



Wendy's Private Nursery & Pre-School Group

Inspection report for early years provision

Unique Reference Number	316470
Inspection date	20 July 2005
Inspector	Dawn Bonica Brown
Setting Address	Premier House, Longford Street, Heywood, Lancashire, OL10 4NH
Telephone number	01706 622 207
E-mail	wendyscare@aol.com
Registered person	Philip Bowdler
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 good.

WHAT SORT OF SETTING IS IT?

Wendy's Private Day Nursery and Pre-School Group opened in 2000. It is located close to Heywood town centre. It operates from a two storey building. There are five playrooms for the children, each with its own bathroom facilities, a kitchen, staff room and an office. There is an enclosed outside area which offers play on a hard surface.

A maximum of 71 children aged from 0-5 years may attend the nursery at any one time. In addition, a maximum of 18 children aged from 5 to 8 years may attend the

out of school club at any one time. There are currently 61 children aged from 0-5 years on roll in the nursery and 10 on roll in the School's Out Club. Of the 61 children in the nursery, 17 children receive funding for nursery education. Children attend both full time and part time and come from the local area. The setting supports children with special educational needs.

The nursery is open each weekday from 07.00 to 18.30 all year round, except for Bank Holidays. The out of school club is open from 08.00. Children are escorted to school. They are collected from school and the club is open until 18.00 and during school holidays.

The nursery employs 15 members of staff who work directly with the children. There are 12 staff, including the managers, who hold appropriate early years qualifications. There are two members of staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well nourished. They make healthy choices of snacks and help themselves to water from small dispensers in each room. They receive a balanced diet of freshly prepared food that caters for their individual needs and religious dietary preferences. Children learn good social skills as mealtimes are used as a social occasion when they sit in friendship groups and many children chat informally with staff and with each other. Babies who can sit at a table soon learn to feed themselves. School aged children maintain a positive attitude to food and have developed a good knowledge and understanding of what constitutes a healthy diet. They enjoy their choices of snacks and select from a very wide range that includes fresh fruit and raw vegetables. They like carrots, bananas, tomatoes and apples. Children's allergies are rigorously monitored and babies are well protected from cross infection because staff follow hygiene procedures reliably and use a separate kitchen for their food.

Children's health is suitably protected and, in general, staff follow well documented hygiene procedures. However, when younger children are encouraged to become independent at toileting, they are not consistently supervised when washing their hands. Children are developing good physical skills as they enjoy plenty of physical exercise outdoors in a secure play area. Babies experience frequent exercise outside because they use their own separate outdoor play area whenever the weather is suitable. Pre-school children share timetabled access to their own outdoor space and school aged children often visit the park which has more advanced recreational facilities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well protected from accidental injury because staff use good risk

assessments to reduce potential hazards. Staff have a good understanding of how to maintain free flow play within safe limits and implement safety procedures rigorously. For example, outdoor play is made safe in hot weather because staff build dens to provide plenty of shade. Children play with good quality equipment that is suitable for their age and stage of development. Children with special needs have their needs well met within the setting so that their enjoyment of the activities is not hindered. Children make good use of space to select and return resources to their proper stations. Babies move around with good co-ordination and balance because there is sufficient space for them to learn new skills safely. Young children sleep when they need to in well maintained designated quiet areas or cots.

Pre-school children have a developing awareness of how to keep themselves safe. They know what the procedures are when the fire alarm is sounded because they participate in regular fire drills. School aged children benefit from good arrangements for outings and are taken to and collected from school safely in the nursery minibus by approved drivers.

Children are well protected from abuse by staff who have a secure understanding of child protection procedures in line with the local Area Child Protection Committee procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery and are eager to participate in the activities provided. Babies and toddlers make excellent progress and have secure attachments to familiar adults. They thrive in a stimulating environment, where they are encouraged to try new skills. Their early communication skills are well supported through good adult-child interactions. Very young children communicate well through simple words and actions to make their opinions known. For example, when a child under two is asked what song she wants next, she says "Polly" and emphasises what she means with a rocking motion as if she has a baby in her arms. Young children correctly mimic the sounds that animals make and attempt simple conversations with each other. All children express their ideas creatively through a generally good range of creative activities. However, children's access to the resources for role play is limited in some areas.

School aged children demonstrate good creative skills. They participate in a wide range of activities and have a good variety of resources. They choose their favourite games using cards that demonstrate the rules for different games such as Chinese Whispers and Land, Sea and Air. They explore different materials with junk play and construct three dimensional objects using resources that are suitable for their age and stage of development. They find artistic expressions through different mediums such as using finger painting to portray their interpretation of different types of music.

Nursery Education

The quality of teaching and learning is good. Children's enjoyment of the nursery is enhanced because staff have a good knowledge of the early learning goals and plan

and implement stimulating activities that cover the six areas of learning and are suited to their individual needs. Children make good progress towards the early learning goals because staff make effective use of their knowledge of the stepping stones to plan and implement a broad and balanced range of activities. However, delivery of the curriculum has limitations in the area of challenges in maths for the more able children, and in children's ability to participate in spontaneous role play.

Children make good progress in most areas through child centred activities that keep them motivated and interested. Pre-school children are interested in the world around them and learn through play with a generally good range of resources that include those reflecting positive images of cultural diversity. However, insufficient access to books that reflect positive images limits children's ability to value the range of people in society. They learn about different religions and beliefs through child centred activities related to festivals and their interest in living things is stimulated through good use of the garden area.

Children use programmable toys skilfully and, in general, they make adequate progress in maths. Their interest in exploring and investigating is well promoted as they construct and build three dimensional models using a good variety of materials. They enjoy vigorous play and their physical skills are developing well; they run, ride bikes and move with good co-ordination.

Helping children make a positive contribution

The provision is good.

All children receive good support to settle in and to feel a sense of belonging because staff make good use of the key worker system. Children are treated with respect and their individual needs are given high priority so that their self esteem and confidence is well fostered. Children's behaviour is good; staff follow good strategies to promote acceptable behaviour and give clear explanations of how children are expected to behave.

Children with special needs are well supported and included within the setting. Children's needs are well met; they are suitably comforted when they are upset. From the beginning babies achieve a positive sense of themselves as they learn to recognise their own images in mirrors. Children are learning good social skills and have firm friendships and good relationships with staff. Children from a variety of backgrounds are well supported within the setting. All children learn about the world around them through activities that foster their spiritual, moral, social and cultural development.

Partnerships with parents is good. Parents have a good opinion of the setting and confidence in the care that their children receive. Children benefit from the professional relationship that staff have with their parents as this continuity of care ensures that all children's needs are met.

Organisation

The organisation is good.

Children make good progress in a well ordered environment. They know the routines and benefit from the implementation of good policies and procedures. Their welfare is safeguarded through effective communications with parents. Staff are suitably qualified and well motivated. Space is used well to allow children freedom of access to an appropriate range of resources and activities.

Young children develop good physical skills and learn to become sociable very quickly, because the Birth to three framework is implemented well.

Children's welfare is successfully promoted because the records, policies and procedures that maintain their care and learning are efficiently maintained. Overall the provision meets the needs of the range of children who attend.

Leadership and Management is good. Managers are clear about their role and delegate effectively. They identify their strengths and weaknesses by monitoring and evaluating staff progress. Managers communicate with staff well, but scope remains to improve monitoring of the curriculum delivery in the challenges provided for the more able children. The setting shows good commitment to improvement and understands that well trained and motivated staff provide high quality care.

Improvements since the last inspection

At the last inspection the setting was recommended to update the child protection policy to include the procedures in the event of an allegation against a member of staff and that the policy should reflect the changes in legislation.

The level of protection for children has increased because staff are now aware of recent changes in legislation regarding their protection from abuse.

Complaints since the last inspection

There are no complaints to report.

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):

- improve young children's awareness of personal hygiene by vigilant supervision of hand washing routines.

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):

- increase children's access to the range of role play resources available
- increase children's awareness of cultural diversity, religion, gender and disability by developing the range of books that reflect positive images
- continue to develop the challenges in maths for the more able children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk