

West Point House Private Day Nursery

Inspection report for early years provision

Unique Reference Number	206330
Inspection date	25 January 2008
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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?

West Point House Nursery opened in 1997. It operates from converted domestic premises in the town of Ilkeston, Derbyshire. There is a secure enclosed outdoor play area. The day nursery and out of school club serves the local area and surrounding villages.

The nursery opens five days a week all year, except bank holidays and a week at Christmas. Sessions are from 07:00 to 18:30. The setting is registered to care for 49 children and there are currently 72 children from seven months to eight years four months on roll. This includes 15 children who receive funding for early education. The setting currently supports children who speak English as an additional language.

The day nursery employs eight full-time and five part-time staff who work with the children. Over half of the staff hold appropriate early years qualifications. Five staff are currently working towards a early years degree qualification. The setting receives support from the local authority and are members of the Private Day Nursery Association.

The day nursery is one of two nurseries owned by an individual who holds a childcare qualification and spends time in each setting and delegates day to day responsibility to the area manager, site manager and staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's health and safety is promoted exceedingly well. A first aid box is available and contents are suitable to effectively meet the needs of the children. Written consent to seek emergency medical advice and treatment is in place to ensure children's medical needs are suitably met if a serious injury occurs. The setting consistently follows appropriate procedures when dealing with minor accidents. Records have thorough detail regarding the size and location of injuries to assist in safeguarding children. Written consent to administer medication is given by parents and comprehensive records effectively maintained.

Children learn about personal hygiene through daily routines and are made aware of why they wash hands, so there are no germs on them, especially after getting muddy outdoors. The setting uses individual flannels for babies. Older children are very independent as they have direct access to antibacterial liquid soap and expertly use the sensor activated paper towel dispenser. The risk of cross-infection is substantially prevented. Food handling procedures are very good as the staff wash their own hands, use disposable aprons and gloves when serving food. Some staff have attended a food hygiene course to ensure awareness of potential hazards is minimised. If children are ill or infectious a comprehensive written policy regarding exclusion is effectively implemented. Excellent procedures are followed with regard to the laundering of linen used by the children, in the range of prams, cots and sleep mats used during the day.

Children's dietary needs are met effectively and healthy eating is unmistakably promoted. Individual needs are discussed with parents and recorded. Meals provided are very healthy and nutritious, for example, children enjoy snacks of fruit in the mornings. For lunches they have freshly prepared meals such as lamb biryani or sweet and sour pork with yogurt for pudding. A substantial tea is enjoyed mid-afternoon and children who stay after 18:00 have a late snack as well. Drinks are readily available and individual routines are appropriately followed for babies and intake for all children is shared with parents to confirm needs are met. If necessary parents do bring bottles for babies from home, but generally they are freshly made by the staff.

Physical development is promoted enthusiastically by the staff. Children have extensive opportunities to play outside, even if the weather is damp and have a wide range of activities inside to encourage a positive attitude to healthy exercise. Climbing and sliding equipment, wheeled toys, hoops and jumping activities are enjoyed by the children. There is a set routine for use of the outdoor play area where the children experience extended periods outdoors in summer as indoor activities are taken outside. Access to the wild garden leads to imaginary play and the children run along the mown grass paths to sit on the log seats. The large grassed area is used to develop balancing skills as children walk along strips of guttering, which they use later as a ball run. Inside they have an extensive range of construction toys to develop manipulation skills as well as puzzles and access to paper and drawing resources for all ages. They enjoy dance and exercises to music, when the pre-school children use the out of school club room for activities. All of the playrooms are cleared to create space for games and action rhymes if the weather is too wet. Children can have rest periods on age-appropriate equipment

to effectively meet their individual needs. Consequently, children are able to develop a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children's safety is inconsistently promoted. Whilst they are given innovative opportunities to play in the outdoor play area and develop an awareness of wild life and nature in the garden some plants and berries are potentially hazardous. Relevant areas are swept but the broom and rubbish not removed from the corner of the playground. Indoors the risk assessment checklists completed each day and signs reminding staff of the maximum temperature of the radiators do not compensate for malfunctions of the thermostat. Children's safety is, therefore, compromised although staff act immediately it is noticed to rectify the overheating of the radiators and ensure they are turned off to safeguard the children. An awareness of safety during a fire is promoted proficiently. Evacuations have been practised, meticulously recorded and evaluated. Other aspects of indoor safety are carefully followed such as babies being cuddled when bottle fed and safety barriers placed across playrooms and relevant stairways. Children are also developing an awareness of personal safety as they respond positively to the staff's expectations when they are on the stairs and negotiating the steps in the middle of the pre-school room.

Children are cared for in warm and welcoming, secure and suitable premises where there is sufficient space indoors to play and learn comfortably. Their individual skills develop competently with the age-appropriate resources. Children independently select activities from the extensive range of good quality toys and equipment. Resources are stored in labelled boxes, on shelves and are swapped to fulfil the interesting range of activities recorded on the plans. Children can request activities or choose from those presented, depending on the ages and stages of those present. Older children engage in worthwhile activities in their designated playrooms without younger children interrupting or having access to hazardous small toys, which are put away before joint activities occur. Children are encouraged to pack away before getting something else out. They show respect of property and as they are careful this ensures the toys remain in good condition for use. A versatile range of toys is provided and there is permanent access to climbing equipment, role play houses and hopscotch outdoors. A range of resources are specifically presented on a rota basis outdoors including books and imaginary play equipment.

The children's well-being is given top priority as staff have extensive knowledge of the Local Safeguarding Children Board procedures. Changes have been shared with the staff group and policies updated to share with parents. Comprehensive information about the duty of the setting to protect children is shared with each parent in the written policies. Staff attend ongoing training courses and have an excellent understanding of signs and symptoms of abuse and how to put the procedures into practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly in the nursery and have a friendly relationship with the staff, who encourage the children to separate from their parents and access the well-presented activities. The children are confident and keen to join in the interesting range of different activities presented each day. Great concentration is shown and an eagerness to spend extended periods in something which stimulates such as playing with the musical instruments and shape sorters.

Painting and crafts are particular favourite activities. Children are motivated to manipulate malleable materials and enjoy feeling paint, glitter, paper, sand and water.

The staff follow the 'Birth to three matters' framework with substantial expertise and resourceful activities to ensure the children flourish in their care. Most staff have attended training, or cascade information to new staff and students, and have a significant awareness of the terminology and how to promote children's development through activities. Staff have developed comprehensive plans and record sheets to show how the child has developed and what the child needs to engage in next to promote progress. Staff consistently interact and monitor the children's progress as they get to know each child very well. Written and photographic evidence is shared regularly with parents regarding their child. Children have lots of close contact with adults, cuddles and smiles, as language and play opportunities are effectively developed. Children learn to make choices about activities and meals and feed themselves with increasing skill as they copy the older children. Staff sit on the floor for activities and stories so children can snuggle up to look at pictures.

All children become purposefully occupied in topics such as 'winter'. Parents are made aware of themes and daily plans are displayed. Children learn to share resources with other children, staff and visitors. The staff have been creative in introducing interesting ways for children to learn and engage in the themes. The children develop appropriate socialisation skills as they join in group activities such as singing 'five currant buns' with large paper shaped buns given to five children in 'the shop'. This ensures the children are purposefully occupied and are supported to develop their potential with good progress.

Children who attend the out of school club often join the pre-school children for activities as numbers are limited. They have a designated room and games and an adaptable range of activities are specially planned for them to engage in. During school holidays they often join with the older children from the other nursery and go on joint outings to the park or on the tram to Nottingham.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals and rapidly achieve potential. Staff record comprehensive detail on weekly planning documents consistently demonstrating they have an cohesive knowledge and understanding of the stepping stones, early learning goals and how they will present activities. These provide a well-balanced, broad programme and there is evidence of differentiation. Focus activities include some excellent ideas. These are effectively evaluated with purposeful information to ensure children benefit from the learning experience but the suggestions the staff make to repeat or develop the activity and children's learning are not included methodically in the future plans. This does not fully assist with planning for their individual future progress. Children's learning is skilfully extended however, as the nursery have successfully developed the practice of having a key-worker for each child. This enables staff to progress specific learning and challenge children to think about what they know as staff consistently ask open-ended questions, which children think about and respond to. A variety of methods are used to help children learn effectively. Staff manage the children proficiently. Children understand snack and meals take place at certain times and are willing to help tidy up immediately they are asked. Children's progress is shared daily with parents. Written information in the folders is available at any time and at the open evening, when targets are discussed for future progress.

Topics are enthusiastically enjoyed by the children. The staff present very interesting and stimulating activities daily and children are eager to share information when talking between themselves or at the snack table. Some activities are developed over a period of time, which ensures children's learning is effectively promoted as they are challenged to think by staff to recall relevant words, activities and the content of stories.

Children are exceptionally well behaved and eager to try new experiences. They ask questions about how things work and listen to the responses from staff. Children are animated when suggesting their own ideas, especially when playing outdoors and they set up the plastic guttering to make a ball run. They help each other to put coats on and show how to use the computer. They demonstrate good negotiating skills as they take turns with the buckets when measuring and balancing toys. They share information about their life outside and have confident personalities, which is demonstrated as they include visitors in their play and conversations talking about visits to the garage with their family to pump up car tyres.

Some children can write their own names confidently with recognisable letters. Their name cards are not immediately available for them to copy off as they are kept in their folder. They mark make with increasing skill. Some children are aware of the letters of their name and use letter sounds spontaneously or in response to staff questions. Others tell their friends it 'Y for Yellow' spontaneously during play. Children have access to an extensive range of books in a cosy book corner. They enjoy story time and confidently ask visitors to read stories, eager to recall the events in the story, repeating familiar words such as 'crash, bang, wallop' as the story unfolds.

Children are developing good recall as they listen attentively to instructions and respond eagerly to staff as they discuss numbers. Children have an extensive understanding of mathematics and spontaneously use their knowledge effectively when recognising numerals or count during activities. They spend extended periods with a balance game and after staff have moved away continue to experiment for themselves. They are very aware of shapes and eagerly inform staff as they draw confidently. Children develop problem solving skills, for example, when asked how many more beakers or items of cutlery are required for meal time?

Children have consistent access to a range of technology and battery operated resources. They use the computer confidently and show younger children what to do. They learn eagerly about the natural world in the garden or on outings when they walk along the canal. Topics which introduce them to the needs of others and diversities in society are included and children have daily access to resources which promote positive images of diversity. They celebrate a range of festivals from around the world as well as enjoying visits to the local charter fair. Consequently, children are learning through carefully planned activities about the world around them.

Children's physical development of fine manipulative skills is promoted effectively through the use of an extensive range of resources. They use scissors competently to cut out their own pictures for displays. Outdoors large muscle skills are successfully developed, for example, when they pedal wheeled toys with confidence and stop skilfully. They balance well as they walk along square shaped guttering but laugh out loud as they fall over when trying the same activity in curved guttering. Children's awareness of how their body changes during exercise is an aspect of learning included in topics and referred to by staff on an ongoing basis, especially on winter days when it suddenly starts to rain. Children spontaneously sing 'rain, rain go away come again another day'. As a result, children's learning in this area is well-balanced.

Children are motivated to develop their creative experiences as they have access to a wide range of craft, role play and musical activities. Children are eager to discuss their work of free choice crafts, paintings or drawings for display or to take home. Photographs of them working co-operatively as they paint a large cardboard space ship indicates how much they are enjoying themselves as they are all smiling as they work. They sing and clap as they wait in line for all to be ready to play outdoors and volunteer with confidence to sing solo to the other children.

Helping children make a positive contribution

The provision is outstanding.

Individual needs are discussed with parents and record sheets for each child contain comprehensive detail which enables appropriate care to be given. Ethnic origin, any religions followed and languages spoken are included. Staff develop ingenious methods using flash cards to help children and parents learn routines and develop English language. All children are treated fairly as the setting has an open-minded approach to inclusion and meeting individual needs effectively. Staff encourage children to access age-appropriate activities and develop life skills. Children are able to play with a range of non-stereotypical resources and any negative issues are addressed successfully. The children have access to an extensive range of toys and resources showing positive images of diversity, culture, gender and disability. Understanding and acceptance of the wider community and the development of positive attitudes is effectively increased.

The nursery has some experience of caring for children with learning difficulties and/or disabilities and has a understanding of potential need. Staff are aware to adapt activities to ensure inclusion and have a positive attitude to caring for all children. To ensure all are included in activities presentation is adapted by putting resources on the floor or low tables and using resources specifically to assist individual children. Children's needs are successfully met through discussion with parents and the setting has a cohesive understanding of the need to work with parents and outside agencies to effectively meet needs.

There are effective procedures in place to manage a wide range of children's behaviour. Children's spiritual, moral, social and cultural development is fostered. Children behave appropriately as they respond to boundaries set. They are aware of why they must share and take turns. Any issues are monitored, recorded and strategies discussed as necessary. Consistent management helps children feel secure knowing what they can and cannot do. Good use of praise and encouragement helps to build development of children's self-esteem. They are very well mannered.

Positive relationships with parents and a desire to work in partnership with them to meet children's individual needs ensures the staff are able to meet emotional and physical needs effectively. Children are very settled and happy. Parents are updated on their children's well-being and development through individual daily diaries or record sheets for older children regarding meals, sleep, toileting, play activities. The setting ensures parents are fully aware of policies and procedures and how children will be cared for during discussion at initial visits.

Partnership with parents and carers of children in receipt of funding for early education is outstanding. Comprehensive written information is given to parents to retain with detail relating to the early learning goals, which is also displayed. The sharing of development documents is effectively organised although parents can view documents at any time. Open evenings take place to provide parents with evidence of how children engage in the worthwhile activities for each aspect of learning. A written report is provided and targets discussed.

Organisation

The organisation is good.

Children are in the care of qualified and experienced staff who are proactive to ensure they have fun and are settled in the nursery. A vibrant atmosphere is evident throughout the premises. The ratios are maintained efficiently and children benefit from the key-worker system. The registration system which monitors all persons on site and assists in safeguarding the children is comprehensively detailed. The children's records are fully maintained to promote their welfare. Written policies shared with parents, assist in promoting the care and learning of the children. Good organisation of playroom layouts and expertly planned, significantly developmentally appropriate activities ensure children's time in the nursery is worthwhile and provide high levels of challenge for all children. Consequently, children are very happy in the setting and are eager to engage in the range of exciting and stimulating activities.

The leadership and management for early education is outstanding. A clear vision has been developed of how the setting will operate to meet the needs of the children effectively. The owner delegates day to day management but ensures qualification requirements are met and staff are encouraged to attend training to raise standards and increase knowledge and broaden children's experiences. This ensures the children are consistently being stimulated to learn and enjoy themselves. Time is given each week for the room staff to evaluate children's learning and make final preparations to the plans for the following week. The staff team have support visits from staff from the local authority and attend training presented by them which assists in the promotion of children's learning and well-being. Overall children's needs are met.

Improvements since the last inspection

During one of the complaints visits the setting agreed to address a recommendation to ensure all incidents in relation to care of children were recorded accurately. Comprehensive accident, incident, medication and behaviour management records are effectively maintained and shared with parents.

During the previous inspection two recommendations were made in relation to the education of the funded children. A written monitoring system that confirms the good practices used, to ensure all aspects of the curriculum are covered over time was to be developed and assessment records that reflect children's abilities and inform future planning were to be expanded. The setting have produced an excellent system of plans, with admirable cross references to all aspects of the curriculum. This enables any staff working in the pre-school to know exactly what children are expected to learn from the daily activities and will cover over a period of time. The assessment record system has been skilfully developed to include purposeful information which staff discuss and use to plan targets, which are also discussed with parents.

Complaints since the last inspection

There have been two complaints made to Ofsted since 1 April 2004 which required action being taken by Ofsted or the provider. Following investigation visits by childcare inspectors and reviews by inspection team managers of the evidence, an action and a recommendation were set to be checked during an inspection. The setting met National Standard 2 following the action being addressed and remained qualified for registration at the time the investigations were closed.

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):

- promote the safety of children consistently, with specific regard to the temperatures of the radiators and potential hazards in the garden.

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):

- continue to develop the use of focus activity evaluations to ensure children have regular opportunities to develop further their skills and knowledge.

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