



## Charnwood Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY301377
<b>Inspection date</b>	13 July 2005
<b>Inspector</b>	Patricia Bowler
<b>Setting Address</b>	120 Charnwood Road, Shepshed, Loughborough, Leicestershire, LE12 9NP
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<b>Registered person</b>	Magic Nurseries A 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 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?

Charnwood Day Nursery is one of four nurseries run by the Pinfold Group. It opened in 2004 and operates from four rooms in a purpose built building. It is situated in Shepshed Leicestershire. A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round. All children share access to a secure enclosed outdoor play area.

There are currently 45 children aged from birth to under five years on roll. Of these

16 children receive funding for nursery education. The nursery currently supports a number of children with special educational needs but none who speak English as an additional language.

The nursery employs 13 staff, nine of whom, including the manager hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean and well maintained environment. Robust policies and procedures are consistently followed by staff to prevent their exposure to cross infection. The children are protected from infection because the practitioners are well informed about children's health care matters. Clear and concise documentation ensures the children's individual needs are discussed and recorded with parents and are vigilantly carried out by staff. Children learn the importance of good personal hygiene through well organised activities and consistent daily routines. They wash their hands after using the toilet and before meals and brush their teeth regularly during the day. Older children talk knowledgeably about why these are important and are developing a sound awareness about healthy living. Children enjoy a range of energetic activities that contribute to a healthy life style. They develop self confidence in their physical skills as they use a range of indoor and outdoor toys and equipment and gain control of their bodies through activities such as music and movement. Children benefit from a healthy diet. They enjoy a variety of meals which are nutritionally balanced and they are introduced to a range of foods which they are eager to try. The practitioners take account of parental wishes. Older children confidently pour their own drinks and younger children are offered drinks to ensure none remain thirsty. Good facilities are provided to enable children to rest and sleep.

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

The provision is good.

High regard is given to ensure children are cared for in a safe and secure environment. They benefit from a comprehensive risk assessment which is effectively maintained by staff to identify and minimise any possible hazards. A range of measures including safety gates and protective door hinge covers further contribute to their safety. Effective arrangements ensure children can move around safely and freely to independently access available equipment and resources within the various base rooms. Children develop a good awareness of safety through practicing regular emergency evacuation and accessing rooms on the first floor. Older children are confident on the stairs and wait patiently in group situations to access safely. Children discuss the reasons for safety with staff to increase their awareness in everyday situations. Robust procedures ensure that children are cared for by suitable adults who have relevant experience and skills. They are protected from harm because staff understand their role in child protection and are able to put appropriate

procedures into practice if necessary.

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

The provision is satisfactory.

Children take part in a range of activities where they develop good skills in most areas. Staff awareness and good use of the Birth to three matters provides a sound framework for the care of younger children within the nursery. Babies enjoy a range of experiences to encourage movement from crawling through to walking and a variety of mobiles and lighting provide attractive visual stimulation. Young children are confident and relate warmly to positive staff interaction. They play happily with each other and staff and enjoy group and individual situations to share books, develop their imaginative skills in small world play and link home and nursery through appropriate role play opportunities. Children are competent communicators and express their joy and delight in activities such as finger paint and musical instruments. They independently access toys and resources to extend their play. Children make connections in their learning as they experience a range of tactile resources such as sand. Some children discussed the difference between wet and dry sand and understand the versatility created by adding water.

## **NURSERY EDUCATION**

Children are making satisfactory progress. Staff have sound knowledge of the Foundation Stage and present a range of interesting activities to promote children's learning. However, the planning and evaluation is not sufficiently detailed to cover all of the areas or to identify the learning intention and whether this is achieved. Although there is a system in place to record observations staff do not use these effectively to plan for children's next steps in learning. Children are confident and demonstrate a sense of belonging as they greet each other and staff on arrival. They build warm relationships with staff actively seeking support when required and interact appropriately with peers to work well in small and large groups. Children have a very good vocabulary and staff carefully adapt their questioning to reflect each child's stage of development. Older children use language confidently to talk about their play. They were able to name the country of origin for wild animal figures which were used successfully to extend their learning whilst experiencing tactile play with dry pasta. Children have a high level of independence and freely access equipment to extend their play. Resources are stored appropriately to enable them to access paper and writing implements to extend role play situations and a group of children used their initiative to turn the home role play area into a restaurant with chefs and waiters. There are good opportunities for mark making, as they did whilst collecting food orders but children are not given sufficient opportunities to write their own names on their creative work although many of them are capable of doing so. Children enjoy books and readily select these to look at and share with each other and staff. They recognise their names which they spontaneously sound out. They talk confidently about the use of phonics and are making very good progress in linking sound to letters and linking words to text. Although most of the children can count and show a good awareness of size and quantity staff do not make good use of spontaneous opportunities to increase children's knowledge and introduce them to

skills in early calculation. Children take responsibility for their personal care. They pour drinks independently and recognise and express their needs. They show concern for each other. Older children enjoy the responsibility of explaining daily routines and helping younger children. All children ably assist in tidying away and respond appropriately to staff's consistent guidelines to promote positive behaviour. Children are extremely polite saying excuse me before interrupting conversations and use good manners appropriately when requesting and accepting help, drinks or food. Children have regular access to information and technology equipment and are acquiring knowledge of their environment and the wider world through practical activities such as celebrating festivals and tasting foods from other cultures. Children are confident to take risks in their learning, trying new activities such as bark rubbing. The staff work diligently to praise and encourage children to try things for themselves and continue to develop their skills.

## TEACHING AND LEARNING

The quality of teaching and learning is satisfactory. Staff have an adequate understanding of how children learn and use a range of teaching methods appropriately. They work well to improve children's vocabulary providing them with excellent communication skills. Children are knowledgeable about the world in which they live and speak with confidence and fluency about themselves and what they are doing. The methods to monitor and evaluate teaching and learning are not used effectively to identify ways to improve the learning outcomes for children.

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

The provision is good.

The children are highly valued as individuals. They develop a positive attitude to others and build warm relationships with staff and peers. Children gain a good understanding about the wider world and community through activities including tasting foods from other cultures and accessing a range of resources which show positive images of culture, ethnicity, gender and disability. Good systems ensure their individual needs are met and practitioners work closely with other agencies to provide for children's specific needs. The Code of Practice on the Identification and Assessment of Special Educational Needs is used effectively to ensure the provision of appropriate care is maintained. Children behave well. They are beginning to understand right from wrong through consistent boundaries and praise and encouragement. Age appropriate methods are used by staff to manage behaviour including explanation, distraction and removing children from the situation. Children are supported appropriately to return to play situations. Staff allow older children to resolve their own differences encouraging them to develop skills in negotiation, turn taking and respecting the needs of others. Older children willingly share resources for example water pots and wheeled toys in outside play activities. Children take an active role in tidying away and older children help younger ones to complete tasks. Gentle reminders to play carefully in the dry pasta tray to avoid getting into eyes and hair, encourage children's awareness of their actions and the needs of others.

Partnership with parents is good. Extensive information is shared through the

comprehensive nursery prospectus and parents information board. Effective communication is maintained through a quarterly newsletter, open evenings and arranged and informal discussions. These work effectively to ensure children's individual care needs are met. However, parents are not fully aware of the breadth of the curriculum within the Foundation Stage and have insufficient involvement and information about their child's next steps in learning preventing the effectiveness of staff and parents working together to further develop children's progress. The setting fosters children's spiritual, moral, social and cultural development well.

## **Organisation**

The organisation is good.

Children's care is enhanced through rigorous recruitment and employment procedures. Diligent induction training ensures that staff are fully aware of the settings comprehensive policies and procedures to keep children healthy and safeguard their welfare. Staff training is provided which is linked to appraisals and professional development to support the ongoing improvement of the setting. Clear contingency plans ensure the required adult-child ratios are maintained and staff are effectively deployed to support children's care, learning and play. Children are suitably grouped to ensure they receive good levels of care appropriate to their age and developmental stages. Play and learning activities are organised well to provide interesting and appealing opportunities for children which contribute to their enjoyment, achievement and ability to make a positive contribution. Staff have a sound awareness of the Curriculum Guidance for the Foundation Stage and how to apply this in practice to support children's development. They have successfully identified areas to improve including the planning, observation and assessment of children's learning, but have not yet drawn up clear plans to achieve their aims. This limits their ability to effectively evaluate what children already know, have learnt and how this can be used constructively to plan for their next steps in learning. Overall, the needs of all the children who attend are met.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is satisfactory. The manager receives good support from the owner and together they have a clear vision with a strong focus on the personal development and achievement of all children attending the nursery. The outcomes for children are met well as the manager sets clear directions leading to improvements within the nursery. She is actively involved in supporting staff to improve the provision for nursery education, although there are limited opportunities for staff working in this area to spend sufficient time working together to establish a consistent approach to monitoring, assessment and planning for children's learning and development. The manager takes an active role within the nursery, spending time with the children in their rooms. She uses this time to monitor staff working practice which is followed through at appraisal meetings to maintain and improve the level of care and provision for children.

## **Improvements since the last inspection**

Not applicable

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

There are no complaints to report

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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 there is a clearly defined procedure to be followed in the event of a child becoming lost.

#### **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):

- make the learning objectives explicitly clear in the planning and make more effective use of observations and assessments to ensure the individual learning needs of each child are supported
- devise a system to evaluate the activities to ascertain what children have learnt and if the learning intention has been achieved. Ensure this information is used effectively to plan for children's next steps in learning
- use practical and spontaneous opportunities more effectively to raise the challenge for older children to build on what they can already do and improve opportunities for children to input their own ideas into creative work by providing a wider range of materials to choose from, enabling them to steer their own creations
- provide more information for parents and carers in relation to the full breadth of the curriculum. Ensure they are included and receive information regarding the next steps in learning for their child in order to support this in the home environment.

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