

Lindum Day Nursery

Inspection report for early years provision

Unique Reference Number	EY281363
Inspection date	29 November 2007
Inspector	Carly Mooney
Setting Address	Prince William School, Herne Road, Oundle, Peterborough, Cambridgeshire, PE8 4BS
Telephone number	01832 275779
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Registered person	Magic Nurseries Limited
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?

Lindum Day Nursery is owned by Magic Nurseries. It opened in 1993 and has been under its current ownership since February 2004. It operates from accommodation situated in the grounds of Prince William School in Oundle, Northamptonshire. It operates five days a week from 08:00 to 18:00 hours except for bank holidays and Christmas.

The nursery is registered for 43 children at any one time from six weeks to under five years. There are currently 48 children on roll. This includes 16 funded children. Children attend for a variety of days. The setting is able to support children with learning difficulties and/or disabilities.

The nursery employs 11 staff including a cook and cleaner. All staff including the manager hold appropriate early years qualifications. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Clear, effective hygiene procedures are followed in the baby room to prevent cross-contamination. For example, staff immediately wash their hands after using tissues to wipe children's noses. Throughout the nursery this is further enhanced as staff wear aprons when serving food or changing nappies. Older children are learning about the importance of following personal hygiene procedures, such as hand washing before eating as staff talk to them about bugs making them poorly. However, staff are not consistent in providing soap for children to use as soap dispensers in the toilets and within rooms are out of most children's reach. Babies and toddlers have their own clean linen and blankets for sleeping in cots and on mats which helps to ensure the possible spread of infection is kept to a minimum. All staff, except one new member are first aid trained which enables them to respond appropriately to a child should an accident occur. Clear procedures and record keeping are in place which ensures good, sensitive care is given if a child becomes ill or sustains an injury.

Children are provided with a range of home made meals and snacks which are healthy and nutritious, such as fresh fruit, crackers, meat and vegetables. Older children's independent skills are encouraged as they spread their own crackers and serve themselves at lunch time. The children display healthy appetites with many helping themselves to seconds. Water is available at all times which children independently pour. Children's health and dietary needs are clearly met as staff work closely with parents. Staff have devised a colour coded place mat system which effectively identifies any allergies or dietary needs a child may have. For example, green means no allergies or dietary requirements. These accompany every meal and snack time and are a constant reminder for staff.

Children enjoy a wide range of physical activities that help them to develop their confidence and skills when using large and small apparatus, tools and equipment. They climb, slide and balance on appropriate resources and freely ride on bicycles. They negotiate space well as they take their dolls for a walk in their pushchairs and travel around and between the furniture inside. Children's fine muscle skills are developing well. For example, they confidently use a knife to spread their crackers, cut out objects with scissors and control the mouse when using the computer.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in warm and welcoming premises, which are safe and secure. Rooms are well organised with clearly defined play areas. Children's art work is attractively displayed throughout the premises for children, parents and visitors to view, which helps children feel a sense of belonging. Resources are stored at child's level in open trays and boxes with clear labels and pictures to encourage independent access. All toys and resources are safe, suitable and in good condition and are checked regularly for breakages to ensure that they continue to be safe for children to use. Furnishings are appropriately child-sized so that children can play, eat and relax in comfort.

Children are well-protected by staff who are safety conscious and have a clear understanding of safety issues. Risk assessments are comprehensive and conducted on a regular basis to ensure potential risks to children are minimised, enabling them to move safely within their environment.

Children are well-supervised with high staff to children ratios and routine procedures, such as practising fire drills help staff and children become familiar with the routines to be followed in the event of an emergency. Consideration has been given to the safety of all children as they play. Non-mobile babies have a separate area to those who are learning the skills of crawling and walking and large apparatus in the outside area is placed on soft tarmac flooring.

Children's welfare is effectively safeguarded, as parents complete paperwork which would allow staff to act appropriately and quickly should a child become ill or in the event of a medical emergency. Children are never released to an adult staff are unaware of, unless prior consent has been given by parents. A comprehensive child protection policy is in place and shared with parents which ensures children's safety and well-being are the main concerns of the nursery. Staff have attended recent child protection training and are confident to implement the procedures to be followed should there be any concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children throughout the nursery are happy and confident. They settle well and are provided with good support as they leave their parents and carers. Children enjoy their time at the setting and eagerly access the freely accessible activities in all rooms. Close relationships have formed between the children and staff with many spontaneous cuddles from babies and toddlers. Staff understand the varied care needs of younger and older children and ensure that individual routines for under threes regarding sleeping, eating and nappy changes are closely followed.

The baby room is homely with a comfy area for non-mobile babies. Appropriate equipment and resources are provided to encourage babies to develop their balancing and walking skills, such as low level ledges to pull themselves up on and push along toys. Staff spend lots of individual time supporting them in their play and helping to initiate early communication skills. Children show enjoyment as they paint their pictures and explore the paint between their fingers. Younger children in the toddler room are given good opportunities to explore their environment at their own pace. Most activities are planned to recognise that young children cannot sit for long periods of time and therefore staff ensure that activities are changed frequently to sustain children's interest. Children are able to express their creativity through a range of messy art activities, such as shaving foam, corn flour, play dough and chalks. They are familiar with the routines of the nursery and become excited when staff sing the 'How are you' song, which helps them to feel valued.

Staff have clear knowledge of the 'Birth to three matters' framework and therefore plan accordingly to develop children's learning. Detailed assessments charting children's progress are clearly linked to the framework and well-supported with examples of children's work and photographs. These assessment folders, which begin in the baby room provide a clear and accurate developmental record of each child as they move up through the nursery and enables staff to help children settle quickly as they move to their next room.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff plan and provide a broad range of interesting and stimulating activities which provide a good balance across the six areas of learning. Planning is flexible and allows for child initiated activities which ensures children are interested, willing and eager to participate. Staff recognise opportunities to extend children's learning and ask questions to provide

challenge. For example, recognising the children's interest in the story of Little Red Riding Hood and acting it out in the garden. Children respond to questions they are asked about the story, such as 'what was in Red Riding Hood's basket?', therefore enabling them to think and predict for themselves. Children benefit from a rich outdoor environment which ensures that all play opportunities across the areas of learning are maximised. A child shows sheer enjoyment as he makes a red water trail with paint and water across the playground and watches as the paint runs down the fence when he squeezes the sponge. Children are able to move about freely and spend quality time in the outdoors, where they can develop physical skills, such as climbing and balancing or participate in quieter activities, such as looking at books or building with construction toys.

Detailed records of assessments are in place which clearly show children's progress through the stepping stones. Initial information about the child is gathered from parents, which staff use to provide a starting point for children's learning. Thorough observations of children are carried out and next steps for children's development are identified. These are then successfully used to influence planning of future activities and set individual targets for children. Staff make good use of photographic evidence to support children's achievements.

Children are confident when attending the setting and happily leave their parents and carers. They chat happily with their peers during play and routine activities, such as snack and lunch time which are used positively as social occasions. Good relationships have formed with each other and they are considerate to each other's needs. For example, a child passes some of her paper to another child who has asked an adult for some more and a child waits patiently at the computer for another child to finish their turn. Children show good independence in their self-care as they serve their own lunch and attempt to put on and fasten their coats. Children are familiar with the routines of the nursery and know what to do at change over times. They eagerly help to tidy away the toys and resources, which gives them a sense of responsibility.

Children communicate effectively and use a wide range of vocabulary to express their ideas and talk about what they know, such as 'I need to cook the food in the oven for four minutes' during role play. Staff offer good support in activities and initiate conversations which helps to develop children's communication and thinking skills. Children are given some opportunities for name recognition on coat pegs and place mats, however these are not sufficient to help develop some children's interest in learning to independently 'write' their name. However, children have good opportunities for spontaneous mark-making, such as paints, water and chalks outside and in some role play situations. Children thoroughly enjoy looking at books and like stories to be read to them on an individual basis or in small groups. They see clear labelling in their environment, which enables them to learn that print carries meaning.

Children are able to count confidently from one to 10 and are beginning to recognise numbers as staff give them opportunities to see and use numbers during their play. For example, on calculators and on wall posters. Staff use some opportunities through routine activities to develop counting skills, as the children line up to be counted after outside play. Children know that there are four places at the snack table and two at the computer table. Children engage in a range of activities which develop their sorting and matching skills, such as 'compare bears' and mathematical computer programmes.

Children thoroughly enjoy messy play where they are given many opportunities to express their creativity. They laugh and show excitement as they squelch large amounts of paint between their fingers and watch intently as the paint falls from the paint brush on to the paper to create a picture. Children use their imaginations well as they pretend to use oven gloves to take the

hot food out of the oven in role play and act out a character from Little Red Riding Hood. However, the role play area requires development as it is often not set out in an appealing way to children and also has insufficient resources provided to support the different areas of learning. Children participate in local community life through regular trips to the shops, post office and library. Outside visitors, such as the health visitor and French teacher further supports children's learning of the world around them. There are regular opportunities for children to use technology in their play, such as programmable toys and the computer which underpins learning in other areas.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the nursery where they are treated as individuals. Their needs are successfully met as staff work closely with parents to ensure they are provided with all the necessary information in order to care for their child appropriately. Staff have taken the time to get to know the children and support their individual needs well through the key worker system. Babies are confident with familiar staff and enjoy cuddles as they wake from their sleep. Older children understand the routines of the nursery well and move from one activity to another with little fuss. At present there are no children attending with learning difficulties and/or disabilities. However due to past experiences, staff are confident to follow correct procedures in order to be able to meet children's individual care needs. Children learn to value and respect diversity through celebrating different festivals, such as Chinese New year. They are encouraged to have positive attitudes and are developing an awareness of a multi-cultural society through play materials, such as books and dolls and through posters displayed on the walls. Children's spiritual, moral, social and cultural development is fostered.

Children on the whole behave well throughout the nursery. Staff are calm, sensitive and consistent in their approach. They give clear explanations to children about why their behaviour is unacceptable, which helps them feel secure. For example, why it is unkind to hurt someone. Children are occupied at all times which ensures they do not become bored or frustrated. Children are learning to share and take turns in activities, such as the computer and baking. The use of an egg timer at the computer table reinforces this. All staff praise and encourage children through words and gestures, such as hand clapping to promote their self-esteem and confidence.

Comprehensive policies and procedures and detailed information when they start, ensures a positive partnership with parents is formed at the beginning. An informative parents notice board keeps parents well up to date with life at the nursery and ensures they are aware of relevant information at all times. Parents receive daily sheets for younger children which provides them with valuable information about their day.

The partnership with parents and carers is good. It contributes effectively to the progress of children who receive funded education. Parents receive very clear information about what their child will be learning through newsletters and a detailed daily planning board in the foyer. This also enables parents to support their child's learning at home. Parents receive written and verbal information about the Foundation Stage and are regularly informed of their child's progress through parents evenings and an open door policy. Information from home sheets have recently been introduced to provide staff with a starting point for children's learning.

Organisation

The organisation is good.

Overall, children's needs are met. The organisation of the nursery promotes positive outcomes for children. They are happy, have settled well and enjoy the activities on offer. Staff working with the children show genuine care and concern for their welfare to encourage a sense of well-being. All rooms throughout the nursery are set out attractively and organised effectively so that children and staff can move around safely and easily to access the resources. Children receive a good level of care from staff who are well-qualified and have been subject to a robust vetting procedure. Staff have an extensive training record and show a strong commitment to keeping up to date with current knowledge, teaching methods and child care practices to meet children's needs. Staff are supported well by a team of managers within the company who work closely together to ensure they are providing quality childcare for all.

All documentation is very well-organised and of a high standard. It is comprehensive and successfully implemented to support the smooth running of the setting and the promotion of children's health, safety and welfare. Procedures are in place to ensure all policies are regularly reviewed and kept up to date with any required changes.

The leadership and management of the nursery education is good. Staff work very closely as a team and are efficient in their roles and responsibilities. The manager has a clear vision of how to provide a quality service to children and parents which meets their individual needs. She has a sound understanding of the Foundation Stage and together with her staff is effective in ensuring that children make good progress towards the early learning goals. Staff have regular opportunities to meet as a team, where they can contribute to the planning of activities and share good practice. The provision is monitored and evaluated through a range of methods, including self-evaluation, questionnaires of staff and parents and appraisals. Strengths and weaknesses are identified and management are pro-active in ensuring any necessary changes are implemented through a detailed action plan. This ensures that the continuing care and learning needs of all children can be met and further enhances the quality of the provision.

Improvements since the last inspection

At the last care inspection the nursery was required to ensure the outdoor play area was suitable and secure and that Ofsted were informed of any changes in members of staff.

The outdoor play area is secured by fences, hedging and a bolted gate. Children are supervised at all times during outside play. Ofsted have been informed of all managers associated with the nursery. However, since the last inspection Ofsted no longer need to be informed of new staff members unless they are managers.

At the last nursery education inspection the nursery were asked to develop planning, observation and assessment systems to ensure all children receive a balanced curriculum across all six areas of learning. Staff were also asked to adopt a consistent approach to behaviour management.

Detailed planning is now in place which clearly shows a balanced curriculum across the six areas of learning. Observations and assessments of children are linked to plans of activities and identify children's next steps for learning. Children behave well within the nursery due to staff's consistent and sensitive approach to behaviour management which encourages them to learn right from wrong. These all have a positive impact on the care, learning and welfare of the children.

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):

- take positive steps to promote the good health of children (this particularly refers to accessibility of soap for hand washing).

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):

- develop the role play area and resources to ensure all areas of learning are promoted.

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