

Buttercups Day Nursery

Inspection report for early years provision

Unique Reference Number	EY335013
Inspection date	05 September 2007
Inspector	Cilla Burdis
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Registered person	Sunderland North Community Business Centre
Type of inspection	Integrated
Type of care	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.

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.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

WHAT SORT OF SETTING IS IT?

Buttercups Day Nursery opened in September 2006. It is one of two nurseries run by a management committee of Sunderland North Community Business Centre. The nursery operates from a purpose-built building, which is situated on the site of the Sunderland Customer Services Centre in the Downhill area of Sunderland. A maximum of 25 children may attend the nursery at any one time. A maximum of 11 may attend the crèche at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. The crèche operates, as and when necessary, to provide care for children whose parents are attending training and parenting courses in the building. All children share access to secure, enclosed outdoor play areas.

There are currently 34 children aged from birth to under 5 years on roll; currently, there are no children attending who are in receipt of funding for nursery education. Children come from a close catchment area, as most of their parents live locally. The crèche is not currently operating. The nursery and crèche have systems in place to support children with learning difficulties and children who speak English as an additional language.

The nursery employs seven members of staff, three of whom work in the crèche. All members of staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted well as the staff follow the nursery's hygiene routines when changing nappies and when keeping the nursery clean. Children learn the importance of personal hygiene through daily routines, for example, staff gently remind the children to wash their hands before eating and after using the toilet. The children in the Caterpillar room, however, do not always wash their hands before eating their snacks. The snacks are set out so that the children can freely access and help themselves; however, no arrangements are in place to make sure children clean their hands before helping themselves to the food. This has a negative impact on promoting children's health and on ensuring good hygiene practice. Children are protected from the spread of infection through an effective sickness policy that is shared with parents and implemented well. Appropriate consents and records are in place for the administration of medication. The recording of accidents, however, is not always specific in describing the injury to the child and on one occasion there is no evidence to confirm that the parents have been informed of the accident to their child. This compromises children's welfare.

Children have regular opportunities to play actively and to play outdoors. The babies participate in soft play activities every week. The older children enjoy weekly physical activity sessions, which provide a variety of activities and resources to support the development of their physical skills. The older children also visit local parks where they have access to a range of large equipment to practise climbing and develop co-ordination. Indoors, the children enjoy musical movement and dance.

Children's well-being is enriched through a healthy and nutritious diet. They are provided with freshly cooked meals and have fruit and vegetables every day. Children sit socially around the table for meals and the older children are encouraged to make choices and to serve themselves. Babies' bottles are stored appropriately in the fridge until ready for use.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure environment where most risks to children's safety have been identified and minimised. The blind cords in the baby room, however, are at a low level and although chairs are placed in front of the window area the cords do pose a risk to children's safety. Regular risk assessments are carried out to promote children's safety when indoors or outside. Staff deploy themselves effectively to monitor the children and promote their safety at all times.

Children access an appropriate range of resources and activities and the nursery is continuing to extend the range of resources available for the children to aid their overall development. The children explore confidently, using good quality resources that are clean and monitored for their safety. Resources are stored on low-level shelves or are set out for easy access. This encourages children's independence and allows them to self-select.

Staff organise the rooms effectively for the children and make the nursery a welcoming and stimulating environment where children learn through play. Areas are identified for different types of play including floor play and table top activities. The floor in the baby room is well protected to ensure the safety and comfort of the non-mobile babies. Comfortable, quiet areas are available in each room, so children can rest and relax as they need. Sleeping children are closely monitored and a record is kept to ensure their safety and well-being.

Children's welfare is safeguarded effectively by staff, who are aware of the child protection procedures. They have a good understanding of signs and symptoms of abuse and know what action to take should they have concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

An effective key worker system is in place that helps children feel secure in the new environment. Staff work hard to settle the babies and children who are distressed. They are very caring and patient with the children and offer good levels of comfort and support. Children who are settled begin to develop their confidence well, supported by staff who offer constant praise and encouragement. The babies benefit from lots of close contact with staff, who give regular eye contact and respond enthusiastically to children's pre-linguistic conversation.

Children participate in a varied range of activities to support their learning and development. The babies enjoy sensory play through access to treasure baskets and other materials, such as scarves, wooden items, water and custard. The older children enjoy creative activities, digging in the garden and developing their skills using the computer. The children enjoy direct access to enclosed outdoor play areas.

Staff have a good understanding of the 'Birth to three matters' framework, which they use effectively to plan activities and to monitor children's development until they reach the age of three. Once children reach the age of three years, activities are planned using the Curriculum guidance for the foundation stage of learning. Children's development is monitored through observations made throughout the day. Observations are used to assess children's development in relation to the stepping stones towards the early learning goals.

Nursery Education

The quality of teaching and learning is satisfactory. There are currently no children in receipt of nursery education funding on roll. Staff's knowledge of the Foundation Stage is developing well and they have provided evidence through discussion and documentation to show how nursery resources will be used to develop the curriculum. The planning of activities ensures all six areas of learning are being covered regularly. Observations of individual children's learning and achievements are recorded. The information obtained, however, is not being used to update the short term plans to ensure appropriate levels of challenge and support are given to all children to ensure they make progress. The layout of the pre-school room is favourable for children to access their own play and learning opportunities. There are resources for children to develop their information and communication technology skills through the use of a computer on site. Staff have a good understanding of how children learn through play. They involve children in a good range of activities that the children enjoy, for example, painting, baking, growing vegetables and observing mini-beasts. Staff deploy themselves effectively so that they interact well with the children by asking questions and making suggestions to further develop their play. The children play imaginatively during role play and pretend, for example, that they

are visiting the shops to buy vegetables. The outside area is used creatively; however, resources to develop physical skills, such as climbing and balancing are limited.

Helping children make a positive contribution

The provision is satisfactory.

All children are welcomed into the nursery and measures are in place to include all children in the full range of activities. Children's individual care needs are shared with staff to ensure they provide appropriate levels of care and support for each child. The staff work with outside agencies to provide additional support if required. Children are highly valued as individuals, which develops their confidence and self-esteem. There is a suitable range of resources to raise children's awareness of diversity. Children learn about their local community through visits to facilities including the library and parks. They have recently had visits from a local farm owner who brought animals to the nursery, including a giant rabbit. The staff followed this through with activities to consolidate and extend children's learning. The children then visited the farm where they learned about other animals, including sheep, pigs, and horses.

Staff are good role models and frequently use praise to develop children's self-esteem and to reward them for behaving well. They demonstrate an understanding of appropriate strategies to manage children's behaviour. Children are learning to cooperate together, as staff encourage them to share and take turns. Children are showing consideration for the feelings of others, for example, when a child falls over and drops a bottle another child picks it up and gives it to him. This approach fosters children's spiritual, moral, social and cultural development.

Partnerships with parents and carers are satisfactory. Parents receive a booklet containing general information about the nursery, including relevant policies and procedures and the educational curriculum. This information is complemented with regular newsletters and information displays. Parents' views about their child's care needs are actively sought before the child starts the nursery and there is a clear settling-in procedure. Daily diary sheets are completed for the younger children, which parents take home. Information regarding the care and activities of the older children is documented by staff and shared verbally with parents. This supports continuity of care and keeps parents fully informed of their child's care and activities. Regular reviews take place with parents in order to update them on their child's development. There are no procedures in place, however, to enable parents of children receiving funded nursery education to contribute to their children's development files.

Organisation

The organisation is satisfactory.

Children's play opportunities are enhanced through the appropriate organisation of space, time and resources. The nursery is made welcoming and attractive for the children with wall displays and samples of children's creative work. Mobile children self-select their own play and learning experiences with developing levels of competency. Staff ensure the babies are surrounded by a variety of toys and resources that they can explore with ease. Children benefit from caring and motivated staff that have a clear understanding of children's individual needs. Children benefit from regular opportunities to explore the outdoor environment to enhance their physical well-being.

Children are protected and their welfare is promoted well. There are robust systems in place to ensure adults working with the children are suitable to do so. Induction procedures ensure that all staff are fully aware of the working practices of the nursery. There is a system for staff

appraisal, which includes the identification of training needs. The regular team meetings and training opportunities enhance the professional development of the team. This supports staff in providing quality care for the children. Management and staff are committed to the ongoing development of the nursery.

The leadership and management of the nursery are satisfactory. The manager is enthusiastic and committed to the ongoing development of the nursery. The staff are highly motivated and effectively supported by the manager. The appraisal system ensures that training needs are identified and staff are encouraged to continue their training and personal development. This has a positive impact on the care the children receive.

Policies and procedures are of a good standard. Most of the documentation necessary for the efficient and safe management of the provision and the care and welfare of the children is well maintained.

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

Improvements since the last inspection

Care

At the previous inspection the provider was asked to ensure staff have sufficient knowledge and skills to meet the individual needs of the children they care for, to provide a range of resources that reflect positive images of diversity and to further develop the skills and independence of the more able children at meal times. Staff have received guidance and support in order to develop systems to provide children with care and activities that are in accordance with their age and stage of development. The provider has obtained some resources that reflect positive images of diversity, which are used to raise children's awareness of differences in society. At meal times, the more able children are encouraged to serve themselves and others. They select cutlery and make choices over the utensils they use and the food they would like to eat.

Nursery Education

At the previous inspection the provider was required to develop an effective planning system that ensures all six areas of learning are covered regularly. The provider was also required to ensure that children receive sufficient challenge and to make sure short-term plans are developed from using ongoing observations and informal assessments of the children. Staff have developed a planning system that covers all six areas of learning effectively. Staff use the observations and assessments of the children to guide them in planning what to do next with the children. A weakness has been identified at this inspection, however, as staff are not identifying ways to provide extra challenge for more able children. The short term plans are not updated from current observations in a sufficiently detailed way to support staff in providing appropriate levels of challenge or support to all children. A recommendation has been raised at this inspection.

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.

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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):

- ensure the recording of accidents is clear and sufficiently detailed in order to safeguard the children and always obtain evidence to confirm the details have been shared with parents
- make sure children's hands are cleaned before they handle food
- make sure the blind cords in the baby room do not pose a risk to children's safety.

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):

- use current observations and assessments of individual children to develop the short term plans by identifying how experiences and activities can be adapted to ensure all children make progress
- develop procedures to enable parents to contribute to their children's development files by sharing what their child has achieved at home.

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