



Armthorpe Daycare Nursery

Inspection report for early years provision

Unique Reference Number	EY291424
Inspection date	08 July 2005
Inspector	Pauline Garfield

Setting Address	Church Street, Armthorpe, Doncaster, South Yorkshire, DN3 3AH
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Telephone number

E-mail

Registered person	Armthorpe Daycare Nursery
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Type of inspection	Integrated
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Type of care	Full day care
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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 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 inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Armthorpe Daycare nursery is situated in Armthorpe on the outskirts of Doncaster. The nursery operates from six rooms within a one storey detached building. The nursery serves the local and wider area and it is registered to care for 70 children from birth to under five years.

There are currently 51 children aged from to under five years on roll. Of these 07 children receive funding for nursery education.

The nursery opens five days a week all year round and children can attend for a variety of sessions. Sessions are from Monday to Friday 07:30 until 18:00. Four part time and four full time staff work with the children. Five of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children wash their hands after visiting the toilet and before eating. However, the system for providing fresh hand towels is not effective and does not meet hygienic standards. Good procedures such as sterilising baby bottles and storage of baby food prevent spread of infection. Babies are changed regularly and a daily record sheet is available. This does not contain details of the actual time the changing occurred or named staff member.

Children benefit from a healthy diet. Menus are planned in advance and promote healthy eating. For example, children eat salad once a week and are encouraged to try a range of nutritious and healthy meals and snacks.

Children develop their physical skills as they are encouraged to take healthy risks and walk round the edge of the ball pool. This activity encourages children to develop balance and coordination.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's risk of accidental injury is minimized as the provision has risk assessments, fire procedures and security locks in place. However, there are not secure systems in place for children's safe departure when being collected by the designated adult. Some children are handed by staff over the fence in the outdoor play area. Staff have insecure knowledge of the systems for children departing and the recording of departure times is inadequate.

Children understand how to keep themselves safe through some good routines and explanations by staff about road safety.

There is a designated member of staff for child protection. However, staff lack knowledge and understanding of child protection issues. Only two members of staff hold a first aid qualification and staff's knowledge of first aid is insecure.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies have a good bond and close contact with their key worker. They benefit with routines which are consistent with their experiences at home. They are broadly content and settled in the setting.

Children between the ages of two and three are confident in their relationships with practitioners. Most children are interested in the activities available. They enjoy using resources such as stickle bricks, small world toys and outdoor equipment suitable to their age and stage of development. Staff are aware of Birth to three matters framework and plan activities accordingly. Children become skilful communicators as they enjoy being physically close and making eye contact, using touch or voice as an ideal opportunity for early conversation between adults and babies.

Nursery Education.

The quality of teaching and learning is inadequate. Although staff plan activities under each area of learning not all aspects are covered sufficiently to promote children's learning. Staff do not use the stepping stones to clearly identify children's achievements and plan the appropriate next step of learning.

There is a good interaction between staff and children. Staff are enthusiastic and encourage children to join in activities. However, most activities are adult led and children do not have opportunities to become independent learners and access equipment to enable them to select and use activities and resources independently. Children follow adult directives but their independence, curiosity, imagination and ability to concentrate at an appropriate level is limited.

Children separate from the main carer and take turns and share when cleaning up the sand. They show a sense of pride when they colour a rainbow but do not have independent access to colour, an easel or creative materials.

Children enjoy songs and rhymes and listen attentively to stories in a large group and suggest how the story might end. They are encouraged to put their names on paper but do not have regular opportunities to ascribe meanings to marks, understand the concept of writing for a purpose and recognise their own name.

Children count how many birds on a lotto game and enjoy number activities with jigsaws and games. They do not explore a range of natural materials, observe and manipulate objects or show an interest in information communication technology.

Children move with confidence and show spatial awareness in the outside play area as they ride bicycles. Some children enjoy adult led activities as they begin to differentiate the shades of green. They do not have regular opportunities to explore colour or show an interest in the way musical instruments sound or engage in activities to explore an experience using a range of their senses. Overall, children make insufficient progress towards the early learning goals in some areas given their capability and starting points.

Helping children make a positive contribution

The provision is satisfactory.

Practitioners ensure that resources positively represent the children who attend as well as individuals from the wider community. This helps children develop a positive attitude to others.

Staff praise and encourage children's achievements to develop self-esteem. Children enjoy mutually respectful relationships with staff and each other. Children are generally well behaved and polite in the response to the expectations of practitioners. They take turns and show equal concern for others. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents of children who receive nursery education is inadequate. Children do not benefit from a two way sharing of information between parents and practitioners to enhance their learning, however it is noted that a parents meeting has been arranged. This limits their progression in the nursery and, consequently, their ability to fully contribute to the provision.

Organisation

The organisation is inadequate.

The registered person uses effective procedures to ensure staff are appropriately vetted and qualified. Documentation is in place but not organised to ensure that it is readily available and meets the needs of both children and staff.

Staff are not organised effectively to ensure they know their role and responsibilities for daily tasks, to allow adequate time for leadership and management duties. Policies and procedures for safety do not work effectively to safe guard children's welfare. Documentation is not appropriately organised to ensure children's safety is not compromised when children are collected by the designated person according to parents wishes. A clear system is not in place for the recording of the designated adult and for children departing the nursery. This means that the needs of all the children who attend are not being met. Overall, the leadership and management is inadequate.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

A complaint was raised against Standard 1- Suitable Person. The complaint was investigated by other agencies, and an Ofsted inspector also investigated the concerns. Actions were agreed between the child care inspector and the provider to improve the standards. The provider remains qualified for registration.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are inadequate - notice of action to improve.

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:

- set up a system for the children's safe departure when being collected and raise staffs awareness of recording departure times
- ensure that children's safety is not compromised and set up a system for the recording of the allocated adult as agreed by parents.

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

- develop planning and assessment to ensure children's achievements along the stepping stones to the early learning goals is identified and use this information to move children onto the next stage of learning
- establish effective informal and formal channels of communication with parents to discuss children's progress along the stepping stones to the early learning goals and any concerns
- provide opportunities for children to become independent learners and access equipment to enable them to select and use activities and resources independently
- provide further resources and activities for children to ascribe meanings to marks, understand the concept of writing for a purpose and recognise their own name
- develop opportunities for children to show an interest in information communication technology, explore a range of natural materials, observe and manipulate objects

- develop opportunities for children to explore colour, show an interest in the way musical instruments sound and further explore an experience using a range of senses.

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

The Department for Education and Skills and the local authority have been informed.

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