

# Scotts Wood II Private Day Nursery Ltd

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 253403  |
| <b>Inspection date</b>         | 21 November 2007  |
| <b>Inspector</b>               | Ann Keen  |
| <b>Setting Address</b>         | 124-126 Radcliffe Road, West Bridgford, Nottingham, Nottinghamshire,<br>NG2 5HG |
| <b>Telephone number</b>        | 0115 9815281 and fax or   |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | Scotts Wood Private Day Nursery 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 satisfactory. 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?

Scotts Wood II Private Day Nursery opened in January 2000. It operates from a detached Victorian style house in a residential area of West Bridgford, conveniently situated for the A52 and close to Nottingham city centre. Scotts Wood II Day Nursery has a sister nursery just off Melton Road also in West Bridgford.

There are currently 78 children on roll, which includes funded three- and four-year-olds. Children attend both full and part-time, and are organised into age groups. The nursery has an enclosed outdoor play area, which consists of tarmac, astro turf and a cushioned safety surface with a selection of play equipment. The provision is open five days a week, Monday to Friday 08:00 to 18:00. It opens throughout the year closing only for bank holidays.

The nursery employs 17 full-time members of staff, of these 13 have completed an early years Level 3 qualification. Ongoing training opportunities are accessed via the local authority, the Pre-School Learning Alliance and in-house training sessions.

The provision is a member of the National Day Nursery Association and has a Pre-School Learning Alliance accreditation.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are supported well in a healthy lifestyle. They enjoy regular meals and snacks that are healthy, nutritious and provide a balance diet such as vegetable crumble, chicken risotto, cottage pie and curly kale. In between meals children can help themselves to additional drinks of water in order to maintain their levels of hydration. Children are well cared for in an emergency because a number of staff hold first aid certificates and the first aid box is checked regularly. Children's continuity of care is supported well as parents give consent for staff to administer medication or to seek emergency medical advice. Children learn to understand simple health and hygiene routines throughout the day as children learn to use the toilet independently. Children are generally learning to protect themselves from cross-infection as they are familiar with hand washing routines. Children of all ages enjoy opportunities to play outside in the fresh air. Whilst inside children have many opportunities to develop their manipulative skills through activities such as using the computer mouse and controlling pens, pencils and paint brushes.

Babies' emotional well being is supported effectively as staff develop close relationships with them. There are good opportunities for babies to have the individual attention of a familiar adult when singing songs, eating or exploring toys.

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

The provision is satisfactory.

The nursery arranges its premises to make it very secure for children. Parents are reminded not to let anyone into the nursery as they go in themselves, ensuring children are kept safe from intruders. The outside area is well fenced and gates kept locked. However, when all the children use the outside play space at the same, it not necessarily support the safety and well-being of the children.

Children are protected from hazards as the toilet facilities, for example, are kept clean and cleaning fluids are not stored there. Children are welcomed to light, airy rooms and children have an adequate amount of space in which to move and play inside. The furniture is child height so making easy access for the children. The nursery has suitable cots and chairs with adequate restraints ensuring children are safe. The temperature is kept at an appropriate level so children are comfortable. Children are well protected against injury as risk assessment are regularly undertaken and toys are checked visually on a regular basis to see if they are broken.

Babies' toys are cleaned routinely to stop the spread of infection. Parents' emergency contact numbers are readily available allowing staff to act quickly in an emergency if necessary. Children's welfare is promoted through the use of an appropriate child protection policy so staff are aware of their responsibility to act on concerns. Children are safeguarded from child protection issues as staff fully understand their role and know the procedures to follow should an incident arise.

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

The provision is satisfactory.

Children's self-esteem is raised because staff display their 'work' and also staff give them opportunities to express choices and to follow their interest and preferences well. Children engage in meaningful conversations with staff. Children's language skills are developed

satisfactorily through listening to stories and children learn to question. Children's care, learning and play is satisfactorily promoted through a variety of play situations. However, on occasions children are not completely engaged in activities so their development is not fully supported. Children benefit from planned activities which relate to the 'Birth to three framework' and individual plans are developed for children. Children are learning to use their initiative well as they know they can help themselves to toys and equipment.

Babies receive good levels of support and encouragement which ensures they are secure and become confident to explore and investigate. They are encouraged, for example, to play with the numerous toys. Paintings on the ceiling provide stimulation so that babies can see them when lying down. Babies respond well to staff's interaction with them by laughing and smiling, helping them to form positive relationships.

### Nursery education

The quality of teaching and learning is good. Plans relate to the six areas of learning and the stepping stones so staff are clear about the learning provided. Staff use their knowledge of the Foundation Stage to provide a wide range of activities to help children learn. The teaching methods show a sound understanding of how children learn and progress, for example, children use plastic animals to put on numbers so they are clear about counting. The levels of challenge hold children's interest especially for the older funded children as they work on a one-to-one basis with an adult. Staff know the children in their care well and assess their development regularly. Staff assess the children's learning and they identify children's achievements in planning future activities. However, they have yet to develop an effective system to track children's progress along the stepping stones towards the early learning goals. Staff are conscious of the need to manage children's behaviour and use outside support when needed. They are kind and praise children to promote good behaviour. Consequently staff create a pleasant and welcoming environment in which children are happy. Staff generally make effective use of time and resources so they provide an interesting and varied programme of activities on a daily basis. Children experience a mixture of adult-directed and child-initiated activities giving children choice and activities targeted specifically to them. The accommodation is used appropriately to ensure children have space to move, times for vigorous physical activity and quiet times so children are able to decide what they want to do.

The children form positive relationships as they play together and take turns. The nursery gives children many opportunities to be independent and staff listen to children well. The children respond to this as they select construction toys, to play in the supermarket or make glitter pictures. At meal times they help themselves to knives and forks, developing independence effectively. The children in the nursery are confident speakers and chat happily in group times, discussing the fact that the shape in which they are sitting is a 'W' shape. Children are successfully learning about the sounds that letters make supporting the early stages of reading. Staff ensure that children move forward in their learning well so that when they are ready, they take reading books home to share with their parents. Children undertake a large amount of mark-making activities and older children write recognisable letters well. The nursery has a suitable range of resources to consolidate children's learning of mathematical ideas and concepts. Children count well and use mathematics in practical activities so they understand how numbers are used. Children use the computer and a range of programs to support their learning. Children have the option of learning French developing their understanding of other's lives and culture. Children's physical development is well planned and effective in providing children with good opportunities for developing their skills. They learn to move in different ways, backwards, forwards and 'slithering'. Children use a range of materials and tools carefully and with increasing

control as they develop their manipulative skills. Children's imagination is fostered well and their creations are valued. Children enjoy singing and practising songs for Christmas such as 'When Santa got stuck up the chimney'. They make vehicles from discarded boxes, designing and making their own constructions which supports their imagination well.

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

The provision is good.

The nursery gathers information from parents about their children's individual needs to enable them to be in a position to meet these needs. Children are generally well behaved and staff encourage them to be polite. As a result children learn what is expected from them. Parents are asked to complete an initial registration form which is effectively used to identify children needs such as dietary requirements and to provide inclusive practice. Staff are conscious of asking for support from the local authority. This means that children with learning difficulties and/or disabilities are appropriately supported.

Children's spiritual, moral, social and cultural development is fostered. Children are helped to gain an understanding of the wider world through well-planned activities. They participate in variety of cultural activities and learn songs for Christmas activities, for example.

The partnership with parents and carers of funded children is good. Parents receive ample information about nursery education and the themes that children are participating in. Parents are invited to an evening when they are able to discuss their children's progress so they are well informed about their children's achievement. Parents are involved in their children's learning through taking books home and the children bring in objects connected with the themes.

### **Organisation**

The organisation is satisfactory.

Overall children's needs are met. The organisation of the nursery ensures that children enjoy a balance of large and small group times as well as one-to-one support. Children are grouped according to age so activities are appropriately planned both for their age and stage of development. Most policies and procedures work in practice to promote children's health, enjoyment and achievement. Staffing ratios are generally in accordance with National Standards, however, on occasions these are not maintained when staff have breaks potentially leaving children's welfare and safety compromised. Vetting procedures, are robust so children are safeguarded. At present staff are monitored on an informal basis. Daily routines are effective in providing for a good range of activities, supported by a variety of resources.

The leadership and management of nursery education is good. Leadership is effective in ensuring that the staff are able to develop the provision. Staff development is highly valued and they are encouraged to attend relevant training. Nursery education is evaluated well. However, the nursery is aware of the need to set up a effective system for staff appraisal and although this has been trialled it is yet to be put into practice.

### **Improvements since the last inspection**

At the last combined inspection the setting was required to ensure the system for recording children's attendance is accurate. They now record children's arrival and departure times ensuring children are adequately safeguarded. The nursery was also asked to make sure that written

records of medicines given to children are signed by parents. This routinely happens so children's continuity of care is assured.

The nursery was required to improve behaviour and relationships between children. Staff have attended courses and provide a range of activities so children are well occupied. They are aware of suitable behavioural strategies and know to ask the local authority should they need help and advice. Finally the nursery was required to improve children's development of creativity. They provide many opportunities for children to create their own imaginative work so children's creativity is enhanced.

### **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**

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The quality and standards of the care are satisfactory. 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):

- ensure children can play safely outside and have adequate space outside for a range of activities which promote their development
- ensure staff are deployed effectively to meet children's needs with regard to break times and in the absence of key staff.

#### **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):

- ensure staff's work is monitored effectively (this also applies to care)
- develop an effective system to track children's progress along the stepping stones towards the early learning goals.

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)