

# The Old Library

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 316464                                      |
| <b>Inspection date</b>         | 24 January 2008                             |
| <b>Inspector</b>               | Rasmik Parmar                               |
| <b>Setting Address</b>         | Wardle Road, Rochdale, Lancashire, OL12 9ER |
| <b>Telephone number</b>        | 01706 649 430 and 01706 869 603 (home)      |
| <b>E-mail</b>                  | peterclegg50@hotmail.com                    |
| <b>Registered person</b>       | THE OLD LIBRARY NURSERY LTD                 |
| <b>Type of inspection</b>      | Integrated                                  |
| <b>Type of care</b>            | Full day care, Out of School 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 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 Old Library nursery is owned and managed by a limited company. It is an established nursery which has been in operation for approximately 19 years and originally opened in November 1988. The nursery operates from a converted public library; a two-storey building adapted for nursery provision. The main accommodation is situated on the ground level. There is also a facility on the lower ground floor for school-age children before and after school and a transport service is provided.

The nursery is situated in the village of Wardle in Rochdale. The nursery is registered to care for a maximum of 56 children at any one time including 16 before and after school children. The nursery is open weekdays from 07.30 to 17.30, 51 weeks of the year. All children share access to two secure, enclosed, outdoor play areas.

There are currently 48 children aged from birth to five years on roll, of these 22 children receive funding for nursery education. There are 11 children on roll from school age to 11 years. Children come from the local community and surrounding villages. The nursery currently supports children with learning difficulties.

The nursery employs 11 staff on a full and part time basis. Over half of the staff, including the officer in charge, hold appropriate early years qualifications. Additional staff are employed to cook on the premises.

The setting receives regular support from the local Early Years Development and Childcare Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The environment is clean and well maintained, as staff follow set cleaning routines. Anti-bacterial spray is used to clean the tables at snack and meal times. Children are effectively supported in developing suitable hygiene routines. For example, children independently use the toilet and wash their hands with liquid soap, drying their hands on paper towels. Good procedures, such as staff wearing disposable gloves for nappy changing, help sustain good levels of hygiene and prevent cross-infection. Relevant documentation is in place to record accidents and administration of medicine, which helps to protect children's welfare.

Children enjoy plenty of exercise, which is good for their health. Staff have a sound knowledge of the 'Birth to three matters' framework; they use the guidance well to provide a range of physical play experiences for babies and young children. Babies are encouraged to stand, crawl and extend their own physical skills through interaction with the caring staff. A wide variety of activities help older children gain increasing control of their bodies. For example, as they play on the climbing frame outside or as they put on the dressing-up clothes. Children are able to rest and be active according to their needs.

Snack and meal times are social occasions when children talk and laugh with their friends and staff. The nursery employs a cook and provides all meals and snacks for the children, including lunch, snack and a light tea. Children's independence is encouraged, as they try to cut their food and feed themselves. Young children are supported by staff and babies are held when being bottle fed. Children's healthy development is being fostered as staff show a clear understanding of their individual dietary requirements and allergies.

Children are gaining knowledge and understanding of how food keeps them healthy through focused, topic-based activities. However, they are not learning how to make the connection between where food comes from and how it is prepared by participating in a range of cooking activities or planting their own vegetables.

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

The provision is good.

The nursery offers a welcoming environment for the children. Their work is displayed attractively and the furniture and equipment in each room is suitable for the ages of children attending. Visitors use the bell to gain entry so children are safe from intruders. Regular risk assessments, indoors and outdoors, further ensure children's safety. Children begin to develop an understanding of keeping themselves safe as they practise fire evacuation procedures.

Children use a variety of good quality toys and play materials appropriate to their age and stage of development. They can reach toys and resources easily, as they are organised in low-level

storage. Photographs of children at play reflect the positive ethos of the nursery. All children enjoy many shared experiences because there is sufficient child-height furniture to enable them to sit together comfortably. These measures encourage children's independence and self-esteem.

Children are well protected because staff understand their role in safeguarding children as all staff have participated in a training session. There is a nominated person who has completed the training along with other members of staff. There are clear procedures in place, which all staff are able to put into practice when necessary, including literature and a flowchart to guide them should they need to make a referral.

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

The provision is good.

Children are content and happy in an environment which they enter with enthusiasm. They eagerly settle to play with a variety of interesting and imaginative toys and resources. Staff are very caring and children respond confidently, talking together easily about their interests. Children achieve well because staff are skilled and use their understanding of early years guidance, such as the 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage', to provide good quality care and education.

Babies and toddlers enjoy lots of physical contact with the staff which enables them to feel extremely secure and play contentedly. Staff value children's contributions and creations, displaying them attractively on wall displays, developing children's self-esteem.

### **Nursery Education.**

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage and effectively plan activities and experiences to support children's learning. Planning is linked to the stepping stones and staff know the desired learning intentions of activities they provide. Daily observations allow staff to track children's progress and inform future planning of children's next steps in learning. Children develop as the balance between adult and child-led activities allows them to learn at their own pace. Staff encourage children to make decisions and to self-select resources and equipment.

A worthwhile range of relevant activities related to their needs motivates children. They access a wide range of well-chosen resources, which support their progress across all areas of learning. Children are developing an awareness of others' needs and have good self-esteem because staff listen to them and value their ideas and contributions. Children confidently explore the environment and make choices about their play. Children use language well to communicate to each other using a range of vocabulary. They use speech during imaginative play and are able to link sound to letters. Children access a range of books, which are changed frequently from the main collection. However, the way books are presented to children does not fully encourage them to access the books and sit comfortably to read.

Children confidently speak to visitors. They ask the inspector 'What's your name?' and 'What are you writing?' They are supported well in developing their early mark making and communication skills. This helps children to use writing for a purpose and develops their confidence in talking within a larger group. Children count confidently to 10 and beyond. They use mathematical language as they engage in self-chosen activities. For example, as they discuss

the different sized toys they are sorting. They choose number activities during free play and enjoy number rhymes and songs.

Topic work and practical activities arouse children's natural curiosity and develop their exploration and investigation skills. Children use their own ideas to make things by building and joining. They have access to a computer and use everyday technology in their play. Children move confidently showing a good awareness of space and others in both the indoor and outdoor space. Children express themselves creatively using all of their senses to actively explore a stimulating range of new experiences.

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

The provision is good.

Staff provide a warm, welcoming environment for children and their parents. Children are greeted warmly by staff who ask how they are and what they have been doing at home. This helps them feel secure and develop a sense of belonging. Children are encouraged to select their own activities, learning to make their own decisions. Staff have a positive attitude towards diversity. Children are developing an awareness of their own and other cultures through a range of resources, planned activities and as they celebrate a variety of festivals. Staff have a positive attitude to working with children identified with learning difficulties and disabilities and their families.

Children behave well; they are enthusiastic and well motivated and they benefit from the consistent praise and encouragement offered. Staff support younger children in sharing and turn taking. Children learn about themselves and their own capabilities. Staff set consistent boundaries for older children, which help them to negotiate with others and take responsibility for their own behaviour. However, full opportunity is not taken in enabling older children to manage their own behaviour together with peers, by producing their own 'house rules'.

Very good displays of children's work adorn the walls helping to develop their self-esteem. Children gain confidence as staff acknowledge them as important individuals.

Partnership with parents and carers is good and this contributes considerably to children's well-being while at the nursery. Parents receive good information about the 'Birth to three matters' framework and the Foundation Stage. Staff are friendly and approachable and ensure that all parents know how their children are progressing and developing.

Children's social, moral, spiritual and cultural development is fostered. Children are developing their self-esteem, have formed positive relationships with staff and children, are well behaved and are developing an awareness of different cultures through planned activities.

### **Organisation**

The organisation is good.

Children play and learn in a warm, welcoming and well-organised environment. Good recruitment procedures ensure that children are cared for by staff who are suitable and appropriately vetted. Effective induction procedures ensure that staff are aware of their roles and responsibilities. There are regular appraisals that identify training needs and staff are actively encouraged to enrol on relevant courses. This supports staff in their role and ensures they have the latest and most relevant information available. Staff sit and play with the children, give them comfort

when needed and one-to-one support. Children are familiar with the routine and are comfortable and at ease in the setting.

There is a good emphasis on training which is reflected in the level of qualified staff. Most of the 11 members of staff have at least a level 2 qualification and other staff have a level 3 or level 4 qualification in childcare. In addition, staff are trained in specific areas, such as first aid, safeguarding children and food hygiene. Some staff have a special responsibility, such as behaviour management and safeguarding children.

Leadership and management is good. There are systems in place to monitor and evaluate the funded nursery education. Policies and procedures to guide the staff team are in place, and available to parents. These are used effectively to promote the welfare, care and learning of children. All aspects of the children's care and learning are discussed with the parents, who are kept well informed of their child's achievements.

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

### **Improvements since the last inspection**

At the last inspection, the provider was recommended to ensure that the child protection procedure for the nursery complies with local Area Child Protection Committee (ACPC) procedures and contains a procedure to follow in the event of an allegation made against a member of staff, and keep a sufficiently detailed record of significant issues and existing injuries and share these with parents.

The provider now has up to date procedures on the safeguarding of children including procedures to follow in the event of an allegation made against a member of staff, for the overall welfare of children and staff.

They now keep a sufficiently detailed record of significant issues and existing injuries and share these with parents as part of working in partnership with them.

### **Complaints since the last inspection**

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.

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 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):

- improve knowledge of healthy eating by making connections between where food comes from and how it is prepared.

### **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):

- improve the way books are presented to children and provide comfortable seating for reading
- promote independence by encouraging older children to be involved in managing their own behaviour by producing their own 'house rules' (also applies to care).

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)