

Nightingales Day Nursery

Inspection report for early years provision

Unique Reference Number	EY239968
Inspection date	16 April 2008
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Registered person	Mubarik Hussain Kausar
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 inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Nightingales Day Nursery is privately owned. It opened in 2002 under the present ownership and operates from the ground floor of a property situated in a residential area of Norwich, Norfolk. All children share access to a secure enclosed outdoor play area. A maximum of 32 children may attend the nursery at any one time, 15 of whom may be aged under two years. The nursery is open each weekday from 08.00 to 18.00 all year round. Children come from the local area and attend for a variety of sessions.

There are currently 33 children aged from nine months to under five years on roll. Of these, 19 children receive funding for early education. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs nine members of staff, eight of whom hold appropriate early years qualifications and the other is planning to train. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's health is not always appropriately promoted. This is because the contents of the first aid box are not as required. As a result, there is a risk that children's care in the event of an accident may be compromised. Children play with a range of resources that are mostly suitably maintained. However, some of the beakers for the little ones need further attention to fully promote their health and craft aprons are encrusted with paint so are not attractive to use. Staff gather relevant information from children's parents to be able to respond appropriately to their medical needs. If children become unwell staff provide sensitive care and contact their parents to agree the best action to take to make sure their welfare is maintained.

Children are learning to manage their personal hygiene well. Older children confidently use the toilet, and wash their hands, understanding this is expected of them. Little ones are sensitively supported during nappy changing and as they are toilet training. Most children enthusiastically clean their teeth after lunch and are learning the importance of good tooth care. However, all the toothbrushes are stored together in two beakers which does not effectively prevent the risk of passing on illness. The provider is seeking advice on the correct methods of storage to minimise this risk.

Children enjoy a good range of snacks and meals to promote their health. Lunch is cooked using fresh produce whenever possible and the menus are displayed so parents are aware of what their children are eating. Special dietary needs and allergies are considered with parents, and recorded, so staff can ensure children's needs are met. Children enjoy meals such as spaghetti bolognese, Quorn casserole, vegetable curry and freshly prepared pizza. They eat enthusiastically being supported by staff who ensure that little ones have sufficient to eat whilst helping them learn how to feed themselves. Babies are comfortably cuddled to be fed their bottles to ensure their safety and to meet their emotional needs. Children are learning about healthy eating as they take part in topics about 'good' and 'bad' foods, chatter as they eat fruit for their snack and consider the ingredients they use when cooking.

Children have opportunity to play outside in the fresh air whenever the weather permits. They play actively in the paved areas riding a range of wheeled toys, pushing dolls in buggies, playing games with bats and balls and chalking and drawing. The grassed area has not been used for sometime and this has restricted the opportunities for the children to practise some skills and be more adventurous. Younger children use the paved area directly outside their room. However, this is not particularly attractive for little ones to have the freedom to play and explore safely. When younger children are tired they sleep according to their individual routines and as agreed with their parents. Most little ones sleep comfortably in cots in the sleep room and are regularly monitored to ensure their safety. Older children can rest if they want to but the rooms do not contain comfortable areas to make it easy for children to take a break or relax as they wish.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's safety is sometimes compromised. Although fabric covers have been fitted to many of the radiators they are not fully effective in minimising the risks to children. The paved outside area is muddy and slippery in places and low slides for the youngest children to use are on paving slabs risking injury to the children if they fall. The fire exit to the side of the building

is not appropriately maintained and a smoke alarm has a failing battery. As a result, children and staff are at risk in the event of a fire as the recommendations of the Fire Safety Officer have not been met. Some ants have entered various parts of the nursery and action has not been taken to prevent this problem. Although risk assessments are carried out they are not effective in identifying and minimising risks to children.

Children benefit from the premises being bright and spacious. There are displays of their work and some posters but few at children's level to stimulate their interest and encourage conversations. Children spread out and play in the various rooms with appropriate furniture for them to sit together to enjoy meals or play comfortably on the carpeted areas. Low storage units contain clearly labelled trays and boxes which the children often access independently as they make their own choice of resources to organise their play. They frequently look at themselves in the large mirror; staff are considering the safety of the mirror and also of the ivy growing against the building to ensure neither poses a risk to the children. Staff supervise the children appropriately and ensure the premises remain secure to prevent children having inappropriate access to persons who have not been vetted.

There is an appropriate child protection policy with guidance displayed throughout the nursery for easy access by staff and parents. Staff have a sound understanding of child protection procedures and, as a result, children's welfare is maintained in the event of concerns.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children take part in a range of activities inside and in the garden. They understand the routine of the day and often cooperate at tidy up time helping the staff to put toys away. Children enjoy helping at snack time, carefully carrying bowls of fruit or trays of cups to the table. This helps them take responsibility in an age-appropriate manner. Children enjoy free play making many of their own choices and finding appropriate resources to support their play. For example, children playing pirates dress up in hats, find eye patches, make flags, pretend to use a camera and use their imagination well to act out a story cooperating and moving around the room with confidence. Staff sometimes support children's play well but this is not consistent. Consequently, children frequently play with staff supervising them but not becoming involved to develop learning opportunities as they arise. Although most children have satisfactory relationships with the staff the lack of a key person inhibits secure and rewarding friendships developing which comfort and support children effectively.

Little children are cared for sensitively in the 'Cubs' room. Staff work to meet individual routines for eating and sleeping in consultation with their parents. Children play with a satisfactory range of resources which are often within reach of the children for them to learn about making their own choices. Little ones love to make toys move or make sounds and those learning to walk are supervised carefully to make sure they can move around safely. Messy play is enjoyed, for example, exploring jelly, cornflakes, cooked pasta and cornflour enables children to learn about textures. They paint with brushes and their hands, and dig in the sand. Opportunities to play in the fresh air are provided with the older tots joining the larger children in the main play area. However, the ability for little children to play freely outside is restricted by the current arrangements in their play area. Secure relationships are developing with children enjoying the company of, and cuddles with, their key person. A daily record of what the children have eaten, their sleeps and nappy changes is shared with parents to make sure they are well informed about the care little children receive.

The quality of teaching and learning is inadequate. This is because staff do not have robust systems to plan effectively for daily activities and do not use sound teaching methods with the children to help all make effective progress. For example, there are no daily plans to support what the staff will do with the children or to help guide them in what they expect the children to learn. Staff are frequently seen observing children at play but not engaging with them to create exciting learning opportunities from children's ideas or planned learning activities. For example, making a height chart. Children are invited to draw pictures on a long sheet of paper. Several happily draw and there is a little discussion about their pictures. Later it is put on the wall and children are asked to stand against it and their height is marked off and name added. There is no discussion or comparison of height or even counting the number of children measured. Consequently, valuable learning opportunities have been missed.

Staff record observations of children at play and add these to their Learning Story. Next steps are worked out for each child but the system of teaching is not secure in ensuring children take these in order to make effective progress. The lack of a key person system does not enable a designated member of staff to build a secure working relationship with each child. This limits the ability to use positive teaching methods and support individuals in their learning.

Children are becoming independent as they learn to manage their coats and shoes and help with the organisation of snack time. They sometimes work with friends, playing happily, but at times their behaviour is not appropriately supported by staff. Children from a variety of cultures and with English as an additional language attend. Some receive appropriate support as staff have worked with their parents to help them learn English whilst valuing their home language. This is not effective for all children. A variety of festivals are celebrated to help include children and increase understanding for all. More confident children chatter freely but those uncertain or still acquiring language skills are often not well supported as staff do not always take time to engage them in conversation or join in their play. Older children enjoy mark-making and some are able to write their name legibly. They enjoy activities such as writing letters and posting them and get excited when they see familiar letters in books or displays. Many children select books to sit and 'read' on their own or with friends. Some listen intently to group stories but are distracted by those who are not interested or who are too young to enjoy the large group activity.

Children count and consider shapes in some activities but this is not well developed. There is little problem solving in everyday activities as staff do not exploit learning opportunities in planned activities and continuous play provision. This links to poor planning. Children have some experience of the living world as they grow bulbs in tubs, cultivate tomatoes and strawberries to eat and consider the care of the large snails. They enjoy using the computers but have limited access to reinforce and extend their learning. Walks to the park and local shop help them understand about the local community and the wider world.

Children love the freedom to play in the fresh air and find out how their body works as they use a range of equipment to practise physical skills. There are limited opportunities for children to learn how to climb. Children use a range of tools to help acquire small muscle control. They paint, draw, construct and model helping with hand to eye coordination. Children act out real and imaginary experiences in the role play area, dress up and organise resources effectively to support their play. Some enjoy being hairdressers; they comb, brush and plait their friend's hair and love it when a member of staff takes part. However, there is very little conversation to extend this rich learning experience for the children.

Helping children make a positive contribution

The provision is satisfactory.

Children generally receive a pleasing welcome. Staff work with parents to get to know the children and understand their individual needs. There is a range of resources that reflect our multicultural society and children play with these quite freely. However, there are few pictures, posters or displays to support the variety of families who use the nursery. Some children who are learning English as an additional language receive positive support as parents have supplied familiar songs in English and their home language so all children can learn and join in together. Dual language books are supplied and staff understand a few key words to support the care and welfare of these children.

Children generally benefit from the clear information provided to parents which helps them understand how their children will be cared for. A flexible settling-in procedure helps people to become comfortable with the arrangements in their own time. However, staff are not always proactive in helping parents understand the best and most sensitive way to help their children settle. This occasionally results in children having difficult experiences when they start.

Staff display some understanding of how to provide for children with learning difficulties and/or disabilities. They explain they are keen to work with parents and any professionals involved in the care of the child to understand how best to support and ensure welfare needs are met. Staff sometimes implement the positive behaviour management policy well, taking time to talk to children and explain, helping them understand how to manage their behaviour. However, this is not consistent and at times several people become involved in a situation that does not promote continuity of handling or help the children understand right from wrong effectively. Children's spiritual, moral, social and cultural development is not fostered.

The partnership with parents and carers is satisfactory. Some information is provided in the prospectus to introduce them to the six areas of learning. Photographs help to show how these are used in the nursery and information about continuous play provision is displayed. Although they receive information about topics there are few opportunities for parents to join in or contribute to their child's learning. Most say they know about their children's file but not many have asked to see or add to it. Parents explain that they are happy with the nursery and feel that staff are sensitive and would deal with any issues they have. There is a clear complaints procedure and a log is maintained so that parents may understand how issues that potentially impact on their children are dealt with.

Organisation

The organisation is inadequate.

Children are cared for by staff who hold relevant qualifications and are well deployed throughout the premises to supervise them at all times. However, quite often some of the staff are not actively working with the children. There is no key person system to support children and provide continuity of care. This has a negative impact on the children's welfare and development. Staff have taken some action to minimise risks but systems are not robust in identifying potential problems and resolving them. Sound employment practice makes sure children are cared for by staff who have been vetted and the provider is considering ways to ensure continuing suitability.

Children use the space within the nursery well. They move around confidently between rooms, as directed by staff, and have easy access to the outside area. Meal times are sociable occasions

and children sleep comfortably in the sleep room to meet their individual needs. All the required documentation to maintain children's health and well-being is in place. A record of attendance is maintained; however sometimes staff forget to sign out. Overall children's needs are not met.

The leadership and management is inadequate. Systems to manage the nursery are not effective in ensuring a satisfactory level of care and education is provided for all children throughout the day. There have been several changes of staff since the last inspection and this is naturally unsettling. Short term planning does not guide staff to effectively teach the children and ensure that all make appropriate progress. A qualified and experienced manager was appointed the week before this inspection and she is eager to work with the staff team to raise standards. The proprietor takes a keen interest in the nursery and expresses a commitment to raising standards.

Improvements since the last inspection

At the last integrated inspection the quality of care was judged inadequate. As a result actions were issued to: ensure the furniture, toys and equipment are clean and maintained in good condition; ensure fresh drinking water is available to children at all times; develop a system to keep a record of complaints that includes any action taken and ensure that the child protection procedure identifies actions that would be taken if an allegation is made against a member of staff or volunteer. The provider has taken action to improve hygiene on the premises and many of the resources are now maintained appropriately. However, some of the outdoor equipment has not been used for a while and is in need of repair and cleaning prior to use to make sure it is appropriate for the children to use. The proprietor is aware of this. Fresh drinking water is available throughout the nursery and when children are playing outside. Children confidently help themselves to a drink as they wish, meeting their own needs. The complaints and child protection policies and procedures have been updated accordingly. Staff are aware and they are readily available to parents so appropriate action may be taken to maintain children's safety and welfare.

The quality of nursery education was judged as satisfactory. The provider was asked to improve short term planning to ensure that it is linked to the Foundation Stage and shows how provision for continuous play is used to help children make progress; increase opportunities for children to use books within routine play and to question how things work and why they happen and ensure that the systems to address the strengths and weaknesses of the nursery and to implement improvements are robust. Books are now better used within routine play and children often confidently choose them to read or share with their friends. However, there has been no real progress with these recommendations. As a result, the weaknesses continue and are reflected in the outcome of this inspection.

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, the registered person **must** take the following actions:

- ensure the contents of the first aid box are as determined in the first aid training course
- improve risk assessments to ensure risks are effectively identified and appropriate action is promptly taken to minimise risk to children. This particularly refers to the safety of the radiators; ensuring that babies can use outside play equipment safely and that problems with ants are dealt with effectively
- comply with the recommendations of the Fire Safety Officer
- ensure all the outside play areas are safe and well maintained
- make sure that staff are deployed effectively within the premises to ensure the safety, welfare and development of the children
- establish a key person system so that every child is allocated to a member of staff who is mainly responsible for his/her well-being on a daily basis (this also applies to nursery education)
- develop the leadership and management of the nursery to ensure that the staff have the appropriate experience, skills and ability to do their jobs (this also applies to nursery education).

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- ensure short term planning guides staff to be able to support children's learning effectively and takes into account varying abilities to help all children make appropriate progress.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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