

# Maryvale Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY345926
<b>Inspection date</b>	25 September 2007
<b>Inspector</b>	Wendy Brooks
<b>Setting Address</b>	Ravenscroft Primary School, Ebony Way, Kirkby, LIVERPOOL, L33 1XT
<b>Telephone number</b>	0151 5468127
<b>E-mail</b>	
<b>Registered person</b>	Maryvale Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory. 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?

Maryvale Nursery opened in 2007. It is run by a limited company and operates from a children's centre located within Ravenscroft Primary School in the Kirkby area of Liverpool. Children are cared for within two rooms according to their age, and have use of two fully enclosed outdoor play areas. A maximum of 34 children may attend the nursery at any one time. The setting provides funded places for three and four year olds. The nursery is open each weekday from 08.00 to 18.00 all year round. Children attend from the local area. The nursery employs six staff, all of whom hold appropriate qualifications in early years.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is satisfactory.

An effective sick child policy protects children from cross infection whenever possible and children's medical needs are discussed in detail with parents. Records are accurately maintained and written parental consent for emergency medical treatment or advice is obtained for all

children. Most of the staff hold current qualifications in paediatric first aid and information on infectious illnesses is shared with parents and displayed within the setting.

Children begin to learn the importance of personal hygiene, such as washing hands after playing outside and after using the toilet, although staff do not always remind children of the need to wash hands before eating. In addition, there are occasions when hygiene procedures within the nursery are not followed thoroughly, for example, highchairs and tables used for eating are not always wiped with anti-bacterial spray before use and not all staff demonstrate a thorough understanding of the appropriate hygiene procedure to follow when changing children's nappies. Staff have recently taken on the role of caring for children under 18 months within the nursery and are quickly developing their knowledge and understanding in this area. However, there are occasions when staff are unsure of the appropriate procedure to follow, such as when testing the temperature of babies meals, preparing bottles and providing clean blankets for each child.

Children benefit from a wide variety of physical activity both indoors and out. The enclosed outdoor areas for each age group provide many opportunities for children to develop their large motor skills as they ride on wheeled toys, play on the slide and small climbing equipment and practise coordination as they step on and between empty crates. Children also enjoy taking part in action rhymes and moving to music when indoors.

Children's dietary needs are discussed with parents and staff are aware of individual requirements. Children enjoy the social occasion of snack and lunch time as they sit together at tables and chat to their friends. A variety of fresh fruits are offered to children during snack time and toast is provided at the start of the day. Lunches are prepared by the school and offer a balanced and nutritious menu which is discussed with parents during the admissions procedure. Children enjoy meals, such as chicken curry with rice, cottage pie, salad and vegetables. Parents of babies under 12 months are asked to provide lunches which are then prepared by staff. Children are provided with drinks of milk and water during snack times, although drinks are not always freely accessible throughout the day. Drinking water must be readily available at all times for children of all ages.

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

The provision is good.

Children are cared for in an environment where risks are identified and minimised which means that children are able to move around freely, safely and independently. Staff carry out checks of all play areas before children's use and are aware of safety procedures to be followed. The premises are kept fully secure at all times and a buzzer system ensures that staff welcome all visitors into the nursery. A visitor record is in place which is accurately maintained at all times.

Babies under 12 months are provided with an area in which they can sit on soft flooring and play with toys appropriate to their age. Staff supervise them while they develop their sitting, crawling and walking skills. At times, older toddlers come into this area because the partition is not securely attached which compromises the security of this area for the babies. Staff are aware of this and are awaiting the delivery of new equipment in order to rectify the problem.

Children begin to learn about keeping themselves safe on the premises. For example, gentle reminders from staff help them to understand that they must be aware of other children within the setting. When using the outdoor play equipment children are beginning to learn they must not run up the slide, but use the steps at the back in order to keep everyone safe and happy.

To date, a fire drill has not been carried out at the new premises. However, staff are fully aware of the procedure to follow in an emergency and records show that monthly fire drills are practised with the children.

Children are kept safe from harm through staff's understanding of child protection procedures in line with the Local Safeguarding Children Board guidelines. Appropriate documentation is in place and staff are aware of their responsibilities with regards to children's welfare. A designated member of staff is available to deal with concerns over child's welfare and parents are made aware of the appropriate procedures to be followed.

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

The provision is satisfactory.

Children are greeted warmly by staff as they arrive which enables them to settle quickly. Any children who are less confident are supported well by staff and are given time to adjust. Some of the children in the playroom for the under two's are very new to the nursery as the premises have only been open a few weeks. Staff offer comfort to those children who require it and children are quickly finding friends and making relationships.

A variety of activities is available to children which suit individual needs and interests. Children are encouraged to develop independence when selecting what to play with. Low level storage of toys, resources and books means that children can move around the playroom selecting a variety of activities to take part in. Some areas are set up by staff to encourage children to join in, such as the small world farm set, railway track, painting and water tray. During their time at the setting children take part in a mix of independent and adult led activities.

Children under the age of two years enjoy some outdoor play before moving inside to play with various resources, such as puzzles, construction building and digging in the sand. Later, staff blow bubbles while toddlers excitedly try to catch them and then enjoy moving to music. Younger babies are provided with a variety of cause and effect toys which they play with. Later in the day, staff provide a bowl of water for the babies to enjoy splashing their hands in and explore the effects of the water. They watch with fascination as bubbles appear as staff blow them, they float down and then pop and disappear. Children are provided with activities appropriate to their age and level of development, however, staff do not always plan activities and prepare resources in advance. This lack of organisation means that on occasion staff are unsure of what to do next and there are times when children are not appropriately engaged.

### **Nursery Education.**

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and how young children learn. Activities are planned by pre-school staff who are committed to their role and to the overall development and enjoyment of the children who attend. Appropriate use of questions helps to extend children's learning and encourages them to think about the activities they are involved in. Long, medium and short term plans are formulated giving equal emphasis to all six areas of learning. Staff plan a focus time activity for each morning and afternoon, which allows them to work with specific groups of children helping them to work towards identified learning outcomes. Activities are monitored and evaluated which helps to inform future planning. Children's development and progress is observed and recorded either spontaneously or during identified activities.

Children's confidence and self-esteem are well promoted as they are praised for their achievements. Staff comment on children's drawing and paintings and praise them for helping to tidy up equipment. Children begin to make relationships with others through encouragement to share resources and equipment. While digging in the soil outside children ask others to swap their spade and rake so that each can have a turn with the different tools. Children show good levels of independence, for example, children help themselves to aprons before taking part in a messy activity and with minimal support from staff children use the soap and water to wash their hands afterwards. Many opportunities are provided for children to use their language for thinking and communicating. For example, staff encourage children to talk about their experiences from home, such as what pets they have. Children are developing confidence when talking to others and begin to share their thoughts. For example, children explain that they have brought their halloween costume from home and are keen to show it to others. Independent access to the reading area encourages children to develop their reading skills and knowledge of books and some labelling around the room helps children to understand that text conveys meaning. Regular opportunities to join in activities with the pencils, paints, in the sand and foam helps children to develop their mark making skills.

Children are beginning to develop an understanding of mathematics through activities, such as counting songs, using the balance scales and recognising shapes and patterns in jigsaw puzzles. However, these opportunities are not extensive and opportunities to recognise and record written numerals are limited. Staff have discussed ways of extending children's independent access to mathematical resources once additional furniture is in place. Children develop knowledge and understanding of the world around them through a varied selection of planned activities and spontaneous discussions. A visit from an animal specialist allows children the opportunity to look at and learn about creatures, such as cockroaches, rats, spiders and snakes. In preparation for the move to the new premises, staff planned activities around the theme of change and children learnt about how things change in nature. Paintings of symmetrical butterflies displayed on the wall show how children have looked at the ways in which creatures can change. Festivals and special events from around the world are celebrated in the nursery, such as Divali and Christmas. Activities which help children learn about Information and Communications Technology (ICT) are limited. A computer is available within the pre-school room, although it is not regularly accessed by children and opportunities to explore other equipment are currently not provided.

Children's physical skills are developed through a selection of activities both indoors and outside. Children are provided with opportunities to ride bikes, use the slide and climbing equipment, dig in the soil with spades and transport it in the wheelbarrow. Regular activities involving music and movement help children to develop an understanding of control of their bodies and a sense of space. Children begin to develop an understanding of health and bodily awareness. Staff encourage children to get a tissue to wipe their nose and discussions with children about what they are eating for lunch and snack help them to develop awareness of healthy eating. Children are provided with a variety of activities to explore their creative development through a range of textures and materials, such as painting, cutting and sticking, shaving foam, sand and water play. Small world scenarios are set up, such as a farm yard and children make animal noises as they move the characters around the farm. A role play area is available for children to re-enact everyday situations in the home corner and dress up in various costumes, although this is rarely used by children during the inspection. When playing outdoors, children develop their creative skills by exploring the sounds made by various pots and pans when hit with a wooden spoon or banged against the metal railings. Children enjoy digging in the soil tray outside, filling the wheelbarrow then explain how they are taking it to the park and act out this scene.

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

The provision is good.

All children are included in all the activities provided, their individual needs and circumstances are known and provided for by staff. Staff demonstrate how they are able to support all children. Children develop a sense of belonging during their time at the pre-school because staff show an interest in what children tell them about their lives outside of the setting.

Children are developing a good understanding and awareness of the wider world as they are involved in celebrating a variety of festivals throughout the year, for example, Chinese New Year and Divali. Children access good resources that promote their understanding of diversity, for example, a range of books, dolls and small world characters are available which reflect positive images. Displays around the setting encourage children's understanding of other cultures and the wider world.

Children develop positive relationships with others and enjoy the social occasions of lunch and snack time. Staff manage children's behaviour well and help children to share equipment and take turns. Staff encourage children to take responsibility for their actions and apologise to others if they have upset them. Children receive praise and encouragement from staff for their efforts, attempts and achievements which has a positive impact on their self confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents and carers is good. Parents are welcomed into the setting and are comfortable and relaxed with staff. This benefits children who attend. Parents are kept up to date of events within the pre-school through newsletters, notices and verbal discussions. Staff invite parents to the nursery before their child attends in order to talk to them about the routines and procedures of the setting and to complete the required documentation. Parents receive an information booklet from the nursery which also includes details of the Foundation Stage curriculum. Parents are advised of the six areas of learning and the types of activities that children will be involved in. Developmental records are also available for parents of all children to see upon request and parent's evenings are planned for later in the year.

## **Organisation**

The organisation is satisfactory.

The nursery previously operated from a nearby setting. Although the new, larger premises were registered earlier in the year the nursery has only moved into this building a few weeks ago. Both staff and children are adapting to the new premises and settling well. The staff working with the younger group of children have taken on this new role with enthusiasm and commitment, although further training in this area would benefit both children and staff. Children enjoy their time at the setting and most children arrive enthusiastically, settling quickly into an activity. Children develop their confidence as they are able to select from resources independently and make choices about their play.

Children are cared for safely because all staff and students undergo appropriate checks to ensure they are suitable to work with children. The manager ensures that adults who have not been cleared are never left alone with children.

Detailed written policies and procedures are available and shared with parents and all necessary records are in place. A complaints record is in place and parents are provided with written details

of the appropriate procedure to follow if they need to make a complaint and contact details for Ofsted.

Leadership and management is good. The lead practitioner takes responsibility for planning a varied and engaging curriculum for all children. Meetings with other pre-school staff ensure that objectives for activities are understood, and weekly evaluations are completed as a team to identify areas for improvement. The lead practitioner has opportunities to meet with her line manager on a regular basis. Frequent monitoring of the whole provision looking at staff performance, training and development, activities and the curriculum is completed.

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

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration 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 complaint 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 satisfactory. 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):

- consider training for staff to further develop their knowledge and understanding of working with children under the age of two years
- ensure that thorough hygiene procedures are in place throughout the setting and that drinking water is readily available to all children at all times

#### **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):

- provide further opportunities for children to access resources and activities within the areas of mathematical development and Information Communications Technology (ICT) in order to extend their learning and development in these 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](http://www.ofsted.gov.uk)