid certificate. Individual and personal information about a child is discussed with parents. This is to ensure their child's health and medical needs, if any, are identified and adhered to. A well organised system is in place to inform parents about the recording of accidents and medicine administration.

Children's physical development, including those children engaged in the nursery's education provision, is thoroughly promoted. Children take part in planned or spontaneous activities designed to promote their physical well-being. Babies have ample opportunity to develop their handling skills in their play with suitable resources. They have opportunity to practise standing up and trying to walk as they use the room gate and furniture to pull themselves up. Staff give close but not overwhelming supervision and babies are delighted when they find they can stand alone or take a few steps. Older children develop fine muscle control, handling jigsaws, pencils, scissors and glue sticks. They learn how to move and control their body and negotiate physical space in the use of outdoor climbing apparatus, bicycles and balls. Their senses are developing well due to outdoor play including encouragement for children to use their eyes and ears. Staff talk to the children and a written notice on the fence shows the words, 'Can you see?' alongside pictures, for instance, of a spider, a leaf and a chair.

Children's needs for a diet that will support physical growth and good health are given full consideration. This is reflected in the menus which are displayed for parents. Children's dietary needs and parental preference are respected and accommodated. Children sit together to enjoy minced meat with vegetables and have a dessert of semolina. They later have their tea of chicken spread on a finger roll and a banana. Children are well behaved at the meal table and have good table manners. They develop their social and conversational skills at this time as all staff create a relaxed and happy atmosphere.

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

The provision is satisfactory.

Children and babies are cared for in a very welcoming environment that is child centred and suitable for purpose. Children have access to good quality resources. Their art work is given value and forms part of the decoration of the nursery. Children's welfare is safeguarded through the staff's concern for their safety. Safety within the premises is given full consideration and

policies reveal written risk assessments are carried out with control measures noted. Suitable equipment is in place, such as stair and room gates, radiator covers and there is a locked entrance with bell entry system. Children play and rest in comfort as the staff check on a daily basis that the premises, indoors and outside are safe and suitable for use. However, hazards were identified that pose a risk to children in that the external gate was unlocked, the flooring in the baby room is uneven and staff's belongings were within reach of children.

Staff are mindful of children's developmental stages and provide a wide variety of resources. These are neatly stored with lower level storage. This enables children to have free choice and acquire a sense of belonging and responsibility when they help to tidy up. Children learn to keep themselves safe, for instance, staff teach them to be careful on the stairs and to hold the rail, not to run in the facility, and to handle scissors and knives and forks in a responsible manner. Children make confident use of equipment, for instance the use of scissors, colouring pencils, crayons, a sand tray, a water tray and role play clothing. Children know where to find and return things. They are at ease questioning staff and asking for additional resources when extending their own play experience, for instance, a child asks for a pair of scissors.

Children are protected from harm due to the manager's sound knowledge of child protection issues. She is confident in her role and is able to report concerns to relevant agencies. The staff are aware of their responsibilities in this area. Policies and procedures are in place to keep staff's knowledge updated and parents informed.

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

The provision is good.

Children play cooperatively in well maintained rooms that are decorated with their work. Babies and children remain very interested and motivated throughout the day due to staff listening to them, engaging them in conversation and using open ended questions. Babies and toddlers are completely at ease and secure as they receive smiles, cuddles and praise from staff, whether a guided or free choice activity. Children benefit from staff having knowledge of the 'Birth to three matters' framework. They are presented with resources and activities to stimulate their thinking process and promote handling skills and social interaction.

Children's enjoyment and their achievements at nursery are evidenced in the documentation in place that includes photographs of their work and play. Babies are provided with a nurturing environment in which staff provide emotional support, stimulating resources and a very happy atmosphere. Babies develop their sense of their own bodies as they use the room gate and furniture to pull themselves up. Staff give close but not overwhelming supervision and babies are delighted when they find they can stand alone or take a few steps.

Staff in toddler rooms interact well with the children and provide age appropriate and challenging resources. They stimulate the children into wanting to explore and investigate. As a result children are happy to participate, for instance, in the chalking activity. They demonstrate a developing sense of rhythm in the use of musical instruments. Older toddlers take an active part in their own learning and choose to go to the mark making table to use the pencils and crayons. They share their toys and are confident in their approach to each other and to the members of staff.

Nursery Education.

The quality of teaching and learning is good. Staff involved in the planning and delivery of the Foundation Stage have a good knowledge of the requirements and offer children interesting and stimulating play opportunities to lead them along the stepping stones of learning. The planning of furniture within the room and use of resources assists teaching and children's learning in making every area accessible and meaningful to the children.

Children enjoy a broad range of well presented continuous provision, which encourages them to become independent learners and consolidate existing skills. There is a stimulating range of activities to promote children's learning. Children rapidly develop hand eye coordination and concentration span. They choose to go to the computer which is available throughout the session and one child readily helps another. Focussed activities are presented and a child sits with a member of staff to view a picture of a zebra and discuss its shape, size and colour before attempting to paint it. Children develop musical ability as they use the instruments in a creative and imaginary way to demonstrate the noise an animal might make. Children are very secure, happy and settled and quickly become engrossed as they work with materials to acquire new skills. For instance, children practise handling skills in the use of scissors, paper plates, lengths of wool and small pieces of paper to create spaghetti Bolognese for the café.

Staff have good knowledge of the Foundation Stage curriculum and there is long and medium term planning. This allows children's existing knowledge to be built upon. Children have the opportunity to engage with staff in planned activities, develop social skills as they share their play and also to have time to choose to play alone if they so desire. On the whole the recording of a child's work and play in relation to the stepping stones is good. However, a child's development file does not illustrate what is to be the next step in their learning. Children are becoming confident communicators and ask questions of the staff, the inspector and each other. They are well mannered, relaxed and sociable with each other. This is because the staff are excellent role models and promote a peaceful atmosphere.

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

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Staff treat each child with care and respect and they benefit from staff who know them well. Children develop great confidence and positive self-esteem through the good quality interaction, care and attention they receive from staff.

Children are offered a varied range of opportunities to further their understanding of the wider world. They gain insight into the cultures and beliefs of others by celebrating different festivals, such as, Chinese New Year and Easter. In addition to this, resources are made available to promote positive images of gender and disability as children access books, dolls and jigsaws. Attractive pictures and posters of people from different cultural backgrounds are displayed and children are sometimes taken on outings.

All children are very welcome in the setting and management seeks additional help and advice to promote inclusion where children have a physical or learning disability. All staff are made aware and arranged procedures are put into practice thus promoting a child's involvement and complete integration into general nursery life.

Children's behaviour on the day of inspection is exemplary. This is due to staff working in a calm and consistent manner. Children learn responsible behaviour and how to care for their environment. They share, take turns and tidy up, replacing items in the relevant box or drawer.

Children are fully supported and gently guided. Staff are interested in the children and use their conversational tone extremely well to create a happy atmosphere throughout nursery.

Partnership with parents and carers, including those whose children receive funded nursery education, is good. Parents spoken to at the time of the inspection give praise to the manager and staff at the nursery whom they find both friendly and professional. Management are proactive in informing new parents about the setting and the arrangements for the delivery of the 'Birth to three matters' framework and the nursery education in the prospectus made available to them. Additional information is available to view on the attractive notice board and on the explanatory notices and photographs displayed throughout nursery.

Parents are made aware of the policies and procedures within nursery including how and where to take a concern. They are asked to contribute to nursery life by sending in resources and in invitations to attend the Christmas fair and the pre-school leavers party. They are involved in their child's learning and receive a letter informing of the topic area and how they can help their child to learn at home. They are kept updated about their child's progress through invitation to come into nursery at their convenience or to make an appointment to speak to their child's key worker. They can then view their child's individual progression records. These include the portfolio held for a child that demonstrates their learning journey along the 'Birth to three matters' framework and along the stepping stones of the Foundation Stage Curriculum.

## **Organisation**

The organisation is good.

Effective recruitment procedures mean that safe and suitable practitioners work with the children. The stable staff team receive opportunities to attend additional training to refresh their knowledge base and update their skills. This enhances the care and learning of children. For instance, staff have had training in the 'Birth to three matters' framework and in the Foundation Stage curriculum. Staff are well deployed and the manager and deputy are supernumerary. They work in rooms if staff are absent, thus providing continuity of care for children from adults already known to them.

Leadership and management is good. There are clearly defined roles for the staff, some of whom have an area of responsibility. There is effective communication as staff meet each morning to exchange information. Staff are made aware of the policies and procedures within nursery and guidance notices are displayed. These support staff in their delivery of quality care and education. The provider continues to take the nursery forward and the vision for the near future is to enhance children's physical development in the innovative plans for the outside play area.

Children flourish in a setting where there is good organisation of physical space and resources. Children have access to ground and first floor areas and an enclosed outside play area. These give ample space for free movement and safe exploration, thus the opportunity to promote children's care, learning and development is maximised.

Documentation is in place to enable staff to plan activities, resource suitable toys, books and equipment and record children's ongoing progression through the 'Birth to three matters' framework and the stepping stones of the Foundation Stage Curriculum. Policies are in place and information held about children safeguard their well-being. Documentation held is in line with the National Standards for day care and is clearly written, concise and jargon free. It is

readily available and relates to the planning and delivery of a good childcare facility. Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

At the time of the last inspection there were two recommendations in relation to medicine recording and staff deployment. Both of these have been addressed. Children's health and safety is promoted as parents give prior written permission before any medicine is administered by staff. Staff deployment has been reviewed to ensure children are adequately supervised at staff break times.

### **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):

- promote children's safety on the premises

#### **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):

- develop observations and assessments to identify and plan for the next steps in children's learning.

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)