

Field House Day Nursery

Inspection report for early years provision

Unique Reference Number	EY332404
Inspection date	08 January 2008
Inspector	Maxine Williams
Setting Address	Munro Street, Stoke-on-Trent, Staffordshire, ST4 5HA
Telephone number	01782 844 863
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Registered person	Field House Day Care Nursery 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?

Field House Day Care Nursery opened in 2006. It is privately owned and operates from a renovated school building in Stoke-on-Trent. It is situated on a main road that leads into Stoke. A maximum of 70 children may attend at any one time. The nursery is open each weekday from 07.00 until 18.00 for 51 weeks a year. Children share access to secure enclosed outside play areas.

There are currently 56 children aged from six months to three years on roll. Of these, nine children receive funding for early education. Children come from the local and surrounding areas. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 14 members of staff. Of these, eight hold appropriate early years qualifications and six are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm, clean environment where they learn the importance of good personal hygiene through well-planned routines. They know they need to wash their hands before snack and lunch times, after outside play and after using the toilet. Two-year-old children are able to say that they need to wash their hands so they don't get germs and they know that germs and cold, wet weather can cause illness. Children's health is well protected by the successful implementation of policies and procedures. Each child has their own bedding, nappies and cream; nappy changing procedures are good, staff wear aprons and gloves, all surfaces are wiped with antibacterial spray and children's individual records are completed to ensure that staff and parents are aware of when children have been changed. Consequently, this helps children remain healthy. Accident and medication systems are fully understood and all records are accurate and up to date. Children's understanding of how to keep themselves healthy is promoted through topics and conversations. They discuss why they need to wear warm clothes during winter and coats when it is raining outside. This means that children begin to recognise ways to keep themselves healthy and to take responsibility for their own well-being.

The nursery has achieved a healthy eating award and there is a dedicated cook who prepares a wide range of nourishing meals and snacks that appeal to the children and meet their nutritional needs. Meal times are sociable occasions, children sit down together to share a nutritious meal, such as fish pie and mashed potato, followed by fruit and jelly. All but the very youngest children are able to feed themselves and use appropriate cutlery; staff sit with children and offer assistance when required. Children's individual dietary requirements are recorded and alternative options are always available. All staff work together with parents to ensure that children begin to understand the benefits of a healthy diet and making healthy choices. Staff educate them about the benefits of eating fresh fruit and vegetables, and snacks are usually fruit or other healthy choices. Fresh drinking water is available at all times and children are able to access their own drinks when they want one. Consequently, children are learning how to meet their own dietary needs. Babies are held by a preferred carer whilst being bottle fed, therefore they are comfortable and secure as they feed.

Children enjoy a wide range of activities, which contribute to their good health. Regular outdoor play sessions help children make progress in their physical abilities. For example, throwing and kicking balls to each other, riding on bikes and running about on the paved play area. Children also take part in dancing and organised obstacle courses, as well as treasure hunts and parachute games. They join in the activities with enthusiasm and this helps them develop knowledge of the way activities have an effect on their bodies. All are able to rest and be active according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Hazards to children are reduced because the staff are very attentive and use daily, detailed risk assessments to reduce possible dangers. This means that children are able to move around safely, freely and independently. Staff monitor access to the premises at all times and additional security procedures are in place to ensure that admittance to the premises is controlled. For example, there are security cameras in place that monitor access to the building and activity in each of the individual rooms. This ensures that the safety and well-being of children is

protected. Children are further protected because of robust procedures for their arrival and departure. Fire evacuation procedures are good, they are fully understood by both staff and children; appropriate fire-fighting equipment is in place and fire drills are practised and recorded on a regular basis. Staff help children to learn about keeping themselves safe through conversations and topics. For example, they remind children why it is not safe to throw or run in the nursery and why they must wait their turn and hold on when walking down the stairs. Knowledge and understanding of child protection procedures is good. Staff have a thorough awareness of the signs and symptoms of abuse and are confident to report concerns. There is a detailed and robust child protection procedure in place and a designated person, who has undergone training in child protection, is available to give support to staff, parents and children, should any concerns arise. As a result, children's safety is well safeguarded.

The nursery is split into four different rooms, which children are allocated to, according to their age and stage of development. Each of the rooms is of a good size, and all have an integral quiet area for children to rest and relax. In most of the rooms this quiet area is furnished with cushions or comfortable seating for children to enjoy some relaxation and look at books. However, the area in the 'Jelly Tot's' room has only fitted benches and does not provide an inviting or cosy environment to attract children. There are a wide range of high quality and developmentally appropriate resources available, which meet safety standards. These are organised effectively in storage containers at heights which are accessible to children. Consequently, children are able to independently access resources and make decisions about their own play and learning. Children share access to two fully enclosed outdoor play areas, which are mainly paved, with safety flooring fitted in some areas, in order to prevent accidental injury. Children are able to ride bikes and other ride-on toys, as well as use the slide and climbing frame to help progress their physical skills. The nursery provides a pleasant environment in which children are able to develop confidence, self-esteem and a very good sense of belonging.

Helping children achieve well and enjoy what they do

The provision is good.

The nursery makes good use of the 'Birth to three matters' framework to promote children's learning and enjoyment in the setting. Staff have a secure knowledge of appropriate methods to promote children's learning and development. Observations of children's progress and assessment of activities are made by the key worker of each group of children. All children attending the nursery have produced many artistic creations for the topic of winter; they have made penguins, robins, snowmen, snowballs and trees. Two-year-olds are developing their mathematical and mark-making skills as they draw straight lines and circles when using the easel, with the encouragement of staff. Children enjoy playing with the wide range of role play resources, such as dolls' houses, garages and the home corner. One-year-olds confidently dress and undress dolls, changing nappies and placing them in pushchairs, gleefully showing adults their 'baby'. Babies are encouraged to develop physical skills through the use of push-and pull-along toys, shape sorters and activity centres. Children are relaxed and receive comfort when they are tired or upset. Staff sit with children, help them with their dinner and give cuddles. Consequently children are confident and have good levels of self-esteem. Babies are animated and gleeful as they play 'peek-a-boo', with both adults and themselves, using mirrors. Six-month-old babies are fascinated as they sit, supported, in a ball pit, picking up, examining and throwing the brightly coloured balls.

Children are at ease and enjoy their time in the setting's welcoming and comfortable environment. They develop their independence as they choose between a large assortment of toys, books and activities, which are interesting and appealing. Staff continually talk to children

and react to their language and actions. Children use a variety of ways to respond and express themselves, which contributes to their budding communication skills. For example, staff show children a variety of fruit and vegetables and encourage children to talk about what the different items look, smell and taste like. They then cut up the fruit and vegetables and use them as for paint-printing, examining the different patterns that the variety of textures produce.

One-year-olds are encouraged to join in with the words and actions to songs such as 'Wind the bobbin up' and they eagerly march around the room playing their instruments as they sing 'The grand old Duke of York', they laugh and bang their drums and tambourines excitedly as they march along to the singing. Children enjoy joining in with songs such as 'Head, shoulders, knees and toes', pointing to each of the parts of the body in turn. There is a good range of equipment and toys to promote imaginative play and children play well together, with resources such as the home corner, kitchen and dressing up clothes. Staff promote the development of children's imaginative skills well, they patiently sit in the role play area, while two-year-olds use them as a model for the hairdressing resources, brushing their hair and then adorning it with bands and slides. This enables children to develop good social skills. Children are usually engaged in either focussed or free play activities, throughout sessions. Most of the children in the nursery have a sleep or quiet time after lunch, which enables staff to perform cleaning duties. However, children in the pre-school do not generally have a sleep after lunch and staff do not effectively organise activities to occupy children while cleaning is being undertaken. Consequently, some children are restless and become impatient, impacting on their enjoyment.

Nursery education

The quality of teaching and learning is satisfactory. The manager, the supervisor of the pre-school room and all staff demonstrate an adequate knowledge of the Foundation Stage and a secure understanding of how young children learn and progress. Planning covers most areas of learning well and links clearly to the stepping stones. However, there are some gaps in planning for areas of mathematical development and communication, language and literacy. The key worker system and the knowledge of staff enable them to adapt activities to suit the educational needs of individual children. There is some differentiation of activities in the planning, in order to assist staff in adapting activities to suit individual children's needs. Current observation records for children receiving nursery education are completed on a regular basis, they detail what children have achieved and learned through activities and show some planning for the next steps in each child's learning. However, the information from observations is not efficiently used to assess how children are progressing along the stepping stones. As a result, children's progress towards the early learning goals is not effectively monitored.

Staff use appropriate means to sustain children's attention, they sit with children, ask questions and help to expand their play and learning in most areas. Children's awareness of the community and the wider world is increased through activities and the positive attitude of the staff. There are topics to help children learn about nature and the world around them. For example, they talk about the weather and how they need to wear coats in cold weather and go inside when it is very cold and raining, so they do not become ill. They take part in different topics such as 'houses we live in', 'all about me' and 'our special things'. Children talk about how people from different parts of the world live in different kind of houses. They have access to a computer to help them develop their awareness of information technology and they are able to operate a variety of apparatus with confidence and ease. They use a wide range of resources in the role play area, which is currently a vet's surgery. They play with toy and real telephones, tills and calculators, as well as equipment and medication to treat the animals.

Children's behaviour is managed well and they enjoy being in the calm and caring surroundings. The rooms and the outside play areas are well organised and offer interesting and appealing environments, with a good range of developmentally-appropriate resources. Children learn about shapes, size and colour through activities and games. Most three-year-olds are able to name common shapes, such as triangles and circles, and are confident in naming all of the colours of the shapes, as they thread them onto the cord. They compare size when they measure their height, look at the different types of dwellings and contrast dolls' houses to their own homes. Children's counting skills are not always promoted in everyday activities, observations of children's counting skills are minimal and children are not readily encouraged to count during routine activities. As a result children's mathematical skills are not fully promoted.

Children are involved and enthusiastic; they enjoy taking part in the available activities. They are secure with the staff and have good self-esteem. They are confident in initiating their own learning and are generally well occupied by the interesting activities. Children demonstrate consideration and are polite to each other; they wait patiently in line to go outside for outside play and to visit the toilet. Their self-help skills are promoted well in most activities; they are all encouraged to use the toilet and wash their hands independently. Special helpers are chosen to each day and all children are encouraged to choose their own plate, bowl, cup and cutlery at meal times. Children are encouraged to pour their own drinks at snack times and when they want a drink during the session. As a result, children are supported in developing independence and are enabled to meet their own dietary needs. Children's verbal communication skills are satisfactory. Most children speak clearly and assertively, talking about their personal experiences. They are able to put their thoughts into words, saying what they had for Christmas. They speak clearly and are confident during 'show and tell' to present their favourite thing to the group and describe them, naming the colour of the car and saying what movie the rat stars in.

Children often self-select and look at books independently. The good range and organisation of books encourages children to access them and to develop their reading skills, and there is a comfortable area available for children to relax, enjoy quiet time and read books. Children often approach staff to read them stories and staff are always willing to sit down and read to children. However, they do not actively encourage children's understanding and imagination during story times. Books are not held so children can see the writing and pictures and staff do not ask children about the story as it is read, or encourage them to predict what will happen next. When children ask questions or offer comments on the story staff appear reluctant to interrupt the story in order to engage children and promote their understanding of the narrative. Opportunities to practise writing are readily available. Pens, pencils, crayons, paper and wipe-boards are supplied in different areas of the room, such as the role play area. This encourages children to develop their writing skills and understand that writing can be used for a variety of purposes. Children are able to recognise their own names as they find their name for registration time and there are labels in various areas of the room to encourage them to link meaning to written words. However, there is little evidence of linking sounds and letters in routine activities, which impacts on children's language and literacy skills.

Children enjoy physical play regularly with the good range of play equipment in the outside physical play area. There are regular opportunities to use ride-on toys and to play physical games, as well as dancing and movement to music. This helps them develop knowledge of the effect of exercise and a healthy life on their bodies. Fine manipulative skills are developing and children demonstrate good control as they use chalks to draw pictures on the pavement, three-year-olds concentrate well as they draw ladders and spiders, talking about whether the spider looks happy or sad. Children respond well to a wide range of creative activities. They enjoy drawing pictures of each other and draw around each other; they take each other's

pictures and then discuss the differences. Children's imaginative skills are developing well. They enjoy playing in the vet's surgery, using the cotton wool to dress the wounds on the giraffe, rat and dog. Three-year-olds know that the stethoscope helps them to find out if the dog's heart is working properly and that the animals need medicine if they are ill. There are regular opportunities to play with musical instruments and explore musical sounds and rhythm. Children enjoy listening to the music disc, they take turns sitting in boxes and dancing and singing to the music.

Helping children make a positive contribution

The provision is good.

Staff have a good understanding of equal opportunities issues and use it successfully to help children learn about the world around them. There is a good range of play materials and activities to help children develop positive attitudes towards their own and other cultures and beliefs, and to disability and gender. Different festivals are celebrated, such as Eid and Hannukah, for which children produce a variety of artistic creations to display on the festival boards. There is also an assortment of displays depicting different languages and cultural practices. For example, there is a display of children wearing articles which represent their cultural and religious beliefs, such as a kippah to symbolize Judaism, a cross and chain for Christianity and a hijab to represent the Muslim faith. These positive steps promote children's understanding of culture, diversity and the wider world.

Staff have a secure understanding of learning difficulties and/or disabilities, and the nursery's policies and procedures promote inclusion for all children. The setting works in partnership with parents to ensure appropriate support is provided to all of the children attending. There is an identified member of staff, who has attended training and who is able to provide support for children with additional needs. The nursery also links with outside agencies to assist children in their progress. Staff have high expectations of children's behaviour and there is a strong emphasis on focusing on good behaviour. Children's self-confidence and sense of worth is developed well by staff with use of encouragement and praise during their play. The reward system in place encourages children to think about the way that they behave and to be proud of their own achievements. Children take turns and share well; they are eager to help each other hang their aprons up and all join in putting the toys away when it is tidy up time. Children's spiritual, moral, social and cultural development is fostered.

Partnerships with parents are positive and friendly, children's individual needs are documented and staff are available to discuss any questions or concerns at the end of each session. The individual routines of babies and young children, such as sleeping and feeding, are discussed and recorded to ensure that continuity of care is promoted. Parent information boards are displayed so that parents can see what activities their children are doing and how they are progressing. The comprehensive policies and procedures are available to parents at the setting and summarised policies are provided to parents in the welcome pack. This means that parents are well informed about the care their child receives. Parents are asked their views on the nursery through suggestion and comment boxes and open days. When any issues are raised they are addressed and feedback is given. The partnership with parents and carers of children who receive nursery education is good. Initial information is provided to parents when children begin to receive nursery education. Staff are available to provide additional information on the Foundation Stage to parents and details of planning and individual topics are displayed for parents to read. There is an 'open-door' policy in place in the nursery, which enables parents and carers to come in at any time to chat to staff about their children. Conversations with parents indicate that they are happy with the care and education their children receive.

Organisation

The organisation is good.

Children are comfortable and feel secure in the well-ordered surroundings. Indoor and outdoor space is organised well to provide an extensive range of play opportunities for children. This enables them to initiate and extend their own play and learning. Children are cared for by an appropriately qualified, dedicated team of staff. There are comprehensive and effective procedures in place for the recruitment and selection of staff and this helps to make sure that those looking after children are suitable to do so. An effective key worker system is in place that ensures a named person is allocated to each child to take responsibility for their day to day care and development. The key worker is the main point of contact for parents and carers, and shares necessary information with them. Staff successfully use the policies and procedures to support the well-being, care and learning of children. All documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed.

The leadership and management of the setting is satisfactory. The provider and manager have taken considerable steps to address previous weaknesses in the educational provision and continue to seek improvements in the service they provide for parents and children. There are clear and effective induction procedures in place to ensure that children are cared for by appropriately qualified and experienced staff. Effective guidance is given by the management to ensure that staff are clear in their roles and the appraisal system monitors staff performance and ensures continuing suitability of staff. The manager and staff have a secure knowledge of the Foundation Stage and the supervisor of the pre-school room oversees all of the planning for the National Curriculum to help children develop academically and enjoy their time in the setting. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider was asked to improve: opportunities for babies to enjoy fresh air, information for parents and staff, ratios and the recording of attendance.

Outside play is now organised twice daily for all children attending the nursery, including babies. This means that there are plenty of opportunities to enjoy fresh air and exercise. The complaints policy is now displayed on the notice board and the contact details of the regulator are included in the parent pack. Consequently, parents have the information readily available should they wish to comment on the quality of care provided for their children. There is now a named person responsible for behaviour management, all staff are aware of who the designated person is and are confident to seek their support and guidance in managing inappropriate behaviour and in promoting positive behaviour in children. Children are sometimes grouped with other age ranges at the beginning and end of the day to ensure that minimum ratios of adults to children are maintained and additional staff are available to ensure that these ratios are not exceeded. The daily registers are completed at the times of children's and staff's arrival and departure. As a result it is clear when children are present and which staff are caring for them.

At the last nursery education inspection the provider agreed to improve: the planning and evaluation of activities, the organisation of the room and activities and the timing of funded sessions.

Planning of activities now provides differentiation for children of varying abilities and identifies the next steps for progression. Observations of children's achievements are recorded and the stepping stones and learning intentions are clearly identified. Consequently, children's records

represent what they have learned and how they are progressing in their educational development. The manager is committed to improving documentation further in order to accurately detail children's progression towards the early learning goals. The nursery now uses an alternative larger room for pre-school children. This means that children now have plenty of room to move about and enjoy both free play and adult-led activities. Funded education sessions are now spread over the day, with an adult-focussed activity arranged for each morning and afternoon and free play activities, which support educational development, available throughout the day. As a result, children are able to participate in a wide range of activities which promote their enjoyment and academic development.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards

The provider is required to keep a record of complaints made by the 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 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 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):

- provide a comfy area for children to relax and enjoy books in the 'Jelly Tots' room
- improve the organisation of activities for children while staff perform cleaning tasks.

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):

- introduce the use of numbers and linking sounds and letters into the daily routine more frequently to ensure children are sufficiently challenged in these areas
- improve the organisation of routine story-times, to promote children's understanding of books and how stories are structured, in order to make learning opportunities more effective
- ensure planning and assessment gives appropriate emphasis to all the areas of learning and that observations are evaluated in order that it is clear how children are progressing along the stepping stones.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk