

Genesis Day Care Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY287107
Inspection date	21 February 2008
Inspector	Maralyn Chiverton
Setting Address	23 Clifton Street, Milnrow, Rochdale, Lancashire, OL16 4HP
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Registered person	Genesis Day Care Nursery 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 good. 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?

Genesis Day Care Nursery Ltd is privately funded. It was registered in 1993 and operates from a purpose built building, situated in the town centre of Milnrow, on the outskirts of Rochdale within walking distance of local amenities. It serves children from the local and surrounding areas.

A maximum of 65 children may attend the nursery at any one time. The nursery is open each week day from 7.30 to 18.00 for 51 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 99 children on roll of whom 30 are in receipt of funded education. The nursery supports children with learning difficulties or disabilities, as well those for whom English is an additional language.

The nursery employs 20 members of staff, all of whom hold relevant childcare qualifications. It is a member of the Day Nursery Association and receives support from the local authority.

The nursery has been awarded the Children Deserve Quality kite mark for quality assurance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy through the implementation of effective hygiene practices and procedures which meet their individual, nutritional, physical and health needs well. They are very independent in their personal care, and understand the need to wash their hands before eating and after using the toilet. For example, they talk about the need to kill germs which could give them a poorly tummy. All staff are pro-active in promoting good hygiene practice. For instance, they follow a written procedure for changing nappies, and ensure the toilet areas are kept clean through carrying out a list of duties. The implementation of an effective sickness policy helps to prevent the spread of infection between children.

Children are offered meals which are healthy and nutritious. They help themselves to fruit breadsticks as well as fresh drinking water. Meal times are always a social occasion and are used to promote children's understanding of a healthy lifestyle. The daily use of a well organised and resourced outdoor area promotes well children's physical development and enjoyment of exercise. Children show good awareness of themselves, space and others and move with good control and coordination in a variety of ways. For example, they have access to a range of wheeled toys as well as large stepping stones. Comfortable areas are provided in each room for rest and relaxation.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a safe and secure environment. They benefit from the high priority given by staff to ensure their safety and welfare. For example, children are provided with a wide range of safe, suitable, resources and equipment which meet their individual needs. Resources and equipment are checked on a regular basis; any found unsafe are discarded and replaced ensuring the replacement meets the BS EN standard. The understanding and implementation by staff of well written policies and procedures, such as risk assessments, child protection and fire evacuation ensure children's safety and welfare is well met.

Children's awareness of their own personal safety is well promoted through discussion and explanation. For example, children are encouraged to sit on chairs correctly to prevent them from falling off and hurting themselves. Babies and younger children are well protected through the implementation of clear and consistent boundaries, and regular informal communication between staff and parents. Children are protected from harm through staffs very good knowledge and awareness of child protection issues and the procedures to follow, which are made available to parents to ensure their understanding of the role and responsibilities of the setting.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and comfortable in their environment. They benefit from the warm, caring manner of the staff who support them in their learning through lots of praise and encouragement. Children's early communication skills are well supported by the good interaction between adults and children. They respond with enthusiasm and enjoyment to singing action rhythms such as 'five little men in a flying saucer'. Children are provided with a wide range of activities and resources which are rotated to provide new interest. However, babies and younger

children are not offered enough natural materials to promote their natural curiosity and to become more competent learners in matching, sorting, classifying and categorising. Children's individual needs are well met through an effective keyworker system. Their understanding of right and wrong is promoted through simple discussion and explanation.

Nursery education.

The quality of teaching and learning is satisfactory. Staff have an adequate understanding of the Foundation Stage. However, the lack of knowledge and understanding limits children to making satisfactory rather than good progress. Planning is linked into the early learning goals and children's progress is monitored and recorded through written observations. However, these observations are not effectively used to extend the next steps in children's learning.

Children show interest and involvement. They are encouraged to be independent and enjoy being together in small groups. They are confident enough to join in when appropriate and assume responsibility for their personal care. They count competently up to 10 and are beginning to use number in familiar contexts. Children are able to recognise and sound out the letters of their names, and some children are beginning to write their names using recognisable letters. Children experience a good choice of adult led creative activities that let them explore colour. They engage in a wide variety of activities which foster their hand and eye coordination. For example, they all have easy access to scissors, pencils and paint. Children take part in activities that help them learn about living things, such as following life cycles and planting of flowers and vegetables. They use their imagination through acting out stories using finger puppets.

Helping children make a positive contribution

The provision is good.

Children are content and well settled and encouraged to play a full role in the setting. All staff place a high regard on children's individuality which ensures all children are valued and respected. Diversity is addressed in a positive manner through all staff being positive role models. Children are offered non-stereotypical toys and are encouraged to participate in all activities. The children are provided with good opportunities to learn about themselves, each other and the world around them through planned activities, such as planting and growing of vegetables and visits from people who help us. Children confidently express their ideas and listen to those of others. They show a good sense of belonging and are encouraged to make a positive contribution.

Children are well behaved. Staff constantly support and promote good behaviour through gentle reminders to care for their environment, resources and each other. The use of a weekly star sheet for being kind and helpful further encourages children to respect themselves and others. Children with learning difficulties or disabilities are well supported through an experienced, designated coordinator who works closely with other agencies to ensure children's individual needs are met. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Parents receive good quality information about the provision provided and satisfactory information about the Foundation Stage. They are encouraged to be involved in their child's learning through following an early years reading scheme, which encourages the weekly sharing and discussion of books. Parents feel welcomed, valued and their views respected. They are very supportive of the setting and find all staff very approachable.

Organisation

The organisation is good.

Children thrive in a happy, caring environment where they receive lots of support and encouragement from staff who are motivated and enjoy what they do. They benefit from a well organised environment where staff are well deployed and ensure all areas of play are well supervised. Children are well cared for by a very good ratio of qualified staff who work exceedingly well as a team. Effective implementation of well written policies and procedures contribute to children's welfare, care and learning. Parents receive verbal feedback about their child's progress and are encouraged to be involved in their learning.

Leadership and management is satisfactory. The setting has a clear vision which is shared with all staff. Staff are effectively led and work well as a team under the guidance and support of the manager and owner. They have a satisfactory understanding of their roles and responsibilities in developing children's learning, and are committed to furthering their own personal development through regular training to improve teaching and learning. The nursery assess its strengths and weaknesses through regular team meetings, parent questionnaires and support from the Private Day Nursery Association. The nursery is fully committed to continually improving the care and education offered to children and to promoting an inclusive environment in which every child matters.

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

Improvements since the last inspection

Following the last inspections recommendations were in place to improve children's safety. They were to devise and implement a system to record any significant issues or incidents, and ensure the child protection policy includes a procedure to follow in the event of an allegation being made against a member of staff.

Since the last care inspection the setting has taken very positive steps to improve children's safety and welfare. All significant issues and incidents are now recorded, and the child protection policy includes a procedure to follow in the event of an allegation being made against a member of staff.

Complaints since the last inspection

Ofsted received concerns relating to National Standard 13 Child Protection. A childcare inspector visited in August 2006. Actions were raised to comply with local child protection procedures approved by the Local Safeguarding Children's Board and to ensure these procedures are implemented by all adults caring for children. These actions were satisfactorily met by the registered provider. 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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The quality and standards of the nursery education are satisfactory.

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):

- develop further the heuristic play to provide more opportunities for babies and young children to develop their natural curiosity and become more competent learners in matching, sorting, classifying and categorising.

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):

- review the procedure for recording children's progress to ensure observations are more effectively used to extend children's individual learning
- ensure that staff have a better understanding of the Foundation Stage to further promote children's learning in all six areas.

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