

The Secret Garden Day Nursery

Inspection report for early years provision

Unique Reference Number	EY348737
Inspection date	12 September 2007
Inspector	Lindsey Pollock
Setting Address	50 Haughton Green, Darlington, County Durham, DL1 2DF
Telephone number	01325 464 443
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Registered person	Adele Rachel Jaab
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 Secret Garden Day Nursery is privately owned and was registered by the current provider in March 2007. It is located in fully converted premises in Darlington. Local amenities including shops and schools are nearby.

The nursery serves children from the local and wider community. There are currently 47 children on roll, including 13 children who receive funding for nursery education. Children attend for a variety of sessions. Procedures are in place to support children with learning difficulties and disabilities, and children who speak English as an additional language.

The nursery is open from 07:30 to 18:00, Monday to Friday all year round with the exception of bank holidays and at Christmas.

There are 12 members of staff working with the children on a full, part time or relief basis. The majority of staff have early years qualifications equivalent to NVQ Level 2, 3 or higher. Some staff are working to a higher qualification. A full time cook, part time administrator, and part time cleaner support the nursery staff. The setting also receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted by the good standards of hygiene and cleanliness which are maintained throughout the nursery. Effective procedures are followed for nappy changing and older children have an increasing awareness of the importance of good hygiene routines as they become independent in their personal care. Tables used at mealtimes are well cleaned and disinfected before use, and all toys and resources are kept in a hygienic condition to prevent the spread of infection. Staff know the children very well and quickly recognise signs of illness and tiredness and they respond quickly and appropriately to this. Children sleep, rest and eat in line with parent's wishes and their own routines. The majority of staff have completed first aid training to enable them to take the appropriate steps should an accident occur. Although records are kept of accidents, not all are signed by parents to fully safeguard children's welfare.

Meals and snacks are freshly prepared using fresh fruit and vegetables whenever possible. Food is nutritious and balanced and good attention is paid to the individual dietary requirements of children. Parents are fully informed by clearly displayed menus and by details written in the diaries for children under two years. Children are gaining an increasing awareness of the importance of eating healthy. They grow their own fruit and vegetables and engage in food tasting activities.

Very good provision is made for children over two years to benefit from the fresh air. The free flow arrangement between indoors and the outside play areas works very well and the children love having the choice of where to engage in activities. Their physical development is progressing well as they confidently use a wide variety of large and small equipment such as bikes, scooters and slides and enthusiastically engage in playing with the parachute, join in ring games and 'keep fit' to fun exercise routines. Children under two years have lots of room indoors to move around freely and develop their crawling and walking skills. They are provided with some opportunities to enjoy the fresh air when they are taken on occasional outings or into the outdoor area.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery environment is welcoming to children and families. It is brightly decorated to a high standard with attractive displays of children's work and information for parents. Children over two have very good access to a wide range of good quality resources which helps to develop their growing independence. Equipment is also of good quality, appropriate for the different age groups, and regularly checked for safety and cleanliness. Younger children have lots of space to move around freely and practice their walking skills. They choose from a range of resources out for them on the carpeted area.

Children's safety is obviously seen a priority. Staff monitor the premises daily, risk assessments are completed, and appropriate steps are taken to minimise risks so that children are protected from potential hazards. Good procedures are in place to ensure unauthorised people do not gain access to the building. Close circuit television cameras are fitted on all entrances to the building and within each room, and staff ensure visitors are not left unsupervised with children. Regular emergency evacuation procedures are practised so that staff and children know what

to do should an incident occur. Role play sessions help to develop children's awareness of road safety.

Children are well protected because staff are secure in their knowledge and understanding of their child protection policy. They are clear about the importance of recording concerns and following appropriate procedures when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and contented. The key worker system is used effectively to help children settle quickly and feel secure. They approach staff confidently, with affection, and are at ease throughout the day. Good information is obtained from parents prior to children starting at the nursery so that staff can ensure familiar routines are followed and children's care requirements are met. The 'Birth to three matters' framework is used to support children under three years. However, it is used more effectively to promote the outcomes for children over two years than those younger. Staff working with children aged two to three use the framework alongside the Foundation Stage curriculum guidance well. They use the aspects and components to adapt activities so they are developmentally appropriate and enjoyable for the younger children. As a result, children are developing and progressing very well as they join in the full range of activities provided for the older children. Staff caring for children under two have a satisfactory understanding of how to promote children's learning and development. Babies enjoy free access to sensory toys which they explore and they learn through hands-on experiences. They enjoy experimenting with paint, using brushes and their fingers and joining in with the actions as staff sing to them.

Nursery Education

The quality of teaching and learning is good. Children make good progress towards the early learning goals. Their learning needs are understood by the staff who have a good understanding of the Foundation Stage. Activities to promote children's learning are challenging, purposeful and innovative resulting in lots of stimulation for children. Planning covers all the six areas of learning and indicates the intended outcome in achievement, but does not clearly show the differentiation required to ensure children are continue to be appropriately challenged.

Children are motivated and obviously happy to be at nursery. They have an increasing understanding of rules and expectations of them, for example, they know which aprons to use for different activities and when they must help to tidy up. Although their independence is developing well, staff do not use opportunities at snacks and meal times to extend this further. They show increasing concern for one another, caring for each other if they get hurt. Children happily play on own and in groups; for example as they look at books together, share the computer and play outdoors. Most children are very confident, they show pride in their work and achievements and their self esteem is developing well. Children love stories. They listen attentively in group times, and are often found in the book corner looking at books and retelling stories to their peers. They are constantly talking, describing, discussing and questioning, keen to extend their knowledge. They are confident linking sounds and letters and to suggest words such as 'octopus' and 'orange' for the current 'letter' of the week. Numbers and mathematical language are used in all activities. Children recognise numerals as they look at currency and correctly represent numbers with fingers as they sing songs. They talk about shapes and sizes in everyday play and most count securely to 10 and beyond. Children are very interested in the world around them. They are developing a sense of place as they find out about their

environment through visits and activities to raise their awareness of the natural world. Computer skills are developing well and children confidently complete simple programmes. They explore and investigate, for example as they look at different coins and currency and watch the changes as they grow vegetables, sunflowers and strawberries. Children love music. They enjoy singing whilst staff play the piano and enthusiastically join in with their favourites. They use their imagination well in the role play. This area is changed regularly to link in with topics. Children become 'doctors', 'nurses' and patients in 'Morton Park Hospital' for their current 'people who help us' topic.

Helping children make a positive contribution

The provision is good.

Children are valued and free from discrimination. Staff listen to what they say and ask questions about their experiences and interests. All have access to the full range of activities provided and staff ensure these are adapted where necessary so promote inclusion. There are many resources readily available which reflect positive images of culture, ethnicity, gender and disability. Children learn to respect and enjoy cultures and beliefs through celebrating festivals such as Chinese New Year, Hanukkah, Christmas and Easter. They celebrate each other's birthdays, new brothers and sisters, and their achievements at their 'graduation ceremony' before commencing primary school. This helps to raise children's self esteem. This positive approach ensures that children's social, moral, spiritual and cultural development is fostered. Effective procedures are in place for the care of children with learning difficulties and disabilities. Systems are in place including working fully with parents and outside agencies to ensure children reach their full potential whilst in the nursery.

Children are generally considerate and thoughtful with each other. For example, they take turns with favourite resources such as computer and an older child lets her younger friend lend her teddy bear at sleep time. Staff are calm and consistent in the way they manage behaviour and use appropriate strategies.

Good relationships have been built with parents. Information is shared verbally as well as through written daily records for children under two, regular newsletters and notices. Good quality information is provided about the settings policies and procedures. Verbal feedback from parents is extremely positive and they speak highly of the staff and the care and education their children receive. Partnership with parents with regard to nursery education is also good. Parents receive good, well-presented information about the Foundation Stage through the notice boards, newsletters and the nursery prospectus. They are well informed about their child's progress by means of an open door policy and more formal arrangements, such as a written report and open evenings.

Organisation

The organisation is good.

The nursery environment is organised well to promote children's welfare and safety. Space for children over two years is organised particularly well. Rigorous recruitment and selection procedures are in place to ensure the suitability of all staff and volunteers. Effective supervision and appraisal sessions are held to monitor staff performance, promote personal development and to recognise strengths within the team.

The leadership and management of the nursery education is good. The management team responsible for this area have a good understanding of their roles and responsibilities in

developing children's learning and are committed to this. They have high expectations of the staff and recognise where there are areas of the provision for development.

Documentation is very well organised to maintain the safe and efficient management of setting. Most contain the correct information, however, some have the incorrect contact address for Ofsted. Staff implement policies to enable them to provide good quality childcare. All mandatory policies are in place, shared successfully with staff and included as part of the induction process.

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 complaint record may contain complaints other than those made to Ofsted.

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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 all accident records are signed by parents
- use the 'Birth to three matters' framework more effectively to promote the outcomes for children under two years
- ensure all documentation has the correct contact address for Ofsted.

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 independence at snack and meal times
- ensure planning clearly identifies differentiation for individual children.

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