

Flore Day Nursery

Inspection report for early years provision

Unique Reference Number	EY318551
Inspection date	18 September 2007
Inspector	Elizabeth Culley
Setting Address	Bricketts Lane, Flore, Northampton, Northamptonshire, NN7 4LU
Telephone number	
E-mail	
Registered person	Climbing High Nurseries Limited
Type of inspection	Integrated
Type of care	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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Climbing High Nursery, Flore was registered in 2005. It is situated in a single-storey building in the village of Flore in Northamptonshire. Children from the village and the rural surrounding area attend. The premises consist of a series of rooms designated to the various age groups of children and with associated facilities included or adjacent to the rooms. There is access to a large enclosed garden which is divided into areas for the different age groups.

The setting is registered for 54 children. There are currently 61 children on roll, seven of whom are three-year-olds receiving funded nursery education. The nursery is open throughout the year and operates from 07:30 to 18:00 each day.

There are currently 12 members of staff working with children, seven of whom have a qualification in early years and four are currently working towards a qualification. Staff work closely with the local authority and receive support from an early years advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted satisfactorily. They are cared for in clean and healthy premises where they can rest, play and learn. Children are learning about hygiene in their daily routines. They wash their hands before eating and after using the toilet and older children enter into discussion with staff about how germs are spread. Not all children, however, are fully protected from exposure to infection as they share communal towels. Good nappy changing routines are in place which minimises the risk of cross-infection for babies and toddlers. Children's growth and development is nurtured. They enjoy the benefits of fresh air and exercise as they play in the garden. Children develop their large body muscles as they run, climb and learn to ride bikes. They use and learn how to control a variety of small tools such as pencils and scissors which encourages their hand eye co-ordination. Children of all ages enjoy quiet periods when they can sleep or rest according to their individual needs. They are protected from the harmful effects of the sun as they wear hats, use suncream and play in the shade. Sufficient staff hold a paediatric first aid certificate and are able to put emergency procedures in place for dealing with minor illnesses and accidents, therefore, children's welfare is promoted. Most medical records are fully completed and signed by parents, however, some medication records are insufficiently detailed and children's health may be compromised.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is promoted well. Good security arrangements are in place to protect children from leaving the premises unaccompanied and stop uninvited persons entering the nursery. Children's work is effectively displayed in their rooms and creates a welcoming and child-friendly environment throughout the nursery. Space and resources are well organised to meet the developmental needs of children attending the setting. Children's independence is promoted as they select activities from the interesting resources provided and children make good progress in all areas of their development. Sleeping children are monitored at regular intervals and staff carry mobile listening devices with them if they leave the room to ensure children are safe. Children are protected from potential hazards because staff carry out regular risk assessments to prevent accidents. They are learning to manage their own safety by practising emergency evacuation procedures, for example, older children know that if they dial 999 the firemen will come to their aid.

Children are protected from harm because the staff are trained and experienced and have a good knowledge of the local authority guidelines for safeguarding children. They are able to put emergency procedures in place, if necessary, to protect children from abuse, therefore, children's welfare is promoted.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the nursery and are settled. Children are happy and confidently interact with adults who listen to them, talk to them and enter into their play, therefore, they are forming good relationships. Staff plan and prepare a variety of activities in line with the 'Birth to three matters' guidance which enables children of different ages to make progress in all areas of their development. Children engage in the wide range of stimulating activities that

promote their physical, social, emotional and intellectual skills. They make choices about what to play with and are becoming increasingly independent. Young children explore their senses as they investigate treasure baskets, listen to music and develop their creative skills. They are developing their

language and communication skills as they choose and look at books, listen with interest to stories, sing songs and join in counting rhymes. Children have good opportunities to develop their imagination, for example, they dress up, act out real life situations in the home corner and explore small world activities. They develop their own ideas whilst rolling, cutting and moulding play dough.

The quality of teaching and learning is satisfactory. Children are making progress in all areas of their learning because staff have a satisfactory understanding of the Foundation Stage, the stepping stones and how children learn. This enables them to plan a range of practical activities that relate to children's interests. Plans, however, show the learning intentions for children across the six areas of learning but are not sufficiently detailed to show how children's learning will be implemented and evaluated. Staff carry out observations to assess children's progress but do not use the information to plan future activities. They focus on child-centred learning and use a variety of teaching methods to capture children's interests. Children are motivated and make links in their learning, for example, they confidently ask for additional resources to extend their play. Staff manage children's behaviour skilfully and set clear and consistent boundaries, therefore, children frequently show their consideration for others by inviting them to share their resources. Support systems are in place to enable children with identified needs to make progress in their learning. The learning environment is well organised and resourced and supports all aspects of children's learning, therefore, children enjoy their time during indoor and outdoor activities.

Children are interested and motivated to learn. They make links in their learning as they engage in a variety of activities which follow a theme, for example, as they play together with their peers in the home corner children dial 999 and have an imaginary conversation with a fire officer. Children are becoming increasingly independent when dealing with their physical needs, for example, they are learning to dress themselves and put on their own shoes or Wellingtons before going into the garden. They are making good progress in the four aspects of their communication, speaking, listening, writing and reading. Children choose books for pleasure and talk about the characters in their books and listen to stories with interest. They are beginning to recognise letters and sounds of their own names and write them on cards for children who are leaving. Children are making progress in their mathematical development. They confidently count one to 10 and recognise number shapes in their books. Children are learning to solve problems as they discover and experiment with weighing and measuring, complete puzzles and play dominoes. They are beginning to make sense of the world around them by investigating and exploring through first hand experiences, for example, they grow and tend their fruit and vegetables in the garden, pick them and take them to the cook who uses them for dinner. Older children are learning how to care for small animals in the nursery as they look after the hamster and take turns in feeding it. They learn about the natural world as they play in the garden and watch with interest as spiders spin webs and catch flies. Children explore technology as they independently access and use computers. Children develop their knowledge of the local community and people who help us when the policeman visits and they choose books from the library van. They develop their physical skills and explore space by following music to movement through 'Action Kids' programmes. Children are developing an awareness of their own body and how to remain healthy as they talk about which foods help them to grow and build strong bones. Children explore texture and colour through creative activities as they paint and create

pictures. They act out real life situations using small world resources as they practise becoming hairdressers.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. All children are happy, contented and thriving at the nursery and their self-esteem is promoted well. They are fully included in the range of activities provided and confidently self-select resources to promote their own learning, and their individual needs are met. Continuity of care is promoted for babies. Staff support them by ensuring their specific daily care needs are met, for example, they continue with their own sleep patterns and feeding regimes until they become more active, are fully weaned and ready to enter the next stage of development. No children with specific developmental needs are attending the nursery at present, however, policies support the inclusion of all children and close working relationships with parents and professionals. Children are learning about their own and other cultures through the activities provided, for example, children celebrate Christmas and Chinese New year. There are, however, few resources which reflect the diverse society in which children live, therefore, limiting their experiences and not fully promoting equality of opportunity and anti-racist practice. Children behave well. Staff act as good role models for children as they speak quietly to them and frequently praise them throughout the day. Children are learning to manage their own behaviour and to respect others as they share and take turns. Staff work closely with new parents by sharing written information about the setting, its policies and routines. They support families by using a shared diary system to keep parents fully informed of their children's routines and activities.

The partnership with parents and carers of children in receipt of funding for early education is satisfactory. Staff share information with parents through regular newsletters, however, they do not share sufficient information about the Foundation Stage to support children's learning at home. Children's observations are shared informally with parents and transition documents are prepared for them as they move to school.

Organisation

The organisation is good.

Overall the provision meets the needs of the range of children for whom it provides care and nursery education. Children's welfare is promoted because the manager and her staff are committed to improving their child care knowledge and practice through training, for example, several members of staff are attending a 'safeguarding children' course. Children are effectively supported and supervised by good adult to child ratios in each area of the nursery. The well organised use of available space provides children with a learning and care environment which enables children to express their own ideas and promotes their self-esteem. Children, therefore, make good progress in all areas of their development. Most documentation and records for children are fully completed, signed and shared with parents. All documentation is stored securely to promote confidentiality for children and their families. Staff are fully aware of their responsibility for notifying changes to Ofsted to support children's welfare.

Leadership and management is satisfactory. Staff work together as a team to support children in their nursery education. Effective procedures are in place for the recruitment, induction and appraisal of staff. Children enjoy the benefits of working within a small group and are supported

by their key worker, therefore, they are making progress in all areas of their development. There is, however, no system in place for evaluating the quality of nursery education overall.

Improvements since the last inspection

At the last inspection the manager was asked to improve her practice in two areas. The manager has since implemented a system for recording complaints relating to the National Standards. Children under three are making significant progress in all areas of their development because staff are able to plan and implement activities which follow the 'Birth to three matters' framework. Children's welfare, therefore has been further promoted.

Complaints since the last inspection

The complainant raised concerns regarding a parent being left with children unsupervised while a member of staff took a child to the toilet and the parent was not satisfied with the response to her complaint. This relates to National Standards 1: Suitable Person, 2: Organisation, 6: Safety and 12: Partnership with parents. In order to investigate the allegations a Childcare Inspector made an unannounced visit to the nursery. During the visit the Inspector interviewed the registered person, made observations and gathered evidence from documentation. All the information has been reviewed by a Childcare Inspector Team Manager who is satisfied that the National Standards are being met. Ofsted can confirm that the registered person remains qualified for registration.

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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):

- improve hygiene for children
- ensure all records are updated to meet the National Standards
- provide a range of resources to promote equality of opportunity and anti-discriminatory practice

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):

- develop the partnership with parents and ensure they have sufficient knowledge of the Foundation Stage to enable them to support their children's learning at home

- develop a system for evaluating nursery education overall
- develop planning to show how the needs of individual children are met to enable them to move on to the next stage in their development

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