

The Cheshire Day Nursery

Inspection report for early years provision

Unique Reference Number	EY345720
Inspection date	09 July 2007
Inspector	Janice Shaw
Setting Address	The Kindergarten, Grammar School Road, Warrington, Cheshire, WA4 1JL
Telephone number	01925 230 233
E-mail	cheshiredaynursery@btconnect.com
Registered person	The Cheshire Day Nursery
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 good.

WHAT SORT OF SETTING IS IT?

The Kindergarten was registered in 2007 and is one of four nurseries run by The Cheshire Day Nursery group. It is situated in the Latchford area of Warrington. It operates from four rooms in a converted building and all children have access to a secure enclosed outdoor play area.

The setting is registered to care for a maximum of 31 children. There are currently 41 children on roll, all of whom receive nursery education funding. Opening hours are each weekday from 07.00 to 19.00 for 51 weeks of the year. The setting receives support from the local facility.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for by staff who follow the policies and procedures which underpin the good quality of care offered, promoting the health and welfare of the children. The staff ensure that written permission for administering medication and seeking emergency treatment is obtained

and effective systems are in place to record and inform parents if any medication has been administered. Most staff are trained in first aid and a well stocked first aid box is sited in each room.

Children thrive because staff follow highly effective procedures and practices which meet children's physical, nutritional and health needs. Staff are very proactive in helping children gain a thorough understanding of hygiene and a real desire to become increasingly independent in their personal care. For example, children are reminded to cover their mouth with their hands when they cough so they do not spread germs. Children are encouraged to use tissues when necessary and are gently reminded when it is appropriate to wash their hands. Posters in the bathroom, made by the children, clearly illustrate the process of hand washing and act as a good visual prompt for them.

Children have a healthy and varied diet. All food is prepared in the nearby nursery and safely transported in temperature controlled bags. The menus are rotated on a three week cycle, so that children have a balanced diet, and are also designed to incorporate children's favourites. However, parents are not always clearly informed about what food their children have had and the menu on display does not always reflect what meals have been provided that day. Fresh drinking water is always freely available to keep children sufficiently hydrated.

Children enjoy many good opportunities for physical activity. They are able to have fresh air all year around and make good use of the outdoor play area which promotes their physical development and well-being. They have fun increasing their balancing and climbing skills on the large climbing frame and when skilfully manoeuvring the wheeled toys. Their manipulative skills are well developed by carefully using tools for clay, craft activities and other small equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's free artwork, mobiles and collages are displayed throughout the nursery, which shows their work is valued, makes the environment attractive and helps children develop a sense of belonging. Each nursery room is designed and organised to encourage children to explore and develop their independence. Resources are stored on low-level shelves in boxes and baskets so that children can make choices in their play. A reasonable selection of books is freely available to the children and supports most aspects of their learning.

Children are kept safe because regular risk assessments are carried out that enable them to work, play and explore their environment with minimal danger. Children have developed a good understanding of the principles of keeping themselves safe. For example, simple photographic displays remind children they must wear a safety helmet when riding bikes and they understand not to run inside for fear of hurting themselves or others. Health and safety procedures are understood and followed by all the staff to protect children whilst on the premises. Good systems are in place to ensure children are kept safe in the event of a fire. Children's welfare is safeguarded because staff are aware of the child protection policies, have a secure understanding of signs and symptoms of abuse and know what actions to take if they have any concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery because the staff establish positive, warm relationships with them, helping them to feel settled and secure. They make the environment, the resources and the activities fun and meaningful to them. All of the activities are child-led and follow children's interests. This helps to ensure the children engage in their play and so effortlessly absorb the learning opportunities provided. The staff have secure knowledge of the 'Birth to three matters' framework and include it in their practice where necessary. Opportunities for children to be independent and to take responsibility to develop their self-esteem and confidence are not always fully exploited.

Nursery Education

The quality of teaching and learning is good. The staff have a good understanding of the Foundation Stage. They understand how children learn, and apply this as they support children with the rich blend of learning opportunities provided. All staff interact skilfully with the children and know when to let children develop their play on their own and when to offer support. Staff assess the children's starting points and build effective plans for the children based on their individual interests. Although at times observations of children's development are not always securely linked to the stepping stones.

Independence skills are promoted as children organise their play, take themselves to the bathroom to wash their hands and use the toilet. They are beginning to develop care and concern for others. Children share resources and take turns. A three-year-old, without adult intervention, cheerfully told her friend, who was passed a piece of equipment she was waiting for, 'thank you' and the other child said 'you're welcome' in a very warm and friendly way, which typified the quality of the social interactions present. Children listen carefully, use good concentration skills and enjoy the ability to make choices in their play.

Children enjoy good relationships and listen to each other and speak about their ideas and experiences. They cooperate well together to achieve tasks as they discuss what resources they will need to complete a construction model or paint boxes. Mark-making opportunities are evident throughout the nursery. Children make very good attempts to write their name and some children can write small captions to explain displays of their individual work. Mathematical language is introduced through many fun activities and daily routines. Staff help children to count as they sit at circle time and children use numbers to count how many bikes there are lined up outside. Children learn to sequence, complete puzzles and to sort, as they select from the wide range of equipment on display.

Children are eager to participate in the broad range of rich and stimulating activities. They are able to fully express themselves as they confidently paint, construct and play imaginatively in a comfortable, lived-in environment where they feel at home and at ease. They readily access tools to assemble and join and make a wide variety of art and crafts models which are displayed around the nursery or taken home to share. The emphasis is placed on the process of children doing rather than the end result, which supports children's development particularly well. They have very good understanding of the principles of the computer and can click and drag with the mouse to process the programmes appropriately.

Children develop their knowledge of the natural world in interesting ways. For example, in the outdoors children recognise dew on the grass and watch the wind blow the chimes in the trees.

They discuss knowledgeably how the birds are looking for food for their families when they land on the bird table. An exciting experience was when a visitor brought snakes, snails, spiders and gerbils for the children to look at and examine. When they observed the tarantula they learnt that they have teeth underneath and it would be difficult for them to hold it safely. Whilst handling the snake they felt the coldness of its body and understood that soon it will shed its coat. A child keenly told a visitor that they smell with their tongues.

Helping children make a positive contribution

The provision is good.

All children receive a warm welcome into the nursery and settle well into the care of the staff. They take part in the full range of activities which are designed to be made accessible to all children as they are planned according to their individual needs. Children benefit from using a reasonable range of resources to promote a positive view of the wider world and increase their awareness of diversity.

Behaviour is good and children are learning right from wrong because the staff are consistent in the way they actively promote positive behaviour throughout the nursery. They listen to what children say and staff act as good role models as they say 'please' and 'thank you' to the children. Children develop respect for others because the sensitive staff encourage children to understand that their behaviour may have an impact on others. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. All children benefit from the staff's endeavour to create a positive partnership with parents. Parents are asked for details about their children to help the staff meet the care needs and also provide a starting point on which to build their development plan. There is clear information available about the setting, a settling-in procedure and all families are made to feel welcome and included. Parents have the opportunity to exchange information about their children on a daily basis with the experienced and friendly staff. Procedures are in place so that all necessary information about the children can be shared to promote their welfare and meet their individual needs.

Organisation

The organisation is good.

Children benefit from being cared for by qualified and experienced staff throughout the nursery who are friendly and very caring. Staff work well as a team and are clear about their roles and responsibilities resulting in children's development and learning needs being met. There are good recruitment and induction procedures in place. Policies and procedures are used effectively to promote the welfare, care and learning of children. Staff are expected to read and have ownership of the policies so that they underpin the care offered to the children.

The layout of the nursery is well organised so that children are able to work, rest, and play indoors and outside throughout the day. The key worker system is well established and parents are fully conversant with it. Staff know the children well and offer appropriate support and care throughout the day. The management team recognise the strengths of the staff group and value feedback from parents about the care and education offered. This helps to identify areas for improvement.

The leadership and management of the nursery education is good. Staff are knowledgeable about the Foundation Stage curriculum and are experienced in working with pre-school aged

children, which impacts on the achievements children make. They actively encourage staff to undertake relevant training, and there are opportunities for them to participate in regular appraisals identifying strengths and areas for development. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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 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 good.

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 parents are clearly informed of the daily menu
- continue to develop opportunities for children to develop their self-esteem and confidence by being given additional responsibilities particularly at mealtimes (also applies to nursery education).

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):

- ensure that the recording of observations on children are securely linked to the stepping stones and accurately chart children's development.

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