

# Stockton on the Forest Day Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY346856   |
| <b>Inspection date</b>         | 04 September 2007  |
| <b>Inspector</b>               | Carol-Anne Shaw  |
| <b>Setting Address</b>         | School Bungalow, The Village, Stockton on the Forest, YORK, YO32 9UP |
| <b>Telephone number</b>        | 01904 400698   |
| <b>E-mail</b>                  |  |
| <b>Registered person</b>       | Station House Childrens Day Nursery                                  |
| <b>Type of inspection</b>      | Integrated   |
| <b>Type of care</b>            | 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](http://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 satisfactory. 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?

Stockton on the Forest Day Nursery was registered in 2007. It is a privately owned and managed provision. The nursery is based on the site of Stockton on the Forest Primary school in the village of Stockton on the Forest, which is situated on the outskirts of York. Care is provided in a single storey building and comprises of a main playroom, office, toilet and kitchen facilities. There is an enclosed area at the rear of the premises for outdoor play.

The nursery is open Monday to Friday from 07.30 to 18.30 all year round with the exception of Bank Holidays and the week between Christmas and the New Year.

The nursery offers care for a maximum of 18 children from the age of two years to under eight years. There are currently nine children who attend for a variety of sessions, of these, there are two children in receipt of Nursery Education funding. There are no children attending with identified learning difficulties or learning disabilities. Children who speak English as a second language are made welcome.

There are three staff employed to work with the children, all have a relevant childcare qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children are kept healthy because they are cared for in an environment where staff follow effective procedures and practices, which help to prevent the spread of infection. For example, they clean the tables thoroughly before and after meals and ensure that the toilet areas are kept clean throughout the day. They provide parents with clear information about the nursery's policy for the care of sick children, which includes details of infectious diseases and the time periods children should not attend if they contract these. Children learn the importance of good personal hygiene through daily routines. The older ones know, for example, that they need to wash their hands before eating and after toileting and many do so independently.

Children benefit from a healthy diet. They enjoy varied, nutritious meals and snacks, which comply with all special dietary requirements to ensure that they remain healthy. Food is freshly prepared at the sister nursery and transported by car. Attention is given to ensuring that fresh fruit and vegetables are offered each day. Staff work closely with parents to meet any special dietary needs.

Good attention is given to fostering the children's physical development. Staff use their knowledge of child development to provide a range of physical play experiences for the children, who thoroughly enjoy being in the outdoor area. The older children are developing a good awareness of space. They move around confidently and with control and move in a variety of ways. They use the range of equipment in the outdoor area with confidence. For example, they carefully negotiate a pathway as they run and chase each other and show very good climbing skills as they use the climbing frame. All children are able to rest according to their needs. For example, the younger children's sleep patterns are discussed with their parents and followed, the older ones are able to sit quietly and rest when they want in the book corner.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children's risk of accidental injury is minimised effectively in the appropriately organised setting, which has appropriate safety and security precautions. All areas and equipment are maintained to satisfactory standards and staff are vigilant and use risk assessments to reduce potential hazards. The staff have a good understanding of how to achieve a balance between freedom and setting safe limits, and how to involve the children effectively in organising their environment. Staff explain safe practices to them, such as why they need to line up sensibly before accessing the outdoor area. They ensure that the children practise the nursery's emergency evacuation procedures on a regular basis so that they know what to do in the event of a fire.

Children use a range of well maintained toys and resources both indoors and outside. These are appropriate to their age and stage of development and are well organised in child-height furniture to encourage independent access. Resources are used well by the staff to support the children's play and learning.

Children are protected by staff who have a clear understanding of the nursery's policies and procedures with regard to protecting children from possible abuse. All the required documents

to support are readily available. The staff have a good understanding of their responsibilities and know what to do if they have concerns.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

The children arrive happy and eager to participate and those who are new to the nursery are helped to settle by staff who are sensitive towards their individual needs. The younger children enjoy a range of activities that are well planned using the 'Birth to three matters' framework. Children between the ages of two and three are extremely confident in their relationships with the staff. They play happily together and with adults as they delight in using resources, such as jigsaws, imaginative play and outdoor equipment. Children have a varied range of experiences, which enables them to make sense of the world and express their ideas. For example, they explore paint as they paint sunflowers. Musical activities, such as singing, stories and rhymes, all contribute significantly to their developing communication skills.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff demonstrate a sound understanding of the Foundation Stage curriculum and offer a good balance of adult and child-led activities, which allows the children to learn at their own pace. Activities are mainly well planned and presented and cover the six areas of learning. However, the outside area is not as effective in covering all areas of the curriculum. The staff have good relationships with the children and use questioning successfully to challenge their thinking and language skills. Systems are in place to record the children's progress and development.

The children are interested in the activities offered. They are eager to learn, self-assured in their play and confident to try new experiences. They listen with interest to stories at group time and join in with familiar songs. Children select books to look at independently from a selection that is appropriate to their age or level of understanding. They demonstrate good language skills as they talk about events in their lives and clearly explain what they are doing during activities. They are learning to recognise their own name as they identify their name card. The labelling in the nursery is not consistent; the use of capital letters in some cases is inappropriate.

Children demonstrate good levels of imagination. They make sense of the world around them as they use role play resources to act out both real and imagined experiences, for example, when going in a space ship to the moon, 'It takes a long time you have to sleep'. They show an interest in how things work and develop an understanding of information technology through use of the computer and other resources.

Children show an interest in numbers, for example, they join in with number rhymes, and sort correctly by colour and shape. Their physical skills are developing very well. For example, they use equipment, such as the climbing frame and balls with confidence, use a range of cutlery correctly at lunchtime and use brushes with good control as they paint pictures.

### **Helping children make a positive contribution**

The provision is satisfactory.

All children are warmly welcomed into the nursery. The staff value each child's individuality and meet their needs well. Children's behaviour is excellent and a calm atmosphere is evident

throughout the nursery. Staff are very good role models for the children to follow. They support the youngest ones very well in sharing and turn taking and have high expectations and set consistent boundaries for the three to five-year-olds. This helps the children to negotiate with others and take responsibility for their own behaviour. As a result, they readily share, take turns and take on responsibility. For example, they cooperate at tidy up time as they help each other to tidy the toys for lunch.

Children have suitable opportunities to learn about the wider world and their local environment through a range of activities. For example, they learn about festivals and celebrations, such as the Chinese New Year and Easter. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is satisfactory. All children benefit from the positive partnership staff have developed with their parents. Staff share important information about the children's care needs and the activities that they have been involved in each day. For example, they make themselves readily available to talk to the parents and provide written information through the daily sheet they complete for each child. The staff talk to the parents about the Foundation Stage and how their child is progressing and developing. Newsletters keep them informed about forthcoming events and information about the current topic is displayed so parents can encourage their child to bring in objects relating to this.

## **Organisation**

The organisation is satisfactory.

The children's care needs are met well and the leadership and management of the nursery education is satisfactory. The premises are well organised with indoor and outdoor space laid out to maximise play opportunities for the children. Most of the legally required documentation, which contributes to the children's health, safety and well-being, is in place. The documentation for the nursery is not site specific and some of the required elements have not been included, for example, bullying. The documentation is organised satisfactorily and stored securely to maintain confidentiality.

Children benefit from appropriate levels of qualified and experienced staff who are effectively inducted. They are enthusiastic and work well together as a team. The appraisal system ensures that the nursery's comprehensive policies and procedures are implemented consistently and staff show a commitment to improvement and development. They regularly reflect, monitor and improve the quality of the care and education through ongoing discussion.

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 has been one complaint made to Ofsted that required the provider to take action in order to meet the National Standards.

Ofsted received concerns relating to: National Standard 2 staffing ratios, organisation of staff and staff qualifications; National Standard 14, Record Keeping. A childcare inspector visited the provision on 19 July 2007. Actions were raised in relation to National Standard 2 and

National Standard 14. The actions were satisfactorily met by the registered provider, who remains qualified for registration.

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 satisfactory. 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):

- ensure the written statement on behaviour management, includes bullying
- ensure the policy statements are site specific for this nursery.

#### **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 labelling and children's name cards are done in a consistent way
- develop the outside environment so they cover all areas of the early years curriculum.

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](http://www.ofsted.gov.uk)