

Summerhill Day Nursery

Inspection report for early years provision

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| Unique Reference Number | 306502 |
| Inspection date | 11 September 2007 |
| Inspector | Jean Evelyn Thomas |
| Setting Address | Summerhill, 22 Beechwood Drive, Beechwood, Prenton, Merseyside, CH43 7ZU |
| Telephone number | 0151 606 1567 |
| E-mail | |
| Registered person | Beechwood Community Trust 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 good.

WHAT SORT OF SETTING IS IT?

Summerhill Day Nursery opened in 1994. The nursery is run by a Board of Trustees as part of the Beechwood Community Trust. It operates from a purpose-built building. A maximum of 35 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 49 children aged from birth to under five years on roll. Of these, seven children receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with learning difficulties and disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 11 members of staff. All staff hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children gain a good understanding of personal hygiene. They learn about the importance of washing their hands to protect themselves from germs. They wash their hands before eating, after toileting, after pursuing messy activities and after handling the pet rabbit. Many children complete this task independently, developing their self-care skills. Personal hygiene routines are established with children at the earliest age, starting in the baby room. Staff implement hygiene practices to maintain good standards. For example, they wipe tables with antibacterial spray, ensure the food preparation area is kept clean and that outdoor shoes are not worn on the carpeted area of the baby room. Staff wear aprons and gloves when completing the nappy changing procedure. Children's good health is protected because parents are made fully aware of infectious illnesses that will mean their child cannot attend, to prevent the spread of infection. Children's best interests are served well by staff who have a good knowledge of accident procedures. There are always qualified first-aiders on duty.

Children benefit from a healthy and balanced diet. The nutritional value of children's meals is given a high priority. The nursery has been awarded 'Health promoting nursery' status by Sure Start, which endorses the children's diet. The meals are prepared by the nursery cook and fresh fruit and vegetables are incorporated into the daily diet. Activities and themes contribute to children's understanding about a healthy diet. For example, the children have grown their own vegetables. At story time the staff ask questions about the foods the characters were eating, children accurately identify those which are healthy. Children often make their own sandwiches from a selection of healthy fillings, to encourage them to try new tastes. Information is obtained from parents about children's dietary needs. Systems are in place to ensure children do not eat food which may trigger an allergic reaction. Drinking water is available at all times. Children respond to their bodily needs and drink when thirsty.

Children enjoy physical exercise. They benefit from fresh air and exercise each day. Their physical development is promoted through staff planning a range of activities, using the Foundation Stage curriculum and the 'Birth to three matters' framework. Older children confidently play on large apparatus including climbing frame, slide and bikes. They develop good control of their bodies and spatial awareness. The children have fun peddling bikes and cars around the garden; they steer to avoid obstacles. Children enjoy music and movement sessions as they move their bodies in different ways to the rhythm of the beat. Children have many opportunities to develop their fine motor control, for example, as they skilfully manoeuvre the mouse and use the keyboard at the computer and use glue sticks and scissors in their creative activities. Babies' physical development is promoted using a range of equipment. The babies laugh with delight as they crawl through the material tunnel and cube. Staff position larger equipment to encourage children to stand, at the appropriate stage of their development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are well maintained and organised, with sufficient space for the children to eat, rest and play, according to their individual needs. The playrooms are attractively decorated with children's artwork, posters and displays, which creates a welcoming environment. The outside play area is fully enclosed. The large apparatus is positioned on a safety surface. The doors from the main playroom to the garden are frequently open to allow children to move

freely between indoor and outdoor play areas, extending their opportunities to explore and develop. Independence skills are promoted as children freely access a wide range of quality toys, equipment and activities.

Children are cared for in a safe setting. The safety procedures and ongoing risk assessments contribute to ensuring their safety both indoors and when on outings. Risk assessment is carried out regularly by the appointed person and staff check the premises on a daily basis. They complete a monitoring sheet as evidence that the procedures have been followed. Security of the setting is consistently maintained through staff being vigilant in only admitting authorised persons and ensuring that the entrance door is closed correctly. When children are playing outdoors the front gates are locked. Closed circuit television is in use. The staff supervise the children very well to help keep them free from harm. Regular practises of the emergency evacuation procedure are carried out so that children become familiar with what to do. Children learn about safety and keeping themselves and others free from harm throughout the daily routine. In the baby room, children help to brush up the sand after it has been spilt. Staff explain that it will make the floor slippery and that they could hurt themselves. On outings, children follow the road safety rules and specific activities are organised to consolidate the children's understanding about road safety.

Children's welfare is protected by the staff's good knowledge of child protection issues. Staff have a secure understanding of the procedures relating to child protection and of their responsibility to implement these, to protect children from harm. The child protection procedure is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the nursery happily and enjoy very good relationships with staff. This is because staff warmly welcome the children, greet them by name and with a smile. The key person system, the settling in procedures and staff following children's individual routines, helps them to feel secure and comfortable in their care environment. Children approach staff in a relaxed manner and are given appropriate hugs and cuddles to meet their emotional needs. Children are confident to explore their surroundings and enjoy many opportunities to make personal choices about what they want to play with. The paints are set out as part of the continuous provision of resources. A group of children choose to paint and involve staff in this activity. They remind staff to put on an apron before they start painting.

Staff are implementing the 'Birth to three' matters framework to promote development and learning from the earliest age. This is reflected in the observations and planning for each child's next developmental steps. Staff have a flexible approach to implementing the plans and follow the interests of the children. The babies and young children explore and investigate a wide range of different mediums, such as paint, sand, gloop and pastas, to stimulate their interest and to learn through using their senses. The children delight in finding hidden objects in a trough full of shredded paper and have fun scooping up the paper and dropping it over their bodies.

Nursery Education.

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage. This is shown in the planning and the range of interesting activities provided. As a result, children are making steady progress towards the early learning goals in all areas. Staff have

good awareness of children's capabilities and in their day-to-day teaching build on this to develop learning well. Staff regularly observe children's achievements to identify areas for development. However, the planning does not clearly identify differentiation in activities to help meet individual children's needs. Staff provide good interaction, asking children questions and giving them opportunities to try new skills for themselves. Children are developing their levels of concentration and remain at activities until they have completed them to their own satisfaction.

Children show a keen interest in books, selecting them to read either independently or to share with a member of staff. Story time stimulates children's imagination and interest through the staff's enthusiastic storytelling skills. Children understand the sequence of a story and predict what happens next; they consider the feeling of the characters, happy, sad, shocked and interpret these emotions in facial expressions. Labelled wall displays, featured letters and written words around the room, help children to understand that print carries meaning. Children enjoy writing with a range of mark making materials including pens, pencils, crayons and chalks. They decide to make their wish list of toys. Supplied with catalogues, scissors and glue, they cut out and create a list. Some children choose to practise their early writing skills whilst completing this task. Many children have good pencil control and some are forming recognisable letters. Children are starting to link sounds to letters as they play a game of finding the object starting with a particular sound. Children are eager to participate.

Children are creative and they use their imagination. They express themselves as they paint, use recycled materials for modelling and develop their ideas in role play and with musical instruments. The children freely access a wide range of musical instruments. They notice the different sounds they can make as they hit the bell slowly or quickly. They experiment using the same technique with different instruments. Some children in response to this start to dance, moving their bodies at different speeds to the tempo. The children use clay to make their own plant pots. The role play area is regularly changed to either link into a theme or as requested by the children. It is currently a greenhouse with plants, seed trays and garden tools.

Children's mathematical development is promoted through a range of activities and encouraged through everyday activities, such as counting children present. With the support of staff the children count the number of blocks they have used to build a tower. They compare the size of the tower to themselves and then with each other using mathematical language, such as tallest, higher and smaller. Children use problem solving skills as they construct a car from blocks and realise that the wheels will not support the weight of the blocks. They change the size of blocks to complete their design. Children name shapes and count accurately as they play a computer game and complete a collage activity. They gain an understanding of everyday technology through play resources, such as the till, telephone and microwave. Children ask to take photographs of an activity. Following the staff's instructions, they take photographs with the digital camera and are pleased with the results. Children learn about the world around them by going for walks in the local area and about the wider world through focus activities. Physical activity is planned as a valued aspect of the children's development.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well met. This helps to promote their confidence and self-esteem. Effective systems are in place to work with parents and professional agencies to help promote the welfare and development of children who are disabled and have learning difficulties. Children learn about lifestyles different from their own and the diversity of society. For example, children

participate in activities related to different cultural celebrations and share with each other different experiences, such as holidays and siblings starting school. Children have access to a selection of resources, including books, which promote positive images of diversity in society.

Children's behaviour is good. The staff act as positive role models showing interest in what children are doing and listening to what they are saying. Children receive praise and encouragement for their achievements. They are eager to help with routines and are proud to assume the responsibilities given to them, such as helping to feed the rabbit. Staff use consistent strategies and give explanations to children why their behaviour is not acceptable, to help them understand right from wrong. For older children, if the behaviour is persistent, staff ask them to sit on the 'thinking cloud', to think about the consequences of their actions. The use of a designated area for this purpose is not conducive to their positive behaviour management strategy.

Partnership with parents and carers of the nursery educated children is good. Parents are warmly welcomed into the nursery. Newsletters and displays given to parents ensure they are well informed about the Foundation Stage curriculum. Children's development and progress are observed, monitored and recorded, and parents are fully aware they have access to these records at any time. Systems are in place to work in partnership with parents to continue children's learning at home, such as the reading and sharing books scheme. Parents have the opportunity to contribute to their child's assessment as they record information about the home activities to share with staff.

All children benefit from the close relationship staff have with parents and carers. Parents are relaxed and chatty when leaving and collecting their children, with much information shared verbally during these times. Written communication, such as the regular newsletters and the daily diaries about their child's day, keeps parents informed about the service their child receives. Information is given about current themes and the activity plans are on display. Photographs and posters are used to inform parents about the 'Birth to three matters' framework, showing how activities link into the different aspects of the learning and development. The nursery involves parents in special events such as sports days, dance sessions and story telling. Parents feel comfortable to use the closed circuit television to observe their children. Parents' views are sought in questionnaires for the management to evaluate and make improvements to the service provided.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Leadership and management of the nursery education are good. The management provides positive direction and is actively involved in the setting. Through knowledge of the plans and regular team meetings staff understand their roles and responsibilities in relation to developing children's learning. Systems are in place to monitor and evaluate the nursery education to ensure all areas of the curriculum are covered.

Rigorous employment procedures are in place to ensure suitable persons work with the children. Staff induction ensures there is a consistent approach to implementing the policies and procedures. The children are cared for by qualified staff who have a good understanding of the needs of the individual children and child development. The regular appraisal systems monitor staff's performance to ensure continuity in practice and their ongoing suitability. Staff

have high regard for the children's well-being and their welfare. Staff are clear about their roles and responsibilities and work well as a team. The management promotes personal development through training to enhance the quality of care provided. The adult-child ratios are maintained to sustain the level of attention and support children receive. The operational plan is comprehensive and along with the policies and procedures is regularly reviewed to ensure it reflects current practice.

Documentation is appropriately organised for the health and welfare of the children. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last care inspection the actions and recommendations raised have been addressed. As required, the manager ensures all new staff and trustees complete the required forms for a criminal record check to be carried out, to ensure persons are suitable to work with children. The organisation of the nursery has changed since the last inspection, encouraging children to determine the direction of their play. Children have good opportunities to develop their own ideas and play at their own pace. Staff ensure children's safety by making sure the entrance door is securely closed at all times and only admit authorised persons to the premises. Records of accidents and pre-entry accidents are signed by parents for children's well-being. The written child protection and complaints procedures have been amended for children's welfare. All policies are available to parents including the behaviour management policy. Records are securely stored to ensure children's privacy and protection. The manager is aware of the need to inform Ofsted of any changes, as demonstrated in keeping the regulator informed of changes to the trustees, to ensure the National Standards continue to be met.

It was recommended at the previous nursery education inspection to develop children's independence and access to resources. This recommendation has been met. The organisation of resources encourages children to select play materials and equipment independently.

Complaints since the last inspection

Since 1 April 2004 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):

- review the use of a designated area as part of the behaviour management strategy to ensure positive outcomes for children.

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):

- further develop differentiation in planning to support children's individual learning and 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