

Stretton Day Nursery

Inspection report for early years provision

Unique Reference Number	315317
Inspection date	15 November 2007
Inspector	Anna Dawson
Setting Address	7 Tarporley Road, Stretton, Warrington, Cheshire, WA4 4NB
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Registered person	Patricia Margaret Morris
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?

Stretton Day Nursery opened in 1997. It operates out of several rooms of a two storey detached building in the Stretton area of Warrington.

A maximum of 50 children may attend at any one time. Currently there are 55 children on roll aged from birth to four years. Of these, 22 receive funding for nursery education. The nursery supports children with learning difficulties, or disabilities and those who are learning to speak English as an additional language. Children attend full time for day care or on specified days. The nursery opens from 08:00 to 18:00 Monday to Friday all year round, except for bank holidays and a week at Christmas.

There are 14 staff including the provider and three supply staff who work directly with the children. The majority of staff have qualifications to NVQ Level 3 or equivalent. There are three qualified teachers of which two hold degrees in teaching and early years. The nursery employs a cook and a housekeeper.

The nursery has strong links with the local authority's Children's Directorate and Warrington Independent Day Nursery Network.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for in an exceptionally clean and hygienic setting. There is exemplary teamwork to promote children's independence in personal care. As a result older children without being reminded wash their hands before food, after visiting the toilet and messy activities. Nappy changing procedures are extremely well managed and effective. There are first-rate procedures constructed from a well thought out policy for when children are sick which minimises the spread of infection. The policy is shared with parents and available on the parents' notice board. Because the staff maintain an exceptionally clean environment through frequent daily checks, incidence of illness in the nursery is kept to a minimum. In the event of a medical emergency, parents' permission is requested for medical treatment. Information is frequently updated for emergency phone numbers and contact details.

The children enjoy an excellent variety of well-balanced nutritious meals. The children's social skills are developed well through pleasant discussions and the promotion of good table manners during meal times. The cook provides weaning pots of a variety of foods for parents to try out with the very young children at home. This encourages children to try different foods. The cook has gained a five star accreditation in recognition of excellent kitchen hygiene and the preparation of healthy food.

Children are particularly well equipped with suitable clothing whatever the weather to take part in physical activities outside. Areas and provision are zoned for different ages and excellent use is made of sheltered areas in case of showers. Children greatly enjoy outdoor activities in the nursery garden, which are planned twice, and sometimes three times a day. There are a variety of wheeled toys and a small climbing frame which the children make very good use of to develop their skills of climbing, balancing and coordination. Children enjoy other activities such as planting seeds, growing beans and carrots and finally tasting them. The safe surface outdoors minimises accidents and encourage children to be adventurous in trying out new skills. Children benefit from friendship benches, which they utilise for rest, quiet and sociable activities. Some of the older children have fun developing dance and coordination skills in their weekly 'Boogie Babes' sessions.

The 'baby suite' is exceptionally well equipped with a soft carpet and an excellent range of soft play resources and toys that encourage babies to roll, crawl stretch as they explore colours, shapes and sounds. Babies and the younger children are smiling and happy because they receive lots of cuddles and praise from the staff. Babies and the very young children sleep according to their needs in their prams outside. Older ones sleep after lunch indoors. A variety of activities are provided for those who do not want to sleep. Meticulous account is taken of home routines and needs, which the staff acknowledge to provide continuity for individual children in sleep and meal schedules and practices. This helps children get the care and rest and relaxation they need.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an attractive and welcoming environment. The rooms are bright and attractive and used creatively to provide a range of enjoyable experiences for children. Choosing from an interesting range of age-appropriate and accessible resources children are encouraged

effectively to become independent learners. A high priority is placed on ensuring children's safety. Security within different rooms prevent children from moving around the building or leaving the premises unsupervised. Children respond well to staff instructions in moving around safely. For example, when they are supervised in small groups going up and downstairs. Fire safety precautions are in place. There are regular fire drills and procedures carried out in case of emergency evacuation. Risk assessments are thorough and carried out daily, prompt action is taken when needed. This minimises any risks to children's safety indoors and in the nursery garden.

Children's welfare is effectively promoted. Almost all staff hold a first aid qualification. They have sound understanding of their roles and responsibilities within the local authority procedures to safeguard children. Children respond well as staff carefully explain reasons for moving around safely, for example, 'not running so children don't hurt themselves or others'. Comprehensive procedures and suitable records are maintained. The records are shared with parents to inform them of action taken should parents wish to make decisions about further treatment at home.

Helping children achieve well and enjoy what they do

The provision is good.

Staff welcome children and their parents into the nursery at the start of each day. There are good induction procedures for new children and as a result the quickly settle in and feel secure. Children respond well to instructions from the staff and help to tidy up their toys. Well-planned activities and play opportunities promote children's social skills and allow them to explore and investigate the learning environment and follow their interests. As a result children enjoy learning and sustain concentration for often long periods of time. Because the staff give children lots of praise and encouragement, they are developing self-esteem and gaining in confidence. Most play well on their own or with others. They are learning effectively the difference between right and wrong and take some responsibility for their actions. Children enjoy indoor and outdoor activities. Wheeled toys are a particular favourite in the garden. Resources are of good quality, varied and very well maintained. They are organised well so they are readily accessible to children. The staff that work with the youngest children have good knowledge of the 'Birth to three matters' framework and plan activities well. As a result babies and the youngest children are stimulated and motivated to develop increasing awareness of the world around them. The ball pit and soft play shapes provide interesting shapes and experiences to move and explore on different levels. The staff ensure that the babies enjoy their activities. Assessments of learning and development are used well to plan the next learning steps.

Nursery Education

The quality of teaching and learning is good. Children are learning well to become confident and independent learners. They choose their own activities planned in the different rooms independently. For instance, some are beginning to use books to research insects as part of their mini-beast topic. They listen well and follow instructions carefully for example in tidying up their resources. Children behave well and respond positively to the staff. Most are learning well how to share resources and take turns. They enjoy being rewarded with praise and certificates. Good manners are promoted well, for example, during group discussions.

There are attractive and comfortable areas for children to pick up and look at books. The current theme and display of work about mini-beasts is promoting children's curiosity in finding out more from big books and learning about the life cycle of the frog and butterfly. The staff model enjoyment in reading well. They sit with children to read or read stories to them such as the

'Three Billy Goats Gruff'. There is a good liaison with parents for children learning their sounds and letters. The letter of the week is sent home and children with the help of their parents bring in and discuss an artefact they have found beginning with that letter. This provides a successful learning opportunity both at home and at school. Most are making a good attempt at writing their names.

Mathematical development is promoted well as children learn and enjoy reciting favourite rhymes such as 'Five Current Buns'. Participation in outdoor counting games helps children to learn the order and sequence of numbers. They have fun practising weighing and measuring ingredients as they follow recipes to make cakes. Staff encourage children to use mathematical language in discussion for instance to distinguish between 'big', and 'small. Most of the older children are developing concepts of shape and size well. Other opportunities to solve problems are presented through jigsaws and puzzles.

Good resources and well-planned topics effectively promote children's knowledge and understanding of the world. Children are interested in exploring the grounds of the nursery for leaves and mini-beasts and growing their own vegetable, such as carrots and beans from seed. They learn directly about the changing seasons and living things. They look after three guinea pigs, understanding their needs for fresh food and water. These experiences provide opportunities to learn to respect insects and animals. Children are developing positive attitudes towards different cultures. For instance, they enjoyed an Indian day where they tasted Indian food and enjoyed role-play after making saris and Indian costumes. Visits from local services effectively extend children's understanding of the role of significant adults who help them in the outside world.

There are well-planned opportunities for children to express themselves through painting, drawing, sticking, model and music making and role-play. Children show obvious enjoyment in these activities such as when they sing their favourite songs. The children use their imagination well in creative activities such as painting and modelling. Role-play and dancing helps to develop the children's coordination and communication skills. Staff have a good understanding how young children learn and develop. Children enjoy learning because the activities are well planned to meet individual needs and they motivate children to explore and investigate. The staff question children well to develop their thinking, communication and personal and social skills. Children listen and respond well to the high expectations the staff hold of good behaviour and children's achievement. There is consistently good management of positive behaviour. For example, in response to one child a member of staff comments 'if you kick the cars it spoils someone's game, it is better to step over them'. Self-worth and confidence and achievements are effectively promoted well through praise, and awards such as 'star of the week'. Assessments accurately record children's achievements and are used effectively to plan future challenges. Children with special educational needs make very good progress towards identified targets because of skilled planning and high quality teaching.

Helping children make a positive contribution

The provision is good.

Staff promotes children's emotional well-being within 'circle time discussions' and treat all children with equal concern. Children discuss their family photographs and share their news with their key workers, feeling secure and valued for their contributions.

The staff are consistent in praising and encouraging children to behave well and provide good role models. The positive behaviour policy and procedures are effectively promoted in the

nursery. However, there is no named person on the staff to take responsibility for the review and implementation of behaviour management. Children's spiritual, moral, social and cultural development is fostered. Staff are consistent in their management of behaviour and in developing positive attitudes towards others and good manners. Children say please and thank you as staff serve lunch. Older children are very proud to be the 'star of the week'. They record that 'they can share with others'. As a result children are developing social skills well. Staff encourage parents and visitors to provide a range of cultural experiences for children. This includes cooking, dance and dressing up. Festivals such as Diwali and Chinese New Year are celebrated. Such activities affirm the cultural backgrounds of the children and reflect the diversity within society.

Staff work very hard to ensure that children's particular needs are well met within the nursery. Before entry a full account is taken of children's needs. Staff are well trained and there is effective liaison with outside agencies, where necessary to ensure good care opportunities for learning and development.

Children support a variety of local, national and international charities. The day of the inspection was a 'pyjama day' to raise fund for the 'Children in Need' appeal. The children regularly raise funds and support a children's breakfast club in Bolivia, even the cook sells her cakes to parents to aid charity appeals. Such events help children to understand their place in the wider world and how they can help their local community and others worldwide.

The staff are fully committed to maintain the positive partnership that exists with parents. Parents are warmly welcomed into the setting. They say they appreciate the care and education that is provided for their children. The day-to-day contact provides a very useful forum for the exchange of information to meet children's needs. A wide variety of information is further available for parents on the notice board. For children under two, parents receive a daily written account, informing them about their meals or feeds, sleep times and nappy changing. This is good liaison to enable continuous care. Parents are well informed about menus and children's topics from weekly information sheets. Partnership with parents in relation to nursery education is good. Parents are encouraged to extend their children's learning at home, for example, through printed activity sheets with suggestions for developing writing, reading and mathematical skills. Staff effectively combine observations of children's learning and development and examples of children's work to make a record of each child's achievements. This is appreciated by parents and provides good quality information for school entry.

Organisation

The organisation is good.

The nursery is a well ordered and a happy organisation where the children always come first. The daily routines are very well organised, registers clearly record arrival times of children, staff parents and visitors. This ensures security and enables the setting to maintain their good staff-to-child ratios. There are well-established daily routines and activities planned for children, which are age appropriate. This helps children feel secure and establish a balanced pattern of sleep and activity. Activities are evenly planned between those directed by the staff and those children choose for both in and out of doors. The required documentation is in place.

There are clear procedures for the recruitment and induction to ensure new staff are suitable qualified and aware of their roles and responsibilities within the nursery. The turnover of staff is low. The stability of staff and security of provision it engenders provides continuity for children and their parents. A sound line of responsibilities is set up so that there is always a

member of staff in charge in case of absence or illness. The manager works hard to develop the skills and the teamwork of the staff. Leadership and management of the nursery in relation to nursery education is good, as a result, the children thrive in a secure and stimulating learning environment, which systematically builds on their previous learning and development.

Overall the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The action and recommendations identified in the last inspection have been addressed.

The setting was asked to develop planning to include clear aims and objectives for younger children. The planning for the younger children now includes clear aims and objectives.

The setting was also asked to improve the staff interaction with children at snack and meal times. There are now clearly planned discussions during snack times and meal times, which effectively promote children's social development and provide good opportunities for the development of speaking and listening skills.

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 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

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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 there is a named person for management of behaviour.

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):

- develop children's social skills by encouraging them to take turns during their play.

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