

# Bolton Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY286390
<b>Inspection date</b>	17 October 2007
<b>Inspector</b>	Sheila Iwaskow / Carla Owen
<b>Setting Address</b>	C/o David Lloyd Leisure Club, Chorley Street, Bolton, Lancashire, BL1 4AL
<b>Telephone number</b>	01204 521 863
<b>E-mail</b>	
<b>Registered person</b>	Asquith Court Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Crèche

## 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?

Bolton Day Nursery was re-registered in 2004. It is one of a chain of nurseries run by Asquith Nurseries Limited. The nursery operates from within its own designated areas situated in the David Lloyd Fitness Centre, which is located close to Bolton town centre. Children attending have access to six playrooms and a secure outdoor play area. The nursery is open each weekday from 07.45 until 18.00 for a total of 51 weeks of the year. There are currently 63 children on roll; of these, 25 children receive funding for nursery education.

Children come from a wide catchment area, as most of their parents travel in to work in or around the Bolton town centre or surrounding areas. The nursery supports children with learning difficulties and disabilities and those who speak English as an additional language.

The nursery employs 20 staff, of whom 17 hold an appropriate early years qualification. The setting receives support from Sure Start in Bolton.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are protected from the risk of cross-infection due to good health and hygiene routines established within the nursery. The premises are cleaned daily and toys in the baby room are wiped down with anti-bacterial spray at least every other day. Staff and visitors are asked to wear overshoes or remove their shoes to ensure that the floor is clean at all times for the babies to crawl around in safety. Children are learning the importance of personal hygiene as they are reminded to wash their hands at appropriate times of the day, such as before eating and after going to the toilet. The underlying concepts of good hygiene routines are clearly understood by the children. An effective sick child policy is in place and parents are contacted straight away should their child become unwell whilst at the setting. The nursery keeps a copy of the exclusion guidelines for communicable diseases, for reference, to enable them to act in the best interests of all children. Children receive appropriate care in the event of an accident as all staff are qualified in first aid and a fully stocked first aid box is within reach.

Children are provided with a well-balanced, nutritious diet. Most food is freshly prepared on the premises by a qualified chef and includes a wide range of hot and cold meals. Children enjoy fruit and vegetables on a daily basis. Fresh drinking water is made available to the children to ensure they keep themselves hydrated and refreshed throughout the day. Systems are in place to record children's health and dietary needs, which are duly considered when planning menus.

Children have regular opportunities to engage in physical play outdoors. Pre-school children greatly enjoy the time they spend out in the fresh air. They show a good awareness of space as they ride around on a range of wheeled toys. Opportunities to explore different ways of positioning their bodies are available as children negotiate the climbing frame, balance along the wooden beam and slide down the slide. Dance and movement sessions are popular activities and give children the chance to learn about positioning their bodies in open spaces.

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

The provision is good.

Children are welcomed into a bright and stimulating environment. Lots of thought has been put into making the physical environment aesthetically pleasing. Vibrant displays of children's independent artwork and photographs of them at play give all children a strong sense of belonging within the nursery. All playrooms are well lit and kept at an adequate temperature to ensure children's comfort. The nursery benefits from good onsite facilities including separate kitchen, staff room, visitors' room and office. However, the toileting arrangements in the toddler room do not afford children privacy. A wide range of developmentally appropriate resources are available to support most areas of children's learning. They are organised for easy access, allowing children to make informed decisions about their play. Children enjoy selecting toys which appeal to their interests.

Children's safety is promoted through regular risk assessments. The premises are kept safe both indoors and outdoors. A code system and visitors' book is used to monitor access to the building. Playrooms each have telephones to allow staff to communicate with others without leaving the room. This ensures that children are well supervised at all times. Fire drills are carried out on a regular basis, ensuring that children have a clear understanding of how to evacuate

the building in an emergency. All fire detection and control equipment is well maintained and all fire doors are unobstructed.

Most staff have a clear understanding of the signs and symptoms of abuse and who to contact if they have concerns, although not all. The safeguarding children policy does not form a firm part of the induction process and the policy does not contain the relevant contact details.

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

The provision is good.

Children happily enter the nursery in the morning and confidently separate from their parents and carers. They are happy, confident and have good levels of self-esteem. Staff interact very well with the children. They take the time to support them during their play and extend their learning experiences through questioning.

Playrooms for younger children are well equipped to help them develop their physical skills. Babies pull themselves up on low-level bars and gain a sense of self as they look at their reflection in mirrors. Staff help children identify their body parts by talking to them: 'There is your nose'. Toddlers squeal with delight as they crawl through tunnels and play on slides. Heuristic play is incorporated into the children's day and successfully promotes children's sensory development. For example, toddlers have lots of fun as they manipulate play dough and explore the range of natural materials available in the environment. They engage in meaningful role play as they change a doll's nappy and express their creativity as they paint, glue and stick and make bottle shakers.

The planning of activities for younger children is very good and clearly linked to the components of the 'Birth to three matters' framework. Children's progress is regularly monitored and assessed.

### **Nursery Education**

The quality of teaching and learning is good and has a significant impact on children's learning. Children make good progress within the Foundation Stage because leader of the pre-school has a clear understanding of the principals of early years education. Children are strongly motivated to learn and are inspired by the staff's enthusiasm and commitment.

A new planning system has recently been introduced which centres around the interests of the children. Assessments of children's progress take place on a regular basis. There is good balance of child-led and adult-directed activities. Adult-directed activities are again led by the interests of the children. Staff use their knowledge of the children to plan for the next stages of children's learning, although these are not always recorded in respect of focused activities.

Areas of continuous provision are developing well indoors and planning is clearly displayed showing how these areas support and develop children's independent learning. Some areas of continuous provision have also been incorporated into the outdoor play area. Teaching styles are varied and have a positive effect on children's learning. The environment is rich with print, which helps develop children's recognition of letters, sounds and numbers.

Staff are skilled at asking open-ended questions which successfully enable children to think and communicate their ideas. For example, staff show children a square and ask them to count the number of sides they can see. Children correctly reply 'four'. This learning opportunity is then extended as staff ask the children if they notice anything about the sides of the square. Children reply that 'they are all the same length'.

Children are happy, confident and make visitors to the setting feel very welcome. They are comfortable and at ease with staff and their peers. It is evident that strong and meaningful relationships are formed, which gives children a sense of trust and security. Self-help skills are very well promoted within the pre-school room. Children happily pour their own milk into the cereal, tidy toys away and attempt to put on their painting aprons. Staff gently remind children to put their coats and bags tidily away. This helps children to respect the environment in which they play.

Children have opportunities to recognise their name as they self-register in the morning and pin their name card on the noticeboard at the snack bar. Recognisable letters are being formed and children are learning to write for a purpose as they make a book all about the adventures of a fish or an appointment at the doctor's surgery. Story time is incorporated into the daily routine. Key words such as 'author', 'title' and 'blurb' are displayed in the book corner, helping to promote children's awareness of book terminology from an early age.

Mathematical skills develop as children play. Children identify the colour of the counters when playing tiddlywinks, name shapes and count the number of children in the line. They proudly tell staff that circles do not have any sides because they are round. Pouring water from one container to another and making a height chart help children explore the concepts of measure and capacity.

A good range of resources is available to support children's awareness of technology. Children have opportunities to explore their senses, observe change and find out how things work. For example, they feel the differing textures of sand, water and gloop, find out how a camera and mobile phone work, and observe change as water is poured into flour and mixed together. Recalling past events and talking about a forthcoming holiday helps children develop a sense of time. Children, however, have few first-hand experiences to explore their local environment and the nursery has not yet established links with the local community.

Children have many opportunities to express their creativity through artwork and role play. They happily make a meal in the home corner, dress the baby, make a spider's web using glitter and paint pictures of snails. The role play area is changed frequently to sustain children's interest. Children have lots of fun as they retell and enact the story of Sleeping Beauty.

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

The provision is satisfactory.

Staff respect the uniqueness of each child and individual needs are met. Children from different cultures are warmly welcomed into the nursery. However, younger children and those in the pre-school have few opportunities to learn about the world in which they live. Furthermore, resources which reflect positive images of race, gender and culture are limited. As a result, children do not fully value and appreciate diversity. Children with learning difficulties and disabilities are well supported within the nursery. Activities are adapted to promote inclusion and staff recognise the importance of working closely with parents, outside agencies and attending training to ensure the best possible care is offered. Children's spiritual, moral, social and cultural development is fostered.

Children are well behaved. Staff adopt appropriate techniques to manage children's behaviour. All children are treated with individual care and respect. Staff make good use of praise and encouragement to promote positive behaviour within the nursery.

Partnership with parents and carers is good. Parents receive a comprehensive booklet containing detailed information about the setting, policies and procedures. Written and verbal feedback at the end of the session keeps parents fully informed about their children's routines and how they have spent their day. Questionnaires allow parents to freely express their views about the nursery. A noticeboard, curriculum evenings, regular newsletters and invitations to open days ensure that parents are involved and informed about the nursery. Parents also receive written reports about their children's educational progress and they have access to their children's observation records at all times. Information on the 'Birth to three matters' framework is displayed and further details on the Foundation Stage curriculum can be accessed on the nursery's website. Parents have a high regard for the service provided. They comment that they are 'extremely pleased' with their children's progress and 'very happy' with the relationships that their children have with their key worker. Furthermore, parents comment that 'key workers show great interest and display great enthusiasm' when discussing their children's day.

## **Organisation**

The organisation is good.

Leadership and management is good. There is a clear management structure in place and the manager works closely with staff, who are clear about their roles and responsibilities in the delivery of the curriculum. Priority is given to staff training and development and effective systems are in place to monitor and evaluate the quality of the nursery education provided. Through continual self-evaluation, areas for improvement are identified and plans implemented to address in a timely manner, ensuring that the quality of education provided is of a high standard.

Good procedures are in place for the recruitment and selection of staff. Staff are enthusiastic, committed, work well as a team and clearly enjoy what they do. They are deployed effectively to ensure all children receive good levels of care and attention. Very good settling-in procedures are in place. A questionnaire is completed by parents and a report is sent home after four to six weeks to provide reassurance and inform parents on how their child is settling into nursery. A good key worker system is established within the nursery and named deputy is available to take charge in the absence of the manager. Contingency arrangements are in place to cover for staff shortages or illness. Space indoors is maximised to its full potential to provide a positive learning environment. Registers are correctly maintained and ratios are adhered to at all times.

All aspects of documentation required for the care of the children are in place and organised to reflect confidentiality. Furthermore, all the necessary policies are in place and most are of a good standard.

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

## **Improvements since the last inspection**

Following the last inspection the provider agreed to review the behaviour management policy to reflect an anti-bullying policy and the safeguarding children policy to ensure it reflected the guidelines within the government booklet 'What to do if you suspect a child is being abused'.

Progress has been made. The behaviour management policy now reflects the nursery's ethos towards bullying and the safeguarding children policy contains most of the required details. However, an issue concerning this policy has been highlighted as a result of this inspection and included in the body of this report.

These improvements made to date further improve the policies regarding the care of children.

### **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 the toileting arrangements in the toddler room afford children privacy
- update the safeguarding children policy to include relevant contact number and develop the induction process to ensure all staff have a clear understanding of children protection issues and procedures.

#### **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):

- further develop resources that reflect equality of opportunity and increase the range of activities that promotes children's awareness of diversity (also applies to care)
- develop links with the local community and provide more first-hand experiences for children to explore their local environment.

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)