



# Safe N Sound Shepherd Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY216869
<b>Inspection date</b>	14 July 2005
<b>Inspector</b>	Ann Dockerty
<b>Setting Address</b>	Shepherd Lane, Beverley, HU17 8PH
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<b>E-mail</b>	
<b>Registered person</b>	The Learning Tree Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Safe 'n' Sound Day Nursery belongs to a chain of day nurseries and after school clubs. The provision operates from two separate single storey buildings, the nursery in one building, and the after school club in the other located on the same premises. A maximum of 78 children may attend the nursery and after school provision at any one time. Opening times are Monday to Friday between 07.30 - 18.00 hours throughout the year. There is an outdoor play area, and parking facilities are

available.

The provision provides funded nursery education and supports children with special educational needs and children who have English as an additional language.

A manager is in charge of each of the two facilities separately, supported by the overall manager who oversees the chain of nurseries and after school clubs. In addition there are qualified nursery nurses and unqualified nursery assistants working directly with the children.

The provision is a member of the Pre-School Learning Alliance.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children play and learn in a clean and warm environment. There are regularly applied cleaning routines in place ensuring that appropriate standards of cleanliness are maintained throughout the provision. This enables younger and less mobile children to crawl and move around in safety on floor surfaces.

The pre-school children wash their hands after toileting and before they eat. This routine is not always practiced with the younger children or with the children who attend before and after school, therefore, not all children understand the importance of following personal hygiene routines. Hygiene routines for babies are followed appropriately and in line with their individual needs.

The children benefit from a balanced diet enjoying a variety of healthy choices. Meal times for pre-school children and older children are sociable and children are given some choices to foster their independence and are able to access drinks whenever they wish. Children in the toddler room, however, are not always able to develop their independence fully as the staff do not consistently demonstrate that they are aware of the needs of this age group.

Children are beginning to learn about keeping themselves healthy and have good opportunities to develop their physical skills during outdoor play. They use a good range of equipment such as bikes and large construction and are involved in activities such as growing and planting. They recognise the importance of keeping themselves safe in the summer through the use of creams and hats to protect themselves from the effects of the sun. The children are able to rest and sleep according to their individual needs.

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

The provision is satisfactory.

The children are cared for in a generally safe environment, however, the monitoring

and recording of visitors to the provision is inconsistent.

Children are able to play safely and the indoor space is well organised. They have access to safe and well maintained toys and equipment. The children are supervised by an appropriate number of staff, and babies are able to practice their crawling and walking skills in safety with sufficient adult support.

During outdoor play the children are able to develop skills and take some risks safely due to the supervision and preparation made by the staff. The outdoor equipment is maintained in good condition and consideration is given to the children's ages and their developmental abilities.

The children learn about some aspects of safety and are reminded by the staff to watch for other children when running and riding bikes. During evacuation practices the children are developing an understanding about fire safety.

An appropriate number of staff hold a first aid certificate and the staff have a clear understanding of the Area Child Protection Procedures.

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

The provision is satisfactory.

The children have access to a generally suitable range of toys and equipment, however, in some areas there is a lack of resources to support the children's learning effectively. Children in the toddler room at times are uninterested in the activities provided. The resources presented do not always support the activity, and limit the children's choices.

Young babies access sufficient resources and are learning to express themselves through musical activities. They enjoy the opportunity to crawl and practice walking skills using safe and age appropriate equipment and benefit from suitable adult interaction and guidance.

The children attending the out of school provision are highly motivated and well settled into their routines. They participate well in a good range of activities and are able to influence future planning with their own ideas and suggestions.

All the children benefit from the opportunity to play outdoors, they participate well and use the space to climb and to build, and join in games with their friends.

Nursery Education.

The quality of teaching and nursery education is satisfactory.

Most of the children are sociable and are able to speak to adults and their peers with confidence. Their behaviour is good and they listen and respond to instructions appropriately. Children are settled in their environment and are happy to leave their parents and join their friends. They are learning about simple number and during everyday activities they are able to count correctly up to 10. Children describe the

size and shape of objects in their surroundings and can refer to items as big and small.

All the children handle books appropriately, some of the children have good recollection of their favourite stories and can retell the main aspects of Three Billy Goats Gruff. Some of the older children are beginning to recognise their own name and familiar letters, they make reasonable attempts to write their own name, however, resources do not always support this.

During activities for growing things the children learn about planting seeds and understand that they need to be watered to grow. The children talk about where they are visiting and discuss with their friend where they are going on holiday, they recall past events well. Children are not yet expressing and developing their ideas using their senses during everyday play. They are developing their use of information technology and use the computer to print off their designs for wedding invitations.

The children have appropriate opportunities to become involved in creative activities and use a variety of techniques and methods to effect patterns and models. During a clay activity the children explore the texture with their hands, however, they are not able to extend this activity further by using tools and equipment to model.

Most of the children are able to move around in safety and with good control and co-ordination. When playing outdoors the children know to avoid other children when riding bikes and are confident to jump and to climb. Children are learning to use small equipment and take their time when threading beads and selecting small pieces of materials for their art work.

The staff have a sound knowledge and understanding of the Foundation Stage. They plan an interesting and varied programme of activities for the children. The staff manage the children's behaviour well and give effective support and guidance, helping children understand what is expected of them. Records of the children's development and progress are appropriately documented and help the staff in the planning of future activities. Most resources are well organised, however, equipment to support children's mark making skills are poorly presented and uninviting.

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

The provision is satisfactory.

The children are involved in a suitable range of activities which promote their understanding of the diversity of the world in which they live. However, resources which promote a positive image of race, gender and disability are limited and not always available for the children to access independently. The children learn about their own traditions and enjoy making wedding invitations as part of an activity around celebrations, they learn about the traditions of others and celebrate some festivals such as Chinese New Year. They appropriately learn about their local community through visits and activities, identifying features of the local area.

Most of the children behave well and show concern and care for each other. The staff set appropriate examples for the children to follow and as a result, the children

understand their boundaries and what is expected of them.

The children's individual needs are recognised and met well and good relationships are developed with parents. This ensures that children's needs are suitably met.

Partnership with parents is satisfactory.

Parents are kept informed about the progress that their children make and staff make time to talk with parents each day. They are able to become involved in their children's learning in practical ways, bringing items from home for specific themes and focus activities.

Children's Spiritual, moral, social and cultural development is fostered.

The children understand about sharing and taking turns. They show concern for others and for themselves. They are beginning to understand about the beliefs of others and are able to recall and talk about their own traditions.

## **Organisation**

The organisation is satisfactory.

The children are settled and familiar in their surroundings and are happy and relaxed. They form positive relationships with the staff and with each other.

The children are cared for in an appropriately organised environment with most of the required documents and records in place. Some of the records, however, contain insufficient information and detail. Records, policies and procedure are shared with parents to promote the care and welfare of the children.

The children benefit from the appropriate number of qualified staff who are able to plan a varied range of enjoyable and educational activities. Staff access some further training opportunities, for example, first aid, to ensure that most areas of their child care knowledge are kept up to date.

Overall the provision meets the needs of the children who attend.

Leadership and management is satisfactory.

There is a clear management structure in place which ensures that the staff are supported sufficiently at all levels. The staff understand their roles and responsibilities and receive guidance through the early years support services. There is no formal system, however, to assess the strengths and weaknesses of the educational provision and some areas of learning are not fully developed.

## **Improvements since the last inspection**

At the last inspection the nursery staff were asked to address a number of issues relating to record keeping and safety. Records of accidents and the administration of medication now contain parental signatures ensuring that parents are aware of the

care their children receive. The staff have undertaken child protection training further promoting the safety of the children who attend the setting.

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

Since the 1st of April 2004 Ofsted have received three complaints in relation to the childcare services provided.

The complaints related to Standard:2 Organisation and Standard:6 Safety. The nature of the complaints were discussed with the provider and a detailed report was submitted. The provider has taken the appropriate steps to address the concerns and remains qualified for registration.

## **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.

### **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 hygiene routines for children aged two to three years and children who attend out of school
- improve the monitoring of access to the premises
- ensure that staff understand the developmental needs of young children, for example, by attending training in Birth to three matters

#### **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):

- ensure that resources are organised effectively and children are able to access them independently to support their learning in all areas (also applies to care)
- provide opportunities for children to further develop their mark making skills and to explore their senses through everyday activities

- develop a system to monitor and assess the strengths and weaknesses of the educational provision.

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