

Progress House Day Nursery

Inspection report for early years provision

Unique Reference Number	223161
Inspection date	22 January 2008
Inspector	Rosemary Moore
Setting Address	96 Northampton Road, Market Harborough, Leicestershire, LE16 9HF
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Registered person	Progress House Day Nursery 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?

Progress House Day Nursery is privately-run and opened in 1997. It operates from a converted three-storey Victorian house in Market Harborough, Leicestershire. The setting opens 08:00–18:00 Monday to Friday throughout the year.

The building comprises of three floors with toilet facilities on each level. There are children's playrooms on the ground and first floor. Other rooms include an office, kitchen and staff room. There is an enclosed soft-surfaced playground for outdoor play.

The setting is registered for a maximum of 46 children at any one time and currently has 48 children on roll in the nursery and 13 for the after school club. Of these children, six are funded for nursery education. Children attend for a variety of sessions.

There are currently 15 staff of whom 7 hold early years qualifications at Level 3. The nursery receives support from local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is satisfactory due to most daily hygiene routines working effectively. For example, children wash their hands after using the toilet and before meals. However, there are a few practices which do not fully support children's health, especially in the baby room. For example, access to the outdoor area is often through the carpeted baby room for staff and other children. The older children attending the after school provision also use this room, later in the day, and were observed to wear their shoes and play both inside and in the outdoor area. Also some outdoor play equipment such as the plastic kitchen had not been kept clean and was available to the children.

Children's health is promoted as the setting seeks appropriate information from parents about children's individual health needs, including permission to seek emergency medical advice and treatment. Children receive appropriate attention in the event of an accident because most staff hold a current first aid certificate and have up to date knowledge. Sound arrangements for the care of children who are ill or infectious help to reduce cross-infection and maintain children's health.

Children are well nourished because they receive healthy nutritious meals freshly prepared daily on the premises by the nursery's own catering staff. All produce is of good quality making use of local suppliers and includes organic fruit and vegetables. Children of all ages thoroughly enjoy eating these meals and show a healthy appetite as staff provide children with regular drinks, meals and snacks which comply with their dietary and religious requirements. Children have good opportunities to learn about healthy eating through discussions and activities which provide them with information as to what is healthy.

Children develop physical skills as they take part in regular outdoor activities whatever the weather. This supports their physical development although some play equipment was very wet and children had to ask staff to dry this for their use. They wrap up well to keep warm and use sun protection including sunshades in the hot weather. Children have lots of fun playing as they join in team games and races and use their imagination in the playhouse. They enjoy riding on wheeled toys and playing with a ball both kicking and catching. A range of activities such as sand, water, chalk sticks and growing plants is also provided depending on the weather.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in an environment which has been made safe for their age and development. Regular risk assessments are carried out and the premises are secure because the staff keep the doors locked at all times with the only access to the building via the monitored side entrance. Children are free to move around within their designated rooms and are able access toys independently; these are rotated to keep children's interest. Staff ensure that the resources are kept in a safe condition for the children to use and remove broken toys and equipment immediately.

Staff make regular checks on sleeping babies as well as having a monitor to alert them when one awakes. Appropriate equipment is used to keep children safe, for example, the younger children sit in a chair with a safety strap, to eat their meals and staff place them in a cot to

sleep. Throughout the nursery a range of safety messages for staff and parents are clearly displayed, for example, drawing awareness to a wet floor whilst cleaning up in the pre-school room at the end of messy play. Older children are collected from local schools by designated staff either by use of their vehicle or by walking. Policies and procedures are effectively in place to keep the children safe at this time including making good use of the road crossing patrol.

Children are protected by the good knowledge staff have of child protection and clear understanding of procedures to follow if they have any concerns. Staff attend safeguarding children training and have up to date awareness of these issues. All new staff are made aware of procedures at their induction. This supports the children's welfare

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and enjoy their time at the nursery. They have good access to a range of toys which begins to develop their learning. Children improve their concentration skills by experimenting with textures and exploring the feel of paint on their hands. Staff interact well with them talking about how it feels. Children aged two to three years sit on the floor in a group whilst a story is read to them, which captures their interest. They listen intently and are invited to join in by asking to identify items in on the pages, such as the moon and stars. They are also asked if they had taken a look out at the sky the night before, as discussed the previous day. Several children said they had, including one child stating it was not a circle moon as shown on the page. This demonstrates well how staff link themes and the individual learning with the children's own experiences. It also encourages them to investigate further, gaining a deeper insight into the world around them.

Children's activities, in the younger groups, is planned using the 'Birth to three matters' framework, which helps them to develop at their own pace. Staff observe and assess each child's progress to set individual goals which are achievable and extend their learning. This good system of monitoring to track children's progress begins as soon as children attend the setting and follows their journey through the nursery

Nursery Education

The quality of teaching and learning is good. Children receiving funded nursery education are cared for in two adjoining rooms, where they choose from a range of activities including imaginative resources such as the doctor's surgery in the home corner, or textures, paint and creative activities in the designated messy area. Children are sociable, communicate well with their peers and adults. They show a very positive attitude to learning playing well alone and in groups. Children behave appropriately because staff manage children's behaviour effectively, offering lots of praise and encouragement while also being consistent and good role models. Children begin to learn about and follow simple rules within the setting, whilst several show an awareness of right and wrong.

Children engage in a broad range of developmentally appropriate activities. They are motivated and become deeply involved in activities, developing these very imaginatively with signs of growing confidence and independence. They are keen to offer their ideas and respond well to new activities when they are introduced to them. All activities take account of children's interests and learning needs and are linked to the six areas of learning. Staff carry out regular observations of children whilst at play and make use of these for the next steps in their learning. Staff use questioning to make children think carefully and investigate further. They use resources well

to provide children with a varied range of experiences and daily routines, such as messy activities with cleaning up afterwards. Children join in making this a fun learning experience with staff ensure that learning opportunities within these routines are maximised.

Children wait their turn at activities and share toys and equipment well. For example, when one child had been playing at an activity for some time and was requested to allow others a turn, the child quickly and happily started moving to another activity. Children are developing a good level of independence as they find their own coats and put them on before outdoor activities. They are learning to play individually and in groups and begin to have an understanding of the local community through outings. For example, they visit a local farm, library and railway station.

Children communicate well with each other and adults. During group sessions they are given time and encouragement to listen and participate with stories. Children are busy continually chatting to one another and tend to congregate and interact in small groups at activities. Children have written print all around the room and staff ensure they are able to access mark making activities to develop their early writing skills as well as encouraging this in texture, such as flour. Children are learning to hold writing implements and most children use these effectively to make marks, attempting to write their name on the paper by copying their name card.

Children are learning about number through a variety of ways. They count in group time, use nursery rhymes and songs. A variety of colourful posters are on display on the wall which show numbers, so they begin to have an understanding of numerals and their meaning. Children learn and talk about shape and sort and compare objects by colour and shape, whilst threading beads. This encourages children to become aware of number, shape and they use some mathematical language in everyday situations. However, children are not currently developing to their full potential in this area as they are not regularly weighing, balancing and measuring to reinforce all early mathematic skills.

Children begin to understand how to work the computer and other technology and they make use of musical instruments using these to express themselves. Children build creations with construction and they use their imagination as they become involved in role play pretending to be doctors and nurses or patients. Children have good opportunities to explore and investigate, showing developing skills emerging with their hands. For example, they handle flour in the sand tray, mashed potato in shallow trays fill containers, they mix water and explore how the texture of wet and dry compares and feels and what happens when it is mixed together. Lots of excited children having a good fun, messy time, spending a long time concentrating at these activities.

Helping children make a positive contribution

The provision is good.

Children are made welcome in the nursery, where they quickly settle and are respected as individuals. Children are familiar with all of the staff by gathering into groups at the beginning and end of the day which creates a homely friendly and sociable experience for them. They are gaining confidence and develop their self-assurance through having free choices of play activities within the individual rooms and when they are in the outdoor play area. Children's individual needs are discussed with parents and records are followed and kept. The needs of children who have learning difficulties and/or disabilities are recognised and met. Children are beginning to learn that other children have different needs to themselves and show a consideration for these. For example, older children play carefully around the younger ones in the outdoor play area. Children's spiritual, moral, social and cultural development is fostered well.

Children behave well. Staff are quick to respond to children's actions and explain why they need to behave in a certain way and be considerate to others. This gives children a clear understanding of right and wrong which they are able to follow and understand, whatever their age. Children show a willingness to participate in tidying up activities and spend this time having as much fun as the activity itself, which also develops a variety of essential skills such as working together.

The partnership with parents and carers of children receiving funding for their nursery education is good. Parents are informed of activities for the children through a welcome pack, regular newsletters, and a wealth of information on the notice boards. This keeps parents aware of the plan for future learning, along with verbal communication, meetings and discussions which ensures they are able to follow the progress their children are making.

Organisation

The organisation is satisfactory.

Children generally benefit from the organisation within the setting. The manager has recently taken on her role and is in the process of re-organising the daily running and documentation for the setting. This is taking account of staff and their views to change and improve the day to day routines within the nursery. She has appropriate qualifications and experience having previously worked within the setting for a number of years. The team of staff generally remain fairly constant and effective procedures are in place for recruitment of new staff to ensure they are suitably vetted and qualified. This includes all staff undergoing an induction period in the setting. Staff appraisals are carried out annually to monitor progress and address any training issues. Staff meetings support the effectiveness of the provision and generally promote continuity of care for the children.

Children are given sufficient support during the day with staff deployment generally taking account of busy times such as lunches to cover staff breaks. However, at the present time planning is not always promptly carried out to give staff information of their daily routines in advance, leading to some confusion on the day. Children all have a keyworker who follows their progress and monitors their well-being. Parents are made aware of who this member of staff is and that they are able to approach any of the staff within the setting to discuss any issues which may arise.

Leadership and management of the nursery is good. The registered providers monitor all aspects of the care and learning including the planning and delivery of the foundation stage. Staff work towards meeting the action plan that is provided to support their role as well as advice from the early years advisors. This demonstrates a positive approach to improving the learning outcomes for the children. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the provider was asked to improve the security of the premises and child protection procedures, along with the identifying a of a key person for each child who attends. All of these issues have now been addressed through reviewing and updating of the procedures and this supports the care and welfare of the children.

At the last nursery education inspection the provider was asked to improve the use of assessments, sharing information with parents and daily routines such as snack time. These

issues have now been addressed through improved access to snacks, further details in records for parent and assessments. Therefore the children's learning potential has improved.

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 upon 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 good health of children by taking positive steps to improve hygiene
- improve organisation further through planning of staff deployment, especially with regard to staff breaks.

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):

- increase opportunities for children to develop a wider range of skills in early mathematics.

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