

Stanmore Day Nursery

Inspection report for early years provision

Unique Reference Number	229018
Inspection date	13 December 2007
Inspector	Angela Dyer
Setting Address	83 Stanmore Road, Edgbaston, Birmingham, West Midlands, B16 9SU
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Registered person	Mrs Harjeet K. Mann & Mr Davinder S. Mann
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?

Stanmore Day Nursery is one of two nurseries run by a husband and wife partnership and opened in 1992. It operates from nine rooms within a large Victorian house in the Edgbaston area of Birmingham. There is also a garden available for outdoor play. The nursery serves the local and surrounding area.

There are currently 35 children from six weeks to five years on roll. This includes nine children who are in receipt of nursery education funding. The setting is able to support children with special needs and children who speak English as an additional language.

The group opens five days a week all year round, from 07:45 until 18:00.

The setting employs 17 staff, of whom over half have early years qualifications to NVQ Level 2 or 3. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Meals are freshly prepared on site by the nursery cook with high regard given to meeting children's individual dietary requirements. Menus, which detail a variety of nutritious vegetarian dishes, are displayed for parents' information. Snack and meal times are sociable occasions where children are encouraged to use appropriate cutlery and learn social skills and table manners as they eat. All children within the nursery have access to drinks throughout the day to ensure they remain hydrated, with older children helping themselves to their named water bottles.

Children have access to a large paved and grassed outside area where they benefit from regular physical play that helps to develop their muscles, co-ordination and confidence. Staff place significant importance on the value of outside play for all children and have created a stimulating outside environment where children are able to climb, ride bikes or play music on the metal pans which have been attached to lengths of string. Photos and discussions with staff also demonstrate that during warmer weather the outside area is used as an extension to the nursery for structured activities including sand and water play, art activities and role play.

Children's health is effectively protected as all areas of the nursery are kept clean and hygienic. Nappy changing routines are good and staff wear disposable gloves and aprons for each nappy change to prevent the risk of cross-infections. Soap and paper towels are available in the bathrooms for staff and children to promote good hygiene practices. Older children demonstrate an understanding of the routines and the necessity to wash their hands and staff reinforce this through discussion and gentle reminders.

First aid supplies are well-stocked and a large number of staff hold current first aid certificates. Therefore in the event of an accident or illness staff are clear of the procedures to be followed. Staff are fully aware of children's individual health needs and are proactive in accessing further training, including asthma awareness, to ensure they have the relevant skills and knowledge to meet children's needs effectively. In the event of a child becoming unwell parents are always contacted if medicine is felt necessary, however, the procedure and record keeping is not secure enough to ensure that prior written consent is always obtained before giving any medication, therefore potentially compromising children's well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Parents and children are greeted on arrival by staff who have created a warm and welcoming environment for children to play and learn in. Children are grouped according to age with older children being cared for on the ground floor. The baby area, which is situated on the first floor, is a well-organised space which incorporates areas for nappy changing, food preparation and sleeping.

Security is good as external exits are kept locked to ensure unwanted visitors do not gain access to the setting or present a risk to children. Staff are deployed effectively and children are supervised at all times to ensure their safety. Senior staff carry out regular safety checks in relation to resources and the indoor and outdoor environment, however, some minor risks have not been fully identified within the risk assessment. Therefore, although senior staff act promptly

once a risk has been identified some risks may be overlooked and consequently compromise children's safety.

Children are developing an awareness of the importance of keeping themselves safe. Staff discuss fire safety with children and provide regular opportunities for them to practise the fire drill to enhance their understanding of what to do in an emergency. Staff's knowledge of fire evacuation procedures are clear and fire exits are accessible for children to leave from safely.

Children are well protected because staff have a professional understanding of the child protection procedures and are fully aware of their roles and responsibilities to protect the children in their care. There is a clear written policy in place, which is shared with parents. Staff know how to recognise the possible signs and symptoms of abuse and neglect and are confident about when to put the appropriate procedures into practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter the nursery confidently where they are treated with kindness and concern by caring staff. Children are allocated a key worker which promotes continuity of care and provides parents with a regular contact to discuss their child's progress with. Staff demonstrate a good understanding of children's needs, interests and personalities which helps them to nurture their individuality.

During their time at the nursery children move around into different rooms to enjoy various activities including creative, role play and soft play. However, this movement sometimes curtails children's play as they are asked to tidy up before they have naturally finished. Younger children are able to explore and experience a range of activities planned in line with the 'Birth to three matters' framework and enjoy playing with different art materials including paint, sand, dry pasta and jelly play. Resources are organised in low-level shelving units or trays which children can access independently to support their play ideas. Older children access a wide variety of activities which staff plan and prepare to encourage them to develop skills, knowledge and have fun. However, during some art activities staff become too focused on the end result rather than the learning process and therefore over direct activities hindering children's imagination and independence.

Nursery Education

The quality of teaching and learning is good and children are progressing steadily through the stepping stones towards the early learning goals. Children enjoy the time they spend at nursery and benefit from the sound understanding and knowledge staff have of the Foundation Stage. Their knowledge is evident in the planning, which covers all the areas of learning, and the understanding they have of what children are learning from the activities.

Topics are planned for the year and the learning objectives are highlighted in the weekly activities. Staff follow the weekly activity plans and regularly evaluate their effectiveness. Staff record observations of the children in their care and these are linked to children's assessment records to make the assessments objective and informative to assist with future planning. They offer appropriate support to children with additional needs, adapting activities and equipment to ensure that all children are able to access the provision. Staff have a calm approach to managing children's behaviour and use positive behaviour strategies.

Personal, social and emotional development underpins the rest of the children's learning. Children form good relationships with staff and each other. Staff use registration time effectively to greet each other and enable children to develop a sense of belonging. Children are aware of the expectations of staff and respond positively to gentle reminders to share and take turns.

Children show an interest in numbers and problem solving. Staff encourage children to count as part of the everyday routine and number rhymes are used to make learning fun and teach the concepts of more and less. Spontaneous and planned activities are beginning to be used to encourage children's awareness of mathematical concepts and develop their investigative skills. Children have opportunities to observe, question and explore their natural curiosity through simple cooking, food tasting and collecting natural resources whilst outside. Children are beginning to find out about simple technology as they use equipment including a computer where they are able to access fun games and learn basic skills.

Opportunities are provided for children to be creative through activities such as music, role play, painting and exploring materials that include dough, sand and water. Children are able to describe texture and use words such as 'soft', 'hard', 'sticky', 'cold', 'wet' and 'warm'. For example, when playing with the play dough or using collage materials. Children apply imaginative skills to make up their own games, stories and enjoy acting out familiar roles in the role play area.

Children's physical skills develop and improve through a variety of experiences, including playing with soft play equipment, riding bikes and climbing on the larger physical play equipment whilst outside in the garden. Children also have daily opportunities to handle a range of equipment where they develop skills such as pouring, cutting and moulding.

Children are expressive speakers who talk freely and confidently during activities and when discussing what they are doing. They enjoy a variety of good quality story and reference books and have lots of opportunities to recognise their own name. Children are learning to link sounds to letters and are beginning to understand some letter sounds. Children have opportunities to make marks in the writing area, either through using conventional items including paper, pens, chalk and pencils and more imaginative resources including writing in shallow sand trays.

Helping children make a positive contribution

The provision is good.

Children have a strong sense of belonging which has been achieved through staff's efforts to create a friendly and familiar environment. Displays of children's artwork and photographs gives them a sense of identity and pride in their own achievements. Children talk confidently about their home and community life and they are learning to respect and value both their own culture and that of others. Children have access to a range of play resources, posters and books that show positive images of culture, ethnicity, gender and disability. They gain an understanding of the wider world as they follow themes and projects and celebrate a number of different festivals. Children also go out on visits within the community to support topic work and photos show children visiting the post office, local places of worship and parks within the neighbourhood.

Clear arrangements are made towards ensuring the setting's practice is inclusive and staff show a commitment to ensuring all children are included. Staff have experience of working with children with English as an additional language and children with learning difficulties and/or disabilities and recognise the importance of working with parents and other professionals to

meet individual children's needs. Parents and children also benefit from the employment of bi-lingual staff members who are able to converse with them in their first language.

Staff have a clear and consistent approach to managing children's behaviour. Children are well behaved, play well together and have formed positive relationships with other children and staff. Children have a good understanding of the boundaries and respond with enthusiasm to staff praise and encouragement. Stickers and other behaviour charts are used effectively to reward children for their positive actions and to develop a sense of pride in doing well. Children are able to take turns, with suitable adult support, and show care and concern for each other. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Positive and friendly relationships have formed between staff and parents, which contributes to children's well-being. Parents share information about their children at induction to enable staff to find out about their likes and dislikes, their abilities and individual routines. Therefore children benefit from consistent levels of care and settle quickly into the setting. However, opportunities for parents to continue to share their knowledge of their child and therefore contribute to their child's assessment records are limited. Parents report that they are happy with the care their children receive and comment on how settled their children are and the friendliness of the staff team.

Organisation

The organisation is good.

Children benefit from being cared for by enthusiastic and caring staff who enjoy their roles and develop warm, positive relationships with the children in their care. Staff are appropriately qualified and recruitment and vetting procedures are thorough, ensuring staff are suitable to work with children. Regular appraisals identify staff training needs and staff attend regular staff meetings to promote quality and consistency in their practices. Overall, children's needs are met.

Children's records are detailed and informative ensuring staff have a sound knowledge of children's needs. Children's welfare, safety and care are effectively promoted as the staff and managers ensure that all legally required documentation and records are maintained.

Leadership and management is good. The management team are committed to ensuring that children progress and develop in a safe, stimulating environment. Communication between staff is effective and they are committed to providing a good service to children and their parents. Staff are also committed to developing and improving their practice through ongoing training. The premises are well-organised and space is used to its full potential to maximise children's play opportunities. Staff are deployed effectively meaning children are supervised appropriately at all times.

Improvements since the last inspection

At the last inspection the provider agreed to review documentation and the recording of it to ensure confidentiality and improve hygiene practices. Staff demonstrate a sound understanding of the importance of maintaining good hygiene practices and the nursery is cleaned on a daily basis to ensure that it is a clean and hygienic environment for children to play in. Documentation has been reviewed and the complaints procedure has been updated to ensure that it includes the regulators details for parents information. Procedures have also been put in place to maintain confidentiality in relation to the recording of individual children's health needs.

At the last inspection the provider also agreed to evaluate children's developmental assessments and the planning of the educational provision and provide further opportunities for children to develop their independence in accessing resources and participating in child initiated learning. Staff have attended training to increase their knowledge of the stepping stones and early learning goals and demonstrate a sound understanding of how to plan for the six areas of learning. Staff carry out regular observations of the children in their care which are fed back into their assessments to assist with future planning. Resources are now stored in low level storage units to allow children to have independent access and staff are beginning to plan activities to promote children's independence.

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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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):

- ensure that risk assessments are effective and include the actions to be taken to minimise the identified risks
- review the medication procedure to ensure that parents always give prior written consent for all medication
- provide children with further opportunities to become increasingly independent in choosing activities and ensure that the nursery routine does not hinder children's play (also applies to nursery education).

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 partnership with parents to enable them to share information about their child's progress and to become involved in their child's 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