

The Shutters Village Day Nursery

Inspection report for early years provision

Unique Reference Number	316465
Inspection date	19 February 2008
Inspector	Maralyn Chiverton
Setting Address	Phoenix Street, Spotland, Rochdale, OL12 7DW
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Registered person	Marie Louise Sigsworth & Zoe Louise England
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Shutters Village Day Nursery is privately funded. It was registered in 2000 and operates from a purpose-built single-storey building, set in its own grounds. The nursery is situated in Spotland, on the outskirts of Rochdale, within walking distance of local amenities. It serves children from the local and surrounding areas.

A maximum of 54 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 51 children on roll, of whom 20 are in receipt of funded education. The nursery supports children with learning difficulties or disabilities.

The nursery employs 10 members of staff, all of whom hold relevant childcare qualifications. It is a member of the Private Day Nursery Association and receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of good hygiene through consistent daily routines. They know that they need to wash their hands before eating and after using the toilet to prevent them from catching germs which could make them ill. Staff are very proactive in developing children's understanding and awareness of the importance of a nutritious diet and the impact it will have on their bodies. For instance, children use pictures of food to determine which are beneficial in keeping teeth healthy and which are not. Children and staff members also discuss how eating lots of fruit helps to make children grow strong and healthy.

Children are protected from illness and infection through an effective sick child policy which requests parents to keep children at home if suffering from any infectious disease which could be passed on to other children. They benefit from well-planned activities to develop their physical skills. For example, children are taken through simple dance routines with a dance teacher who visits each week. The setting's outdoor area provides good opportunities for vigorous play and children enjoy using a good range of large and small equipment with control, safety and competence. They understand what happens to their bodies after exercise. For example, they talk about feeling hot and needing to rest to get their breath back.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety and welfare are well promoted through the high priority given by staff to maintaining a safe and secure environment. This is achieved through the implementation of effective policies and procedures, such as health and safety and written risk assessments. Photographs of staff, as well as an attractive display of information, makes the entry into the setting bright and welcoming. Fire evacuation procedures are recorded and practised on a regular basis to ensure children know what to do in case of a fire.

Children are offered a wide range of resources and equipment that are suitable, purposeful and checked daily for safety. Any equipment in need of replacement is purchased through a reputable company which complies with BS EN standards. Effective deployment of staff, space and resources allows children to move with freedom, safety and independence as well as ensuring all areas are well supervised. Children are well protected from risk of harm through the staff's sound knowledge and understanding of child protection issues and the procedures to follow in cases of concern. A formal recruitment procedure ensures all staff receive clearance before working with children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident, settled and happy in their environment. They show good involvement and enjoyment in their play. Children have access to a broad well-balanced variety of resources which are purposeful and developmentally appropriate. They are provided with a wide range of well planned opportunities and focused activities through circle time to further develop their learning. For instance, children use a large dice to count the number of spots and match with the corresponding amount. Children's individual needs are well met through an effective keyworker system. Their understanding of right and wrong is promoted through simple discussion

and explanation. The close and caring relationships between children and adults help children to develop a strong sense of self and of trust.

Nursery education

The quality of teaching and learning is satisfactory. Children make satisfactory progress because staff have a relevant understanding of the Foundation Stage. Activities are planned and linked to early learning goals. Staff use good questioning skills and written observations to monitor and record children's progress. However, the observations are not always effectively used to extend children's individual learning. Children are supported in their play through constant interaction with staff, who are enthusiastic and actively contribute to promoting children's learning.

Children settle quickly on arrival and are eager to participate in activities. They are confident and have good relationships with adults and their peers, as well as being kind, caring and independent in their personal care. Children recognise their names and are able to form recognisable letters. They have a good understanding of how sounds link into letters. They enjoy listening to stories and are encouraged to recall past events.

Children use number in everyday situations and are able to count to 10 and beyond. They use mathematical language to describe towers being tall and short. They have a good awareness of their environment and the wider world through a range of hands-on experiences and focused activities. These include following the life cycle of a frog and participating in other cultural festivals, such as the Chinese New Year.

Children enjoy using their senses to explore a range of activities, such as making salt dough and using textured materials. They are able to handle a range of small equipment with control and confidence. Children are provided with craft activities which are mainly adult led and directed. Therefore, there are limited opportunities for children to develop their personal creative skills, ideas and designs.

Helping children make a positive contribution

The provision is good.

Children are respected and valued as individuals. Their personalities are well known through an effective key worker system and personal experience of accompanying older siblings attending the setting. Children's understanding of diversity and the wider world is well promoted through a range of effective resources and participation in cultural festivals. For example, they celebrate the Chinese New Year through making animal masks. Children confidently express their ideas and listen to those of others. They show a good sense of belonging and are encouraged to make a positive contribution.

Children are well behaved and benefit from the implementation of consistent boundaries that are appropriate for their age and level of understanding. They are able to share and take turns and are encouraged to take responsibility for their own behaviour through discussion and simple explanation. Children are well supported by staff and are given lots of praise and encouragement. This promotes good self-esteem and self-confidence. Children with learning difficulties or disabilities are well supported through a designated, experienced member of staff. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Parents feel welcomed and valued at the nursery and are provided with general information about the setting in a parent information flier. Children's activities are regularly shared with parents, who are provided with adequate information on the Foundation Stage. Parents are encouraged to be involved in their child's learning and receive verbal as well as written reports as feedback about their child's progress. They are encouraged to share information and to make a positive contribution to the provision.

Organisation

The organisation is good.

Children benefit from a well organised environment where they are supported by a very good ratio of qualified staff who work exceedingly well as a team. Effective implementation of detailed, well written policies and procedures contributes to children's welfare, care and learning. However, not all policies have been kept up to date to reflect current legislation. Staff work well in partnership with parents and as a team, which ensures all children's individual needs are met and they are offered continuity of care. The effective deployment of staff, resources and activities allows children to choose an activity or toy with safety and independence. All required records, registers and documentation comply with regulations and support the effective working of the nursery.

Leadership and management is satisfactory. The nursery has a clear vision for the future, which is shared with all staff through informal meetings and regular discussion. Induction procedures are well established and staff have a good understanding of their role and responsibilities. The effectiveness of the nursery education is monitored through formal meetings with the local authority; any strengths and weaknesses of the provision are identified and addressed through action plans. The nursery is fully committed to improving care and education for all children and to promoting an inclusive environment in which every child matters.

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

Improvements since the last inspection

Following the last inspection recommendations were in place to improve children's safety and learning. They were to ensure potential hazards are inaccessible to children and to update the complaint procedure to include the contact details of the regulatory body. Further recommendations included improving the key worker system as well as staff's understanding of working with the 'Birth to three matters' framework and extending the range of equipment to challenge the more able child and portray diversity in a positive way.

Since the last care inspection the setting has taken very positive steps to improve children's safety and learning through addressing and implementing all of the above recommendations.

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.

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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 documentation is kept up to date to reflect current legislation.

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):

- provide more opportunities for children to develop their personal creative skills, ideas and designs (also applies to care)
- review the procedure for recording children's progress to ensure observations are more effectively used to extend children's individual learning.

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