

Nottingham Day Nursery

Inspection report for early years provision

Unique Reference Number	EY286096
Inspection date	07 November 2007
Inspector	Esther Darling
Setting Address	C/o David Lloyd Leisure Club, Aspley Lane, Nottingham, Nottinghamshire, NG8 5AR
Telephone number	0115 9298035
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Registered person	Asquith Court Nurseries Limited
Type of inspection	Integrated
Type of care	Full day care, Crèche

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?

Nottingham Day Nursery registered in 1999 and operates in the same building as the David Lloyd Leisure complex situated in the Aspley area of the city of Nottingham. It offers a service to both local and commuting families as well as club members. Children in the nursery are cared for in seven rooms including an additional room for the crèche which is also used for after-school children.

The nursery may care for a maximum of 91 children under the age of eight years at any one time. There are currently 119 children on roll, and of these 28 receive funding for nursery education. Children attend for a variety of sessions across the week. The nursery opens five days a week, 51 weeks a year from 07:30 to 18:00. The crèche opens seven days a week for 51 weeks of the year 09:00 to 17:00 Monday to Friday, 10:00 to 16:00 Saturday, and 10:00 to 14:00 on Sundays. The setting is able to support children with learning difficulties and/or disabilities or with English as an additional language.

A total of 40 staff, of whom 31 are permanently employed on either a full or part-time basis work with the children. Of these, 30 are qualified at the basic level and 20 of this number hold

the higher, Level 3 qualification. Four are currently on Level 4 training programmes. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing a very good understanding about the importance of healthy eating. This is because the setting works closely with the company that provides freshly prepared and nutritious food that is then cooked at the setting. Children enjoy their food immensely because great care has been taken to find out what the children like and dislike due to consultation with them and good links with parents and carers. All staff are well informed about any dietary requirements that children have and this information is readily accessible to ensure children's well-being. Children benefit from sitting in small sociable groups and skilfully serving their own food, negotiating turn-taking and talking about what they are eating. Babies are developing their self-help skills well. At lunchtime they have opportunities to feed themselves with spoons and take drinks from appropriate cups. All children are either offered regular drinks or encouraged to pour themselves a drink of water independently. The relevant facilities are always made readily accessible to children which enhances their understanding of their own needs. Snacks and drinks are healthy, including a choice of fresh fruit, water, diluted fruit juice or milk.

Children are well cared for if they are sick or injured because the majority of staff hold relevant first aid qualifications and are guided by procedures when administering any necessary medication to children, or dealing with and recording any accidents or incidents. All records pertaining to children's good health are thorough and audited on a weekly basis. Children's good health is promoted well when staff follow hygiene routines that minimise the risk of cross-infection. This includes using separate table cloths at lunchtime, wiping tables and talking to children about why it is important to wash utensils. The majority of children know that it is important to wash their hands after using the toilet, having their nappy changed or before eating. Staff support younger children to do this, and this involvement means that quite often children as young as the age of two years will go to wash their hands unprompted. Children in the pre-school however, are not consistently monitored meaning that they do not always understand the importance of why they should wash their hands before eating and after using the toilet.

All children greatly enjoy playing outside every day, thus promoting a sense of well-being whilst they are developing strong bodies and good coordination. They show much excitement when riding trikes, running around and playing imaginatively with the constantly available sand and water. Babies benefit from their own separate area, where they access good quality activity centres and their own sandpit. Children are learning about nature in the garden due to being involved in plantation during the creation of this area, and maintaining the plants by frequent watering. Following recent staff training, pre-school children are supported when using the climbing wall. This enhances their strength and results in a wonderful sense of achievement.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are extremely safe at the setting due to the vigilant supervision of them and monitoring of security of the nursery. All visitors are viewed via CCTV after pressing the buzzer at the

nursery entrance and asked if there is anybody else behind them. Unknown persons are greeted at the door and identification is requested. A record of all visitors is kept. There are very clear written procedures to guide staff in making sure that children are only released to authorised adults, including what to do in the event that this system is tested. Children are cared for in a very safe environment with equipment, such as door guards. The range of toys and equipment is large and varied, safe and in good condition. Methods of storage are praiseworthy because of the thought that has gone into the presentation of resources. Forward thinking ideas, such as displaying the object with the relevant laminated named photograph and key descriptive words, such as large or small entice the children to think about what they are choosing.

Very regular fire drills are held and this enables adults and children to know what to do in the event of an emergency. Specialist equipment is available to promptly evacuate babies from the building safely. Comprehensive risk assessments are conducted resulting in potential hazards being identified and addressed. Outings, including swimming lessons in the adjoining leisure club, are well planned and the risks assessed every time. Children learn about how to take responsibility for their own safety because clear explanations are given by staff as to what would happen if, for example, a child climbs on the table. Procedures to safeguard children are robust and all staff understand their moral and legal responsibilities to ensure that the child's welfare is paramount. Key staff have a heightened awareness of the Local Safeguarding Children Board's requirements that must be followed in the event that they are worried a child is being abused. The written policy is comprehensive and up to date and all staff receive training on this.

All children under school-age are welcomed into a wonderful environment that is conducive towards their care and learning. They explore their surroundings safely and staff members are sufficiently skilled to enable children to take calculated risks. This enhances children's independence and confidence and forms part of the ethos that this and other nurseries in the chain have adopted. Very attractive displays of all children's artwork are presented at a low level enabling children to celebrate their own creativity. Photographs of children who attend encourage a sound sense of belonging. The outdoor area is newly created, offering a fantastic environment designed specifically to stimulate children's interest and meet their needs. Innovative features, such as the giant sandpit, water pump and climbing wall make this an exciting place to be. The room in which the crèche is held doubles-up as provision for after-school children. Whilst it is most appropriate for young children, it is not resourced in a way that meets the needs of school-aged children. Furniture is lacking and/or inappropriate and there are insufficient toys and equipment to meet the needs of this age group.

Helping children achieve well and enjoy what they do

The provision is good.

Children enthusiastically approach the wide range of activities on offer. There is an ethos of continuous provision at the nursery which focuses on finding out about the interests and developmental needs of the individual child. Children benefit from being able to play for sustained periods of time at their chosen activity without being interrupted in order to meet a routine. School-aged children enjoy art and craft activities or playing outside with a popular staff member throwing and catching a tennis ball. A lack of supporting resources means that planning is basic, which leads to these children sometimes becoming restless and mischievous. Babies and young children make rapid progress, especially in their physical and self-help skills. Very young children are confident and sociable, because they have formed close and trusting relationships with the staff. Babies and young children confidently explore their surroundings and play in an experimental manner using all of their senses because staff have a good

understanding of how they develop. Staff use the 'Birth to three matters' framework to guide them in providing stimulating and child-led activities. For example, young children between the ages of two and three years show great anticipation and excitement at the prospect of mixing their own dough. Key staff members understand that children enjoy experimenting with the process as much as the end result. Therefore, staff are not overly concerned when a great deal of mess is made during this kind of worthwhile activity.

Nursery Education

The quality of teaching and learning is good. Children are interested, motivated and make very good links in their learning. Staff have a good understanding and knowledge of the Foundation Stage and how children learn well. They plan effectively as a team and undertake thorough and robust observations and assessments of each child to ensure they move progressively through the stepping stones. The environment is organised highly effectively to meet each child's individual learning needs. Each key carer has an excellent understanding of the next steps of learning for their particular groups of children. This knowledge is used to plan high-quality activities that build on what children already know, understand and can do. Staff are alert to opportunities for spontaneous learning, for example, when a child shows an interest in the shape of an object, such as a bracelet and asks that child to find the corresponding shape displayed on the board. Following children's lines of interest is a particular strength that this nursery has and results in many children making rapid progress in most areas of their learning. Methods used to manage children help them to take responsibility for their actions and fosters an atmosphere of tolerance. The day is managed very well on the whole because the vast majority of children's time is used productively. The environment in which pre-school children learn is organised highly effectively to maximise opportunities for children to plan and initiate their own ideas. This means that children learn to problem solve creatively and negotiate with their peers whilst doing so. Adult support is good for all children and those with learning difficulties and/or disabilities are assessed in partnership with their parents to ensure that plans are made for them to be thoughtfully included.

Children's personal, social and emotional development progress is impressive. They are very sociable and confident, enjoying the friendships that they have formed and close relationships with staff. Children know that their questions will be listened to and answered properly which fosters their inquisitive natures. Children are very well behaved and often play and work cooperatively together, such as sitting next to each other and taking turns or supporting each other whilst using the computer. Their independence flourishes as they pour their drinks and serve their own lunch. Children feel valued because ideas that they bring to nursery are followed through by staff, such as baking activities. They make connections between different parts of their life experiences and are developing an awareness of and interest in, cultural and religious differences. Children enjoy drawing and link this to their own recent experiences easily accessing supporting resources. They know that adults are always on hand to support them when they, for example, wish to write their own names on a piece of work, such as a letter to Santa. Such activities are child-led and thus foster a love of mark-making and pre-writing skills. Children read books to each other in small friendship groups, but opportunities to join together to explore song and rhyme are infrequent. Their communication skills are highly developed, and they are not afraid to approach adults in a secure environment, taking an interest in and asking many questions about what they are doing.

Children's mathematical development is strong. They use mathematical language without prompting and learn about number, counting and other concepts through everyday activities, such as during snack time. For example, children learn about calculation when the staff member

informs them they may choose two of the three different types of fruit available. This adult input means that children notice when a friend is not present at the tea table and state that there are four children sitting and would have been five. Children are adept at using the mouse to click on icons and complete simple programs on the computer. They have continuous access to resources, such as a torch and calculator and know how to operate them. Children understand that the tambourine signals tidy-up time and at an impressively young age some are able to point at the clock and understand that this happens at 'four p.m'. They learn to care for and appreciate living things through contact with the nursery guinea pig and trips to farm centres. Children are highly creative because they are encouraged to be so without restrictive boundaries imposed by adults. For example, when they want to make a pump for the petrol pump, they are supported to think for themselves how this might be done and what resources are required. Children delight in their achievements and gain great self-worth and confidence because they are praised. They engage in cooperative role play, using props to be a hairdresser or client. The availability of resources means that children construct with wooden blocks whilst imagining creative scenarios with these and the toy animals, giving a running commentary on what is happening.

Helping children make a positive contribution

The provision is good.

Children's individual needs are effectively met. This is because staff are very proactive and consistent in their understanding and knowledge of each child and their family. Staff value and respect them as individuals, taking time to listen and showing an interest in what they have to say and do. They work closely with the parents and carers to find out what the child's needs are from the outset and continue with very rigorous systems in place to maintain this. For example, an excellent range of records are maintained identifying children's needs, such as daily diary sheets, progress and development records, and questionnaires. Children are developing a positive view of society and the wider world as they take part in some activities and use resources that reflect diversity. For example, on display throughout each room are attractive posters, books, dolls and dressing-up clothes. Children also take part in acknowledging differing religious and cultural festivals, such as Diwali and Chinese New Year. The setting believes in inclusion and is starting to adopt a proactive approach by identifying and attending relevant training. Staff have experience of caring for children who have learning difficulties and/or disabilities and work closely with parents and other professionals to ensure that they are provided with the support and training needed. This enables children to develop to their full potential.

The vast majority of children are very well behaved, making positive and appropriate relationships with their peers and adults. The pre-school children have a good understanding of the boundaries and expectations that the setting promotes and the staff use consistent methods to manage children's behaviour in a manner that promotes their welfare and development. The majority of staff who work with younger children are very calm, patient and explain clearly and consistently to children about what is expected of them rather than focus on what the child should not do. Babies under the age of two years benefit from staff who are sensitive to their level of understanding. This encourages them to feel secure and safe as there is a strong focus on adults being positive role models to children. Children's spiritual, moral, social and cultural development is fostered.

The quality of the partnership with parents and carers of funded children is good. Children benefit from the positive partnership staff have and are continually developing with parents and carers. For example, staff provide a varied and very good range of information through

discussion, newsletters and displays which supports parents and carers in helping their children continue their development at home. Records of children's achievements and daily information about their progress are attractively presented in an accessible manner. They are shared with parents both in a formal and informal method as they are always available to view. Parents are invited to present their ideas on how their children develop best alongside the snapshot observations that staff make. A clever way of presenting this information is in pockets underneath each child's photo on the wall outside of pre-school. Parents are not yet using this system and their knowledge about their children's development when starting in pre-school is not yet used by staff to help them plot children's starting points.

Organisation

The organisation is good.

The well-being of all children is held in positive regard by the setting. Children are protected because the recruitment and vetting procedures are robust and thorough. These ensure that all staff have been vetted and are safe and suitable to be in contact with children. Excellent procedures are in place for the monitoring of staff suitability and assessing their skills and knowledge. Children benefit because all managers and staff have the appropriate qualifications, knowledge and experience to do their jobs which ensures that children's needs are met effectively. An effective key carer system ensures children's individual needs are met. Staff work well as a team, continually communicating and offering support to one another. Effective deployment of staff ensures ratios are maintained at all times and good support is given to children. The after-school club has very recently become popular with expanding numbers. This has caught the management team unawares and the impact is that they have not been sufficiently organised in order to effectively meet the needs of these children.

An impressive range of records, policies and procedures which are required for the safe and efficient management of the provision and to promote the welfare, care and learning of children are in place. These are effectively implemented and regularly reviewed to promote children's safety, enjoyment and achievement, and ability to make a positive contribution. Records are monitored effectively, well organised and held securely. A wealth of clearly written information displayed on notice boards and in brochures, underpins the smooth running of the setting. Approachable staff and management keep parents well informed, promoting effective relationships.

The leadership and management is good. There is a clearly defined management chain in which each team member has a very good understanding of their roles and responsibilities. The manager of the nursery is well supported and has a clear vision as to what constitutes good quality care and education. Excellent communication and evaluation systems enable the setting to efficiently identify areas in need of improvement. Action is then taken to realise this, keeping staff well informed so they may work as a team within their designated roles. Staff regularly attend training and this means that current practice is effective and very forward thinking. Overall, children's needs are met.

Improvements since the last inspection

At the last care inspection the registered person agreed to the following recommendations: Develop staff's knowledge and understanding of all policies and procedures which are relevant to the setting. Ensure a balanced range of activities are planned and provided along with easily accessible supporting resources to enable children to initiate their own learning and ensure sufficient challenge is offered. Ensure that appropriate use is made of resources that promote

equality of opportunity and anti-discriminatory practice to further promote children's knowledge of diversity.

The staff team have now developed a heightened knowledge and understanding of the policies and procedures they are required to put into practice in order to promote children's care, welfare and safety. Staff have particularly good understanding of what is required of them with regard to protecting children, evacuation of the building in an emergency, the security of the premises and safe collection of children.

Vast improvement has been made to ensure that a very wide range of activities are planned and provided to ensure children's enjoyment and achievement. This is enhanced because resources are now stored accessibly, and these include positive images of the wider society. This system helps children to initiate their own ideas and helps them to progress rapidly in their development. Children now benefit from an environment that reflects both their own background and the wider society.

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):

- ensure that older children are encouraged to learn about personal hygiene through the daily routine
- improve the organisation of space, resources and staffing to ensure that older children's needs are met more effectively in the after school club.

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 that children benefit from planned sessions where they experience music and explore sound through activities such as rhyming and joining in with favourite songs

- continue to improve the partnership with parents and carers by seeking their views and knowledge about their children at the beginning of the placement, in order to more effectively build on children's starting points.

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