



Highnam Day Nursery

Inspection report for early years provision

Unique Reference Number EY276741
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Inspector Linda Janet Witts

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Registered person Highnam Day Nursery Ltd
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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Highnam Day Nursery opened in 2004 and operates from a purpose-built, two-storey building in the village of Highnam, situated between Gloucester and Hereford.

The nursery is open Monday to Friday between 07.30 and 18.30 all the year round, except for Christmas week. It is registered to care for 48 children under 8 years at

any one time. There are currently 80 children on roll. Nursery education funding is received by two funded 3-year-olds and five funded 4-year-olds. There are currently no children attending who have special educational needs. The nursery does support a child for whom English is an additional language. Before-school, after-school and holiday care is offered to school-age children. Children attend from the village of Highnam and outlying areas.

Children are cared for in age-related groups. Younger babies are accommodated on the first floor where there are two play rooms, a milk kitchen, sleep room, nappy changing and toilet facilities. On the ground floor the three play rooms accommodate the older children. There are also toilet facilities, a kitchen and an office on this level. There is an enclosed outdoor area available for use. This is primarily laid to lawn with a paved area.

The children are cared for by a team of 13 members of staff most of whom hold recognised childcare qualifications. The manager has the Nursery Nursing Examination Board qualification and the deputy has a Bachelor of Arts Honours Degree in Early Childhood Studies. Most staff have completed first aid and child protection training. Additional support is received from seven supply staff who are called upon as necessary and a cook is also employed. The nursery has access to a mobile library and has close links with Highnam Primary School. The nursery implements a national programme for children from birth to three years and receives support from the area Special Needs Co-ordinator and Foundation Stage consultants.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Babies and children play within a clean well-maintained, attractive environment. Children are content and cared for in age related groups by staff who demonstrate an understanding of their needs. Babies care is agreed with their parents, ensuring consistency for feeding and sleep routines. Children follow an established hygiene routine, washing their hands after messy play and using the toilet and before eating. Younger children are helped by staff to do this as required.

Babies and children enjoy varied, nutritious, home cooked meals and snacks that suit their dietary requirements. Older children are not helped to learn about the importance of healthy eating. They are not routinely offered milk to drink at snack time so their opportunity to make healthy choices is limited.

Toddlers and older children regularly enjoy outdoor play, but babies rarely have such opportunities. The babies seldom see the outdoor environment as windows within their room are above their height and they are not taken for walks within the local environment to enjoy fresh air and the wealth of experiences such activity offers. Those that do go outside enthusiastically move in a variety of ways negotiating the play space successfully. They climb on low structures, propel wheeled toys, develop ball skills and engage in water or sand play manipulating the utensils offered skilfully.

Children are also learning about the importance of protecting themselves from the sun and are familiar with the routine of having sun cream applied and putting on their hats before going out in hot weather.

Pre-school children enjoy the freedom that the garden offers. They are not however always sufficiently challenged by the equipment available and there is no clear planning for outdoor play to ensure that children's physical skills are further developed.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are secure within the nursery premises; external doors are fitted with coded locks and close circuit television monitors visitors to the setting. Children are supervised well by the staff team. They follow instructions and are helped to understand how to keep themselves safe. Babies and children of different ages use toys and equipment that are age-appropriate.

Children's safety is promoted through the use of safety measures such as finger-guard strips on doors and clear health and safety procedures. Most staff are trained in first aid and child protection, which ensures that they know what to do to help children who are injured or at risk of harm. Children are at risk from falling objects due to lack of storage which has resulted in over-laden high shelves. Such risks have not been identified within the otherwise detailed risk assessments. The nursery has appropriate written procedures to deal with emergencies but the ability to implement these effectively is compromised when minimum adult: child ratios are not met.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies and children are happy whilst at the nursery. Most are content to engage in the activities offered. Babies have access to plenty of activity toys and staff are beginning to offer them more opportunities to try creative activities such as paint printing, 'gloop' and foam play. Babies doing potato prints giggled with excitement and concentrated hard as they rubbed their hands across their painting enjoying the tactile experience. Some babies are not stimulated fully for example those in rocking cradle chairs. If they are content they can remain unspoken to and may have little to observe from where they are positioned.

One to three-year-olds in ground floor rooms benefit from the skills of sensitive, enthusiastic adults. Unsettled children are supported well and are soon keen to join in the activities offered. Despite a lack of resources children are offered a broad range of activities which they enjoy. They enthusiastically join in group activities such as singing, laughing with great excitement as the adults join in the actions.

Nursery Education.

Teaching and learning is inadequate. Children's progress in each of the six areas of learning is limited. Most pre-school children are confident and have developed sound relationships with others within the group. Those keen to take the lead in activities can however sometimes intimidate younger children. Children have adapted well to frequent staff changes more recently. They are chatty and make their needs known. They are generally keen to join in activities but the limited choice available, and insufficient quantity of some resources, leads to squabbles between children.

Children initiate imaginative play inside and outdoors utilising resources as props. They draw enthusiastically, some concentrating hard as they carefully colour within lines. Those keen to attempt to write their own names are not helped to form letters correctly.

The different staff working with these children do not have a clear picture of where each child is in their learning. Different learning styles have not been identified. The plans which are followed lack information to show clearly the aims and objectives of activities and how they should be adapted for different children. Insufficient attention has been given to the area of knowledge and understanding of the world, mathematical and creative development.

Helping children make a positive contribution

The provision is satisfactory.

Children are settled and comfortable within their groups. Children's spiritual, moral, social and cultural development is fostered. However, attention to cultural development is limited. Many children have developed special attachments to individual adults that care for them. Children's individual needs are supported; staff gather information from parents about children to gain knowledge of their individual needs. Although there are currently no children attending with special educational needs there are staff who have experience in this field.

Children are generally well behaved and show an understanding of the behavioural expectations within the setting. Older children sometimes test the boundaries and have to be reminded of the 'pre-school rules'. Children who behave well and help to tidy-up are rewarded with stickers which they are proud to receive. This also promotes their independence.

Children of all ages see few positive images of culture, ethnicity, gender and disability and activities to help older children to gain awareness of the lives of others are limited. Children with English as an additional language are supported in accordance with parents' wishes.

Partnership with parents and carers is satisfactory. Information gathered and two-way communication between staff and parents contributes to the children's well-being at nursery. New children are introduced to the nursery gradually through a clear induction procedure which minimises distress for them.

Each child has a daily diary in which details of food intake, sleep and other relevant information are recorded to keep parents informed about how their child has been at

nursery. Parents' evenings are held to share information on children's progress. Developmental records for babies and children are available to share with parents. However the assessment methods used and very limited collection of evidence to show progress of pre-school children does not aid parents' understanding of where children are in their learning. Parents receive information about themes and activities planned for pre-school children and there are some suggestions of things that they could do at home to enhance children's learning.

Organisation

The organisation is inadequate.

Leadership and management are inadequate. The nursery manager uses effective recruitment procedures and appropriately vets and checks staff have suitable qualifications. However despite recent changes to ensure that minimum staff: child ratios are maintained at all times, over the lunchtime period they continue to fail to meet these requirements. This compromises children's safety. The nursery premise is specifically designed for its use but space is not used effectively, particularly in the small pre-school room. The outside area is not used to its full potential, to encompass its use within planning for the foundation stage of learning. The manager often struggles to achieve a satisfactory balance between managerial work and providing care in different groups. This has limited her ability to monitor the provision for care and education effectively. Strengths and weaknesses in the provision have not been identified and some staff do not have the insight to see how changes to benefit the children can be made. The lack of resources throughout the nursery has had a major impact upon the provision for nursery education. Organisation and availability of resources for babies and children of all ages has limited their interest, exploration, challenge and the ability for all wishing to participate in an activity to do so.

Overall the setting does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

As a new nursery this is their first inspection which incorporates provision for funded nursery education. The previous care inspection required the setting to extend their child protection procedures to include action in the event of an allegation against a member of staff. This has been done. It was also recommended that they extend the range of activities making use of natural media and resources to encourage children's imagination and creativity. Plans now include opportunities for children to undertake some sensory experiences but children rarely explore natural materials and art/craft activities are often over adult-directed with a pre-defined end product. The nursery was also asked to request written permission from parents for all aspects of nursery life to ensure children are cared for according to parents' wishes. Parents have been asked to complete consent forms in relation to use of sun cream, Calpol, the taking of photographs, outings, medication and emergency treatment and information gathered at induction and thereafter from parents ensures that the nursery follows their wishes.

Complaints since the last inspection

Since the last inspection one complaint has been received. The complaint was received on 21/06/2005 and related to National Standards 2:organisation, 3:care,learning and play, 7:health and 11:behaviour. The concerns related to insufficient staff to child ratios, the experience of baby care staff, inappropriate nappy changing and sleep arrangements, and also the behaviour management of older children.

An investigation visit was carried out on 22/06/2005. During this visit to the nursery it was found to be understaffed and minimum staff to child ratios were not being met. As a result the care of babies was being compromised. An action was raised to ensure that minimum staffing requirements are maintained at all times. A second action was raised to ensure that babies are cared for in appropriately sized groups to ensure that their individual needs are met. The others aspects of the complaint were discussed and procedures deemed to be acceptable.

A second visit was made on 23/06/2005 to investigate whether appropriate steps had been taken to address the actions raised. At the time of the visit babies were grouped appropriately and minimum staff to child ratios met.

We decided to carry out a full inspection of the provision as soon as possible to ensure that ratios continue to be maintained and that the procedures discussed in relation to nappy changing, sleeping and behaviour management are implemented effectively.

During this inspection (11th and 12th July 2005) the nursery was found to be understaffed over the lunchtime period. An action has been raised at this inspection to cover this and the setting 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, the registered person **must** take the following actions:

- Ensure that required adult:child ratios are met at all times and that babies under two years continue to be cared for in groups of no more than 12.
- Review the organisation and availability of resources for babies and children of all ages, to ensure that they have access to resources that provide interest, promote exploration, offer challenge and are sufficient in quantity to enable all wishing to participate to do so.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- Plan a broad, balanced, purposeful curriculum which promotes children's development in all aspects of each of the six areas of learning. Ensure that plans contain sufficient detail to clearly show the learning intentions of activities to ensure that they can be understood by all practitioners working with funded children.
- Make regular observations and evaluations of what children know and can do and use information gathered to inform planning so that activities encourage children to make the next steps in their learning.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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