

# Albert House Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	511401
<b>Inspection date</b>	26 September 2007
<b>Inspector</b>	Valerie Thomas
<b>Setting Address</b>	Albert House, 192 Manor Street, Stoke-on-Trent, Staffordshire, ST4 2JD
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<b>Registered person</b>	Lisa Rigby
<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 satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

### WHAT SORT OF SETTING IS IT?

Albert House Day Nursery opened in 2000. It operates from four rooms within a large detached house in Fenton, Stoke-on-Trent. There are local shops, a park and school nearby. The nursery serves the local community and surrounding areas. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 17.45 throughout the year. All children share access to a secure enclosed outdoor play area.

There are currently 40 children from birth to under five years on roll. Currently there are no children attending who receive funding for early education.

There are nine members of staff including the manager who work with the children. Of these, eight hold appropriate early years qualifications. There are two members of staff working towards a further qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children learn the importance of good personal hygiene through the organised daily routines. Clear guidance given by staff helps children to learn how to wash their hands effectively. As a result, they know that their hands are clean and that the germs have gone. Appropriate procedures for sick and infectious children and the hygienic methods used for nappy changes help prevent the spread of infection.

Children's health and safety is generally promoted within the setting. There is a suitable level of staff who have a current first aid certificate and the system for recording the administration of medication meets requirements. However, written consent to seek emergency medical advice or treatment for children is not obtained from parents. Although persons involved in the preparation of food are experienced they do not have the appropriate training. Consequently, these factors have the potential to compromise children's health.

Children benefit from a healthy and nutritional diet. Meals are freshly cooked with several portions of fruit and vegetables included in each daily menu. Staff work well with parents to ensure individual dietary needs are met and they sit with children to ensure mealtimes are a social occasion. Most children are eager to start eating their lunch and staff encourage ones who are hesitant telling them how lovely the potatoes are. Very effective methods are used to help children develop their understanding of which foods are good for them. Topics are completed and displayed to remind children of healthy foods and photographs show how they have grown carrots and lettuces in tubs outside. This helps children develop a positive attitude towards healthy eating. Babies' specific routines are implemented into the nursery day and staff are attentive to their individual needs. This helps the transition from home to nursery care.

There are good opportunities to promote children's physical development. Young babies develop their mobility as they pull themselves up on low furniture to look through the mirror. Toddlers have lots of fun as they excitedly run along on the grass and have big beaming smiles as they play on the slide and throw the balls. Older ones thoroughly enjoy taking part in action songs bending and stretching as they touch their heads and toes. They play outside regularly and are happy as they dig in the sand and take their babies for a walk in the pushchairs. This contributes to children having a positive approach to exercise and developing a healthy lifestyle.

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

The provision is satisfactory.

Child protection procedures for reporting any concerns are fully understood by staff. Generally they have an appropriate understanding of signs and symptoms for most of the categories that put children at risk. However, knowledge of the indicators for neglect is limited. This does not ensure that children are effectively protected from harm or neglect.

There is appropriate space indoors for children to play with toys and equipment. Areas are maintained well and provide a very child friendly environment. There are lots of posters, children's artwork and topics displayed. This helps to motivate children's learning. The outdoor areas offer good space for children to run around with a large garden for them to explore. Children use a good range of safe developmentally appropriate resources. They are organised

well to ensure good accessibility and create a stimulating environment. Consequently, children are able to make choices about their play as they build with the blocks and explore the boxes and tubes in the basket.

Security for the setting is good and staff monitor access at all times with attendance of visitors recorded. Risk assessments are completed regularly and daily safety checks are made. Fire evacuation procedures are fully understood by staff and are practised regularly. Children know that they need to go out of the back door when they hear the fire alarm. Safety of children is further promoted as staff explain safe practices to them, such as being careful as they play in the water as the floor will get wet and they may slip. Children clearly understand that they must hold on carefully as they walk down the stairs to go outside and younger ones sit on the step to wait for the staff to help them down. This helps children learn to take responsibility for keeping themselves safe.

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

The provision is satisfactory.

Children experience a wide range of activities which contributes to their development. Their individual needs are met appropriately through staff providing positive support. Consequently, children are interested and enjoy their time as they play in the various rooms. Young babies enjoy lying on the floor, wriggling and kicking their legs as they reach for the toys on the play gym. Staff help young ones develop a sense of who they are as they play 'I see' games and encourage them to communicate with each other. Babies respond by smiling at each other and babbling. Older babies develop their language skills as they make noises into the tube imitating adults. They show obvious enjoyment as they explore the pasta putting it into the containers and waving their arms as it drops to the floor. Young children engage enthusiastically as they paint their pictures. They use the brushes to paint a spider and paint their hands saying it feels 'cold and squidgy'. Sensory play is very much encouraged as children have good opportunities to explore a wide range of materials. Photographs show that children enjoy exploring the textures of jelly, shaving foam and mashed potato. Older children enjoy taking part in the singing session and listening to the visitor who plays various instruments and introduces new songs to them. They have great fun as they find the mouse and the pink monkey and take turns at playing the instruments to the rhythm of the song.

Staff make appropriate use of the 'Birth to three matters' framework and use this to guide their planning for children under three. However, the system for recording children's progress is not robust as it is not consistently applied for all children. There are some children's records which have very limited detail recorded. This does not show clear progress for children, where they may need support or their play and learning extended. This impacts on the staff's ability to enable all children to reach their full potential.

Children's independence is developed well. They are chosen as helpers to give out the toast and puddings to their friends and pour their own drinks at meal times. Consequently, children are very eager to help and are confident in managing their own care. Staff give lots of praise to children for their efforts and are caring in their interaction. They encourage all children to play together nicely and listen to what children have to say. As a result children are happy.

Nursery education.

The quality of teaching and learning is satisfactory.

Staff demonstrate a sound knowledge of the Foundation Stage and a suitable understanding of how children learn and progress. They use this knowledge appropriately to plan a varied range of activities, although areas within knowledge and understanding of the world are not sufficiently planned for. The assessment system is developing and observations of children's progress are completed regularly. However, the next steps for children's individual learning are not always identified to inform planning and the exchange of information with parents is not fully promoted. This does not ensure that children are able to achieve their full potential. Staff use effective methods to maintain children's interest, engaging in their play, promoting language and positive relationships with others. Challenges are appropriate and behaviour is well managed. Staff encourage children to listen to the story rather than focus on the negative behaviour. The room is organised well to offer children choice and there is a suitable range of resources to promote children's learning in most areas. However, the aprons used by children as they engage in the water play are not waterproof and as a result their clothes become wet and uncomfortable.

Children's attitude to learning is generally good and their concentration is developing as they join in with activities. They get their cuddly toy so that they can sit and be comfortable while they listen to a story and sit well for the morning circle time when they draw the fruit on the board. They are confident to ask questions and play well together in the role play area as they pretend to buy the shoes. Children are developing their language skills and they communicate confidently as they engage in conversations. They learn new words such as Tyrannosaurus Rex as they listen to the story about dinosaurs. There are lots of words displayed in the environment and as children are still young they are in the early stages of recognising their name. A writing table is used to encourage children to make marks and draw pictures and pictures are displayed to show how children practise tracing over lines from left to right.

Children understand and use numbers appropriately. Children count up to 11 confidently with staff as they count the trees in the picture and match number to object as they count their arms when they put their coat on. As they help to set the table for lunch they confidently match the knife and fork to the pictures on the place mats. Children recognise shapes well and know that the top of the cup is a circle shape. They have a clear understanding of size as they dig in the sand. They know which spade is big and which one is little and that the bucket is heavy when it is full with sand. Opportunities for children to develop their exploration skills are appropriate. They learn about change as they grow lettuces and carrots and bake gingerbread biscuits. Children learn how things work as they use the digital camera to take photographs of their friends and use magnifying glasses to search for mini-beasts in the garden. Visits from the fire services and library van are helping children to learn about the wider world. However, they do not have opportunities to learn about the features of the local environment and develop a sense of where they live.

Children's fine manipulative skills are developing well. They use one-handed tools competently as they butter their toast and hold the pens to draw on the paper. Children enjoy playing outside as they run around and are able to stop and start safely as they move around the equipment. They pedal bikes confidently and are able to push and pull the push chairs in the direction they want them to go. There are climbing frames available for children to access. However, there are insufficient mats to enable children to use the climbing equipment on the hard surface area if they want to. Children show a good knowledge of colour as they name the pink and purple dinosaurs in the story. They have good opportunities to explore different textures and smells and express themselves freely. They describe the spaghetti as feeling like worms and choose the mixed spice as their favourite smell while screwing their nose up as they smell the garlic container.

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

The provision is satisfactory.

Children behave well for most of the time and respond positively to boundaries set by staff. Children give the computer to their friend when staff explain to them that smacking is not nice and that they are upsetting others. Older ones are learning to manage their own behaviour well as they share the spades in the sand and wait for their turn to play with the pushchairs. There is effective use of praise and encouragement by staff to build children's self-esteem well. Children are happy as they move their sticker up the chart and their achievements are displayed on the boards in each room. Children's spiritual, moral, social and cultural development is fostered.

There is a suitable range of resources to raise children's awareness of diversity. For example, there are books, posters and role play equipment which enable children to play in an Indian restaurant. Different festivals are celebrated, such as Eid and Diwali. This helps children to develop their understanding of others. Although there are no children currently attending with learning difficulties and/or disabilities there are clear systems in place to provide effective support. There is an identified Special Educational Needs Coordinator who is trained and has a good understanding of how best to meet children's individual needs.

Positive relationships with parents are promoted. They are made aware of how the setting operates through discussion and the display of policies in the entrance hall. There is a clear complaints procedure in place and a record of any complaints is kept. Children's individual needs are fully discussed and recorded with parents and routines for young babies are obtained. Daily diaries are used for all children to keep parents informed of their child's well-being each day. Consequently, this enables parents and staff to work together to meet the needs of the child.

The partnership with parents and carers of funded children is satisfactory. Parents are able to view weekly planning and a record of daily activities that their child is involved in as all information is displayed on the door and walls by the entrance to the room. They are encouraged to be involved in their child's learning with topics for discussion they can use at home displayed and bringing items in linked to the activities. For example, children take photographs in to show how they have grown since they were a baby. Although parents are made aware that they can view progress records they are not actively shared with them. This does not ensure that parents are fully informed of how they can further support their child's development and learning.

## **Organisation**

The organisation is satisfactory.

There is an appropriate level of qualified staff who work with the children and additional training courses are attended. For example, 'Tommy walks tall', 'Every child matters' and 'Integration for the early learner'. This helps to broaden children's experiences and contributes to the standard of care provided.

There are appropriate recruitment procedures in place which ensure all staff are adequately vetted. Most required documentation is in place and all records are stored securely to ensure confidentiality. However, because of the movement of staff and children between rooms to ensure ratios are met, the records of attendance do not always show clearly who has cared for which children. This does not fully promote the welfare of children.

The setting is organised appropriately on the whole to ensure children's needs are met. Support for children is positive and staff build sound relationships with the children through the effective use of the key worker system. Staff are caring and attentive to children's needs. They comfort young babies who are upset when strangers are in the room and extend their learning appropriately through a varied range of interesting activities in particular their sensory play. As a result, children are happy in the setting.

The leadership and management of funded children is satisfactory. Reviews of practice take place through support and advice from external agencies and some exchanges of information between the manager and staff providing the educational programme. However, there is no appraisal system implemented to enable staff and the manager to identify the strengths and weaknesses of the educational programme provided and to highlight how staff can further improve their knowledge. Overall, children's needs are met.

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

At the last inspection the provider was asked to: ensure staff are deployed effectively to ensure the required staff to children is maintained throughout the day; improve staff's knowledge and understanding of the child protection procedures in the instance of an allegation being made against staff; develop the behaviour management policy so that it includes procedures for bullying; improve the system for assessing children's developmental progress to help staff plan for the next steps in their learning and play and provide increased opportunities for children under two years to extend their imagination and creative development. In relation to the inspection for nursery education the provider was asked to: improve accessibility to the computer; monitor the use of the home corner area for free play to ensure it does not disrupt structured activities and provide increased opportunities for children to build and construct using a wide range of materials and tools.

Observations on the day of inspection show that staff are deployed effectively and that ratios are met. Additional staff are contacted in the event of any absences and the provider is also available to work with the children as she is normally supernumerary. This ensures children's needs can be met effectively. To develop staff knowledge of the child protection procedures to follow in the event of an allegation being made against staff the designated person has attended an advanced child protection course. In addition to this all rooms have written details of the procedures displayed and discussions with staff show that they are fully aware of the procedures. This helps to safeguard children. The policy for behaviour management is revised and includes the appropriate detail in relation to bullying. This ensures staff know how to react if any bullying incidents occur in order to promote the welfare of children. Photographs show that children have good opportunities to develop creative skills and imagination as they explore and engage in a wide range of sensory play which is a key strength of the setting. A new system to assess children's progress and identify the next steps in children's play and learning is in the process of being implemented. However, past records show that not all children's progress is assessed on a regular basis. This does not ensure that children are able to achieve their full potential. Therefore this remains a recommendation as part of this inspection.

A new computer unit is in place with low chairs that the children can easily access. Children are able to sit comfortably as they use the computer and they confidently move the mouse to activate the pictures. The role play area is currently designed as a shoe shop and children are able to access freely. It is separate from the structured activities and does not cause any disruption. Children enjoy trying on the shoes and pink wellingtons and others are able to sit and concentrate as they build with the blocks at the table. Opportunities for children to build

and construct with re-cycled materials and various tools are now planned for regularly. This enables children to create and express their own ideas.

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

Since the last inspection Ofsted received two complaints that required the provider to take action in order to meet the National Standards. Concerns were raised relating to staff to child ratios and that when a parent raised a concern appropriate and prompt action was not taken. An Ofsted inspector carried out an unannounced visit on 12 March 2007 to investigate National Standards 2 (Organisation) and 12 (Working in partnership with parents and carers). There was no evidence to suggest a breach of standard 12; however, there was evidence to suggest two breaches of standard 2 and actions were agreed to ensure that suitable contingency arrangements are in place to cover emergencies and unexpected staff absences and to ensure that the hours of attendance of children and staff is recorded on a daily basis. Ofsted was satisfied with the provider's response to the actions.

Ofsted received a further concern regarding the number of accidents and the quality of food at the provision. This relates to National Standard 6 (Safety), 7 (Health), 8 (Food and drink) and 12 (Working in partnership with parents and carers). An Ofsted inspector conducted an unannounced visit on 30 August 2007 to inspect these National Standards. As a result of this visit the provider was given two actions as follows: ensure a record is maintained, signed by parents, of any accidents and that accident records are retained for a period of two years from the date of the last entry. Ofsted was satisfied with the provider's response to the actions.

The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints 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 satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

### **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 that all staff are aware of possible signs and symptoms of children at risk
- obtain written parental permission to seek emergency medical advice or treatment
- ensure that staff responsible for the preparation of food receive appropriate training



- improve the system to observe and record what children do and use the observations to plan for the next steps for the children's play, learning and development
- improve the system for recording attendance so that it shows clearly the names of the persons who have looked after each child.

### **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):

- implement an effective system to monitor and review how staff deliver the educational programme
- provide increased opportunities to encourage children to show an interest in the world in which they live and notice differences between features of the local environment
- ensure progress records of children identify the next steps in children's learning and are actively shared with parents
- provide sufficient resources so that children can play in the water comfortably and have safe access to the climbing frames when they wish to use them.

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