

# Best Friends Private Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY290923
<b>Inspection date</b>	17 December 2007
<b>Inspector</b>	Julie Firth
<b>Setting Address</b>	St Johns Road, Worsley, Manchester, Lancashire, M28 1AR
<b>Telephone number</b>	0161 703 7132
<b>E-mail</b>	
<b>Registered person</b>	Just Childcare Ltd
<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 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?

Best Friends Day nursery is an established day nursery which was re-registered in 2004. It operates from eight care rooms and additional resource rooms in a purpose built building in Worsley. All children share access to secure, enclosed, outdoor play areas.

The nursery is open Monday to Friday from 07.30 to 18.00, 51 weeks of the year. There are currently 101 children on roll. Of these, 19 children receive funding for nursery education. The nursery supports children with disabilities and children who speak English as an additional language.

There is a manager, a deputy and 20 members of staff who work with the children, of whom most hold a National Vocational Certificate qualification to Level 2 and 3. A cook also works on the premises. The nursery receives support from Salford Sure Start.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are well protected from infection through hygiene routines as there are clear health and hygiene policies and procedures in place to help minimise the risk of cross-infection. A written sick child policy excludes children who are ill and prevents infections being spread. Children receive good levels of care if they are unwell because all staff hold first aid certificates and a first aid box is within easy reach. Staff follow nappy changing procedures and wear gloves. Independence skills are promoted and developed as children wash their own hands after using the toilet and planned activities and posters in the bathroom area further enhance children's awareness of health and hygiene. Fine motor skills are enhanced as young children manipulate play dough and use scissors.

All children access outdoor activities daily which contribute to their good health. Babies have play gyms and rings encouraging them to reach out and crawl. Whilst outside in the play area, young children are able to run around in fresh air and manoeuvre cars and bikes. Furthermore, toddlers are regularly taken out in the community buggy to explore their environment. Older children practise their balancing and climbing skills and they enjoy participating in exercise and games. All children have access to a large soft play area within the building and enjoy using the large equipment.

Children enjoy a healthy diet as staff promote nutritious options by providing a variety of fruit and hot food. Procedures are in place to record children's health and dietary needs and the cook and staff hold a food hygiene certificate. Menus are alternated and the cook ensures that children have vegetables and fruit regularly. As they eat, the staff talk to children about the importance of a healthy diet, therefore, promoting children's understanding of healthy options. Meal times are relaxed, social occasions, where children chat happily together. Staff have an understanding of the need for children to be continually hydrated as children have access to water at all times in the rooms and from the water dispenser in the entrance of the nursery.

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

The provision is good.

Children and parents are warmly greeted as they arrive, helping them to feel a sense of belonging. A bright hall entrance and colourful wall displays of children's art work create a stimulating environment. The premises are well maintained and children are split up according to their age. The baby room is set out well, enabling young children to crawl, pull themselves up and move around safely, accessing their equipment. There is a wealth of indoor and outdoor equipment available for children of all ages, which are very high quality and conform to British standards. Play materials in toddler and pre-school rooms are organised for easy access, allowing children to make choices and develop their independence.

All reasonable steps have been taken to ensure that children are cared for in a safe and secure environment. Good procedures are in place for the safe collection of children, which include risk assessments and records of visitors. An effective arrivals and departure registration procedure is in place. Staff manage access to the building very well, preventing unknown persons entering and a high level of security is adhered to all around the building. Children learn about fire safety and regularly practise fire evacuation procedures, helping them to understand what to do in

the event of a fire or an emergency evacuation. Activities and visits from who help us such as, the police and fire officer further enhance children's awareness of safety.

Children's welfare is well protected as adults have a good understanding of safeguarding children and understand their role to protect children. They demonstrate a good knowledge of signs and symptoms of abuse and would know who to contact for advice or to make a referral. All incoming injuries are recorded correctly and staff keep up to date with their training.

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

The provision is good.

Young children are all relaxed and happy in a caring and purposeful environment, which staff effectively create. Children become aware of their bodies as they look in mirrors and make prints of their hands and feet. Babies receive lots of hugs and form strong bonds with their carers. Early communication skills are developed as staff respond enthusiastically to children's chatter and facial gestures. An established key worker system ensures that children are cared for by familiar staff and by people who know them well. Young children enjoy playing with toys that are colourful and make pleasant sound. They gaze in wonder as they press the button on a musical instrument and it makes a noise. They are purposely engaged in a range of activities which they enjoy such as, sponge painting, vegetable printing and creating snow from soap flakes. They become engrossed in role play as they play in the home corner, work with puppets, dress up and play on the mat with small world toys. They have access to a wealth of natural materials, such as jelly, pasta, flour, water, treasure baskets and shaving foam to enhance their sensory development. Children understand the concept of what happens when they freeze ice. Young children make Christmas cards and calendars using card and glitter and they have access to a wide range of creative activities throughout the planned themes. They enjoy taking home 'patch' a pet toy dog involving it in home life and taking photographs to show each other in the nursery.

Children enjoy singing songs together and during circle times, when they talk about their experiences whilst others listen. Staff share stories with children individually and in large groups, helping them to learn that print carries meaning. The book area is inviting and encourages children to handle books appropriately. Staff skilfully join in children's games and sensitively extend play or introduce new ideas. The group have completed the 'Birth to three matters' framework training. They use the framework well to plan a wide variety of stimulating activities and observe and assess children as they play. However, focussed activities do not always have clear learning objectives to ensure the more able children are challenged. They are aware of meeting their individual needs, such as settling in new children and developing confidence and self-esteem, as they encourage them to play with their peers. Children are learning right from wrong as they are gently reminded by staff to share and take turns.

### **Nursery Education.**

The quality of teaching and learning is good. Staff have a clear awareness of the early learning goals, which is reflected in the broad and varied range of activities offered to the children. As a result children make good progress. Children experience a variety of teaching methods and skilful questioning from staff help develop children's learning and thinking as they are constantly asking them about colour and shapes. Activities are planned with topics which reflect the interests of the children and cover all six areas of learning. However, planning and observations of focussed activities is not fully developed to ensure the more able children are challenged and further stretched.

Children are beginning to form friendships and develop good communication skills as they chat to each other whilst they play. During activities and at story times, children are able to sit quietly, listen with interest and concentrate for sustained periods of time. Children take responsibility, are confident and are involved in the daily routines of the nursery. Their independence skills are enhanced as they tidy away toys and serve themselves at lunch time. Children have good opportunities to practise their mark making skills around the nursery. Play situations provide children with the opportunities to link sounds to letters and to identify their names when they hang up coats and during news time. They access books independently and visit the library. The writing area and the letter board gives children the opportunity to practice good pencil control and recognise letters of their name. They enthusiastically write news in their own work books. They explore the concepts of shapes in the maths area and have opportunities to help them think when completing jigsaws and constructing models with building blocks. Children float and sink objects when playing in the water and they count during familiar rhymes, such as 'five current buns'. They count how many teeth they have during the theme of the dentist and recognise numbers around the room. However, children have limited opportunities to calculate and problem solve during activities'.

Children have good knowledge of the local environment as they visit the fire and police station, the dentist and the airport. They look at houses in the area, take nature trails and plant seeds in their own sensory garden. They learn about boats and buses during the transport theme and make eye patches during the theme of opticians. They understand how to move the mouse when using the computer programme and children have access to programmable and exploratory toys. They discuss the different seasons of the year and where animals live. They speak about different cultures, such as Chinese New Year and this is extended during food tasting. Children use their imagination, creating pictures and models using a variety of media. A wide range of creative activities are available for young children which includes a wide variety of crafts, splatter painting at the easel, making reindeer food and creating their own Christmas decorations. They freely use shredded paper, tinsel, glitter, ice cakes, wrap presents in shiny paper and have access to sand and water at all times. They bang and shake musical instruments and enjoy dancing and singing in the circle with their friends.

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

The provision is good.

All children are included in activities and their individual needs are well met. Children benefit from staff's positive role models and attitudes. Meaningful experiences, such as celebrating Chinese New Year and looking at countries on the world map allow pre-school children to appreciate the diverse society in which they live. Young children do have access to resources that promote equality. However, activities promoting diversity are not fully developed in some areas of the nursery. The staff have a wealth of experience and very good understanding of inclusion. They attend training specific to children's health and individual need so that children are well cared for. They work very closely with the parents and the outside agencies. Children show concern and support each other during their play and older children strive hard to assist younger children at all times. They are very well behaved and respond to the positive behaviour management strategies employed by staff, who remain calm and consistent at all times. Children contribute to making their own ground rules and words of kindness are displayed around the nursery. Children's contributions are valued and their achievements are constantly celebrated, which helps to promote their confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents are warmly welcomed into the nursery at the beginning and end of the day. They receive a booklet which contains information about the setting and the early learning goals. They are involved in their children's learning and contribute to activities. They are kept fully informed of their children's progress as they are invited into the nursery both formally and informally at frequent points throughout the year to see assessments, profiles and children's work. Notice boards around the corridors, newsletters and daily discussion help to keep parents up to date with their children's activities and events happening during the day. They appreciate the 'very good and approachable staff' and comment on 'the wealth of activities their children take part in'. A wealth of thank you cards displayed around the nursery indicate children's and parents appreciation of the care provided. A complaints procedure and log is in place for parents to follow at all times.

## **Organisation**

The organisation is good.

Children are cared for in a positive and supportive environment, which effectively promotes their development. The nursery's commitment to improvement is reflected in the good programme for staff training and the detailed process of self-evaluation, which includes continuous assessment of planning and practice. The manager works hard with good dedicated staff who work very well as a team. Staff ratios are well maintained, a key worker is in place and staffing levels are organised to ensure that children have good levels of support at all times. New staff receive a good induction, helping them to become familiar with the operational plan. They have undertaken training in 'Birth to three matters', first aid, basic food hygiene, health and safety, safe guarding children, special needs, National Standards, portage system and various workshops in the foundation stage. This maintains and improves the quality of care and learning for all children. The manager is aware of the staff's strengths and weaknesses and an appraisal system is in place. Detailed and structured settling in procedures are in place.

Space is well organised to provide children with a range of activities which cover all areas of their learning. All policies and documentation relating to the continuity of care for children are in place and are of a good standard, they are regularly reviewed.

The leadership and management of the group is good. The manager actively is involved in the nursery and leads and supports the staff during each session. She encourages all staff to review and monitor their practice through regular meetings, planning evaluations and discussions about children's individual files. She has an open door for all staff and works hard with them and the owners to meet the children's individual needs. She recognises the importance of making improvements and providing children with a good quality nursery education. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

On the last care inspection the nursery were asked to improve the procedure for recording the daily attendance of staff, to illustrate their hours of attendance and review procedures to appoint a designated person for first aid and a person responsible for behaviour management.

There are good procedures in place to record the daily attendance of staff to ensure correct ratios are maintained. All staff have attended first aid training and there is a designated person in place for behaviour management to ensure children's health and well being.

At the last Nursery education inspection the nursery were asked to provide opportunities for children to investigate and explore the local community. They were also asked to provide more routine opportunities for children to use information and communication technology and programmable toys.

The children do go out into the community on a regular trips to enable them to explore their local environment. They have good access to toys and equipment to enhance their investigation and Information and communication technology skills.

### **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):

- further develop short term planning and provide clear learning objectives for children
- ensure the planning of activities to promote equality is extended and accessed by the younger children.

#### **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):

- further develop the short term planning of focussed activities to challenge the more able children
- provide children with more opportunities to develop their calculating and problem solving skills.

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)