

Winton House Private Day Nursery

Inspection report for early years provision

Unique Reference Number	101844
Inspection date	30 August 2007
Inspector	Miriam Sheila Brown
Setting Address	11 Warden Hill Road, Cheltenham, Gloucestershire, GL51 3AU
Telephone number	01242 511417
E-mail	Nursery@wintonhouse.fslife.co.uk
Registered person	Lynne Crane
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?

Winton House Private Day Nursery opened in June 2000 and operates from a large detached house in the Warden Hill area of Cheltenham. The children have access to a large enclosed rear garden. Children attend from the local and surrounding areas. Children participate in local outings and the nursery invites organisations and professional people from the county to visit. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 08.30 to 17.30 throughout the year.

There are currently 84 children on the roll, who attend for a variety of full and part-time sessions. Of these, 33 funded children receive funding for early education. The nursery currently support children with additional education needs and those who speak English as an additional language.

The nursery employs 13 members of staff, all of whom are qualified to National Vocational Qualification, level 3, who work directly with the children. A cook and a cleaner are also employed. The manager and deputy are supernumerary. Two additional assistants are used to cover staff absence.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about healthy eating because the nursery provide a varied and balanced menu of meals that are freshly prepared and meet individual dietary requirements. Children take an active part in some aspects of preparation such as cutting fruits at snack times and deciding on how many pieces are needed for their table. They talk about fruit and vegetables, where they come from and how they grow. Children choose fillings for sandwiches at tea time from a range of fillings, helping to support their growing awareness of a healthy diet.

Drinks are freely accessible in all areas of the nursery throughout the day. In the pre-school room children pour their own drinks and put cups in a bowl under the table after use. Younger children have individual cups with either their name or photograph to enable them to be easily identified. Since the last inspection, staff make a point of regularly reminding children to have a drink and have extra jugs of water available at snack times, in addition to those provided as part of the meal. All drinks are changed every hour throughout the day.

Good health and hygiene is effectively maintained throughout the nursery and they have received awards for their health and safety for the past seven years. Staff wear aprons and protective gloves when serving food and are vigilant in ensuring that it is well presented and at a suitable temperature. Children are supervised appropriately, according to their age and ability, when using the bathrooms and these are well stocked with soap, paper towels and visual reminders to wash hands. This assists in encouraging children in good personal hygiene habits. Children wash their hands and faces before and after meals using individual flannels that are used once and then put for laundering. All staff receive first aid training enabling them to manage accidents and administer medication appropriately.

Children take part in regular physical play either in the garden or in the soft play room. Due to local authority planning restrictions, time to use the garden is carefully planned for each age group, and records maintained indicate that times in the garden are fully utilised. Since the last inspection the nursery have created a fenced decked area enabling children to benefit from outside play without disrupting the surrounding properties. This area is not yet used to its full potential. In the garden children confidently use a good range of toys and equipment which help to develop their coordination and self confidence. For example, crawling through tunnels, riding wheeled toys, climbing and balancing. Inside they develop their dexterity using a wide and varied range of small tools and equipment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely in a warm, clean and well maintained setting. Staff are vigilant in their supervision of children and follow closely the routines to maintain safety. For example, only senior staff answer the door and all arrivals and departures are carefully recorded. The premises are regularly risk assessed and evacuation procedures practised with all staff and children. This helps to ensure that in an emergency children's safety is maintained. When children leave the nursery for a walk staff take a mobile telephone and first aid kit with them, and they follow a designated route.

Toys and resources are clean, in a good state of repair and regularly checked for safety. During each day children of all ages have opportunities to choose their own activities and resources, and times when these choices are guided by staff. For example, at planning time in the pre school room, children choose activities from those displayed on a variety of activity cards. This helps to ensure that children not only help to plan their day but have a good balance of experiences to assist in their all round development.

All staff attend child protection training. They understand the possible signs and symptoms of abuse or neglect and the procedures to follow should they have concerns. A detailed safe-guarding children policy is in place and readily accessible to staff and parents. This helps to ensure children's well-being is maintained at all times.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages are happy and settled in the nursery and are involved in a broad range of planned activities and spontaneous events which support their development. The youngest children enjoy play with a range of 'treasure baskets' with themed contents, for example, the brush basket has examples of all types of brush which children thoroughly love exploring. They discover different textures as they play with paint, sand, toothpaste, gloop and other exciting materials. Children learn new skills and knowledge, such as what the inside of a boiled egg feels like and what happens when white and red paint are mixed together in their hands. Staff are attentive to children's individual needs and work hard to ensure that nursery routines do not take precedence over children's involvement in play. Staff working with younger children make good use of the 'Birth to three' framework to help them plan. Regular assessments based on each area of the framework help to ensure that a balance of activities are provided to support children's all round development.

Nursery education.

The quality of teaching and learning is good. Staff knowledge and understanding of the Foundation Stage curriculum is now clearly demonstrated through discussion with them and planning and assessment documents. Since the last inspection assessment records for each child have been developed and now include detailed overview sheets of the areas of learning and the stepping stones. This, together with individual play plans and weekly activity plans, assists the tracking of each child's achievements and enables staff to plan effectively to meet individual needs. Support for children with additional needs is effective and well managed by nursery staff.

Children are happy and settled within the pre-school group. They are familiar with daily routines and settle happily and quickly when dropped off by parents and carers. Children are encouraged to choose and plan part of their day, following 'Highscope' teaching methods. This assists in developing their confidence and self esteem. Children thoroughly enjoy group circle time in the 'homely' room and staff work extremely well with them, using not only planned topics but extending those which children mention or show interest in. For example, one child brought in a book to share and firstly all discussed what shape it was, how many sides it had and what was special about the sides. These group times are used very effectively to support all areas of learning because they are well planned and carried out by staff. For example, children sequence days of the week, look at a wide variety of patterns in nature, take turns in speaking and listening and count and group different objects. They discuss the colour of the week and practise the sound of the week, using phonics and actions to help them learn and remember. Number

work is very well supported through small group work. All children recognise numerals to nine and count confidently and accurately. They use this knowledge in their role play, dialling numbers on telephones, and in cooking activities.

Children use the computer competently, demonstrating good control. They design and make models from their imagination using freely available craft materials and construction sets. Children also thoroughly enjoy putting their imaginations to good use acting out stories such as 'We are going on a bear hunt'. They demonstrate their emotions as they recite the tale and collapse with a sigh of relief when they are 'home' safely. Walks in the local area develop their awareness of the immediate community and this is reinforced by visits to the nursery from the police, fire service and nurse. Children are encouraged to think of others as they share toys and hand round plates of fruit at snack time, they also take an active part in helping to care for the nursery rabbits, African land snails and fish.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals and all are warmly welcomed into the setting each day. Children receive praise and encouragement, and learn what is right and wrong because staff provide positive role models and are consistent in their expectations. For example, meaningful praise is given for specific tasks, such as, 'lovely walking', 'that's good carrying, thank you'. They willingly join in with tidy-up times and other nursery routines and as a result, behave well, sharing and taking turns with their friends. Since the last inspection staff have re-visited the nursery's behaviour policy to ensure a consistency of approach. Children are helped to develop positive attitudes to others through sharing activities and learning about their immediate environment. For example, they visit a nearby park and enjoy walks in the local area and enjoy visits from the police, fire service and a nurse. Children begin to appreciate the customs and cultures of others by celebrating festivals throughout the year. They show concern for living things around them as they care for the nursery rabbits and African land snails. Children's spiritual, moral, social and cultural development is fostered.

Children with additional needs are well supported by staff who work closely to individual plans and liaise with parents and other professionals to meet individual needs. All toys and resources are equally accessible to children.

The partnership with parents is good. They are provided with clear information about daily activities through written plans that are displayed on the parents notice board. Monthly newsletters and specific information sheets regarding the 'Birth to three matters' framework, the 'Highscope' approach to teaching and daily routines are given to all parents. Information about the Foundation Stage curriculum is also provided although this lacks sufficient detail to ensure parents fully understand how children progress to the Early Learning Goals through the stepping stones. Parents are invited to a formal open evening each year and are encouraged to speak with staff at any time they may want updates on their children's progress. Daily activity diaries that provide a more detailed breakdown of the day's activities are displayed in the entrance hall. Since the last inspection staff photos have been included in children's key worker group information to enable parents to more easily identify their child's key worker. Staff have also encouraged parents to take diaries home with them to read and make their own comments. All of these points assist parents in taking a more active role in their children's learning and development. Recent questionnaires sent to parents demonstrate full support for the nursery and the care provided.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children in the nursery are cared for in a well-organised environment. They receive good support through effective staff deployment and consistent implementation of the setting's policies, procedures and daily routines.

Leadership and management of the nursery is good. Staff work very well as a team and are friendly and approachable. They are well supported by the owner and her manager who encourage them in their career development through regular appraisals and ongoing training. For example, all staff have attended 'Birth to three matters', first aid and child protection training and all hold National Vocational Qualifications (NVQ) at level three or its equivalent. Effective recruitment and induction procedures are in place, helping to ensure children are cared for by suitable staff who are appropriately vetted. The education programme is carefully monitored to ensure that individual needs are highlighted. The nursery receive support from the local authority foundation stage consultant and special educational needs coordinator, to assist them in this.

All required paperwork is in place and available for inspection. Since the last inspection the nursery have made planning documents, information diaries, and leaflets more easily accessible to parents. The owner and the manager of the setting have a very clear vision of the standard of care and education they wish to provide and have worked hard to positively respond to the recent inspection actions.

Improvements since the last inspection

Care

At the last inspection, the quality of care was judged as inadequate. The nursery were given actions to ensure children had easy and regular access to drinking water and that organisation of resources met children's needs effectively. Staff have subsequently re-assessed aspects of their practice and procedures, which has resulted in children's health, and their access to resources being more positively promoted.

Nursery education

At the last inspection, the quality of the nursery education was judged as inadequate. The nursery were required to improve staff knowledge and understanding of the Foundation Stage and behaviour management, and to make sure that assessments are used effectively to meet children's individual needs.

All actions have been successfully addressed. Staff as a group have read and discussed the behaviour policy to ensure they are consistent in their approach. Assessment documents have been developed to include a more detailed record for each child, which also provides staff with a clearer understanding of the Foundation Stage curriculum and individual needs. This means that children receive challenges which are appropriate to their stage of development and have a clear understanding of behaviour expectations.

Information regarding the specific details of changes made by the nursery to address these issues is contained within the body of the report.

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

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):

- enable children to make greater use of the outside area attached to the pre school room, to extend their free play choices.

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 the information provided for parents about the Foundation Stage curriculum, to enable them to have a greater understanding of how their children learning and develop.

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