

Market Bosworth Day Nursery

Inspection report for early years provision

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| Unique Reference Number | EY152690 |
| Inspection date | 18 October 2007 |
| Inspector | Susan Andrews |
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| 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Market Bosworth Day Nursery is one of three settings run by the provider. It opened in 2002 and operates from the ground floor of a country house with direct access to a large, enclosed outdoor play area. The nursery is situated in the village of Market Bosworth, near Hinckley in Leicestershire.

A maximum of 22 children may attend the nursery at any one time. The setting is open each weekday from 07:30 to 18:30 throughout the year. There are currently 16 pre-school children on roll and 10 children who attend after school. Four children, under five years, receive funding for nursery education. Children come from the local community and nearby towns and villages.

The nursery has experience of providing care for children with learning difficulties and/or disabilities and also children who speak English as an additional language. The setting employs four childcare staff and an experienced food handler. The manager is a qualified teacher, two other childcare staff hold appropriate early years qualifications and one staff member is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in environment where standards of cleanliness and hygiene are generally acceptable. For example, the play rooms and kitchen are cleaned regularly and antibacterial sprays are used to wipe surfaces. Children are provided with individual bed linen, face flannels, use paper towels in the toilet areas and have access to disposable tissues. However, staff do not always wash their hands or use the alcohol gel after wiping their own nose or after assisting children in wiping theirs. Cleaning equipment, such as the dustpan and brush are accessible to children and in contact with their play equipment. The baby changing mat is damaged, exposing the foam filling, these factors mean the risk of cross-contamination is not reduced as effectively as possible, therefore, children's health is compromised.

Children understand the need for hygiene practices as the staff explain to them why they must wash their hands after using the toilet, playing outdoors and before mealtimes. Staff are able to positively respond should a child have an accident or become unwell whilst in their care, as systems are in place for recording accidents, the administration of medication and a staff member holding a first aid qualification is always on duty.

Healthy eating is promoted through a range of activity based experiences for children, such as picking beans and collecting potatoes from the vegetable patch and talking about what foods are good for them. Menus are well balanced, nutritious and include a good range of fresh fruit, vegetables, dairy products, proteins and carbohydrates, so that children are well nourished. Fresh drinking water and beakers are provided, however, these are not placed within children's reach, consequently, this prevents children from accessing drinks independently.

There is sufficient space indoors for children to move around and between the activities and equipment. Children practise their small hand skills through activities such as play dough, drawing with pencils and crayons, and using scissors, puzzles and construction toys. They also benefit from taking fresh air and exercise in the enclosed outdoor play area. This enables them to develop their physical skills as they climb, jump, swing, slide and balance on the good range of fixed outdoor apparatus. In addition, children play with skittles, balls, tricycles, dolls and pushchairs, and clamber through tunnels.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in an environment where staff generally have a suitable understanding of daily safety issues. For example, staff check toys and equipment regularly and remind children of safety rules, such as not running indoors, giving appropriate explanations as they do so. Electrical plug sockets are protected, the garden is safely enclosed and free from hazardous plants. Staff are extremely vigilant in the supervision of children and a listening device is used, so that sleeping babies are monitored. Systems for the arrival and departure of children and their parents are extremely well managed. Children are never left alone with people who have not been vetted or released to unauthorised adults, therefore, they remain safe and secure within the setting. However, although a full risk assessment of the premises was conducted at the time the setting was registered this has not been regularly revised or updated. Fire fighting and detection equipment is in place, however, the emergency evacuation plan is not routinely practiced. Consequently the safety of children and adults is compromised.

A written child protection policy is in place and although staff have not undertaken recent child protection training, they are aware of the signs and symptoms of abuse and have a suitable understanding of child protection reporting procedures. However, the setting's written policy documentation does not refer to the Local Safeguarding Children's Board guidance, or the 'What do you are worried a child is being abused' government leaflet.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children settle well, are happy in the setting, they are confident, independent and relaxed. Babies receive lots of sensitive care, support and encouragement from staff which helps to reassure them. Children are cared for by enthusiastic and motivated staff, who give them lots of individual attention, therefore, they feel secure, welcomed and valued. Children are able to approach adults with ease and form close, trusting relationships with their key staff members. Staff are enthusiastic and are interested in what children do and say, they listen to them attentively and are skilled in knowing when and how to guide children to take the initiative in their play.

Children's overall development is supported as staff have a satisfactory understanding of how children learn. Staff provide a range of planned indoor, outdoor and spontaneous experiences that children across the age range enjoy. They explore their feelings through books, art activities and happily engage in role play and re-enacting familiar events, such as pretending to 'make a cup of tea' or 'go shopping'.

Nursery Education.

The quality of teaching and learning for the funded nursery education programme is satisfactory. Staff are sufficiently familiar with the Curriculum guidance for the foundation stage, to enable them to plan a topic-based programme of activities giving generally broad and balanced coverage across the areas of learning. They are aware of how children learn and progress through the stepping stones, what the areas of learning include and they provide a suitable range of activities. However, some children are unable to fully extend their learning. This is because curriculum planning and activities are not sufficiently influenced by staff's observations of what individual children can do, or need to do next. Therefore, there is insufficient challenge to encourage their progression and sustain their independent learning. Staff are enthusiastic, they ask questions and invite children to think and predict for themselves during activities and general conversations. Children have opportunities to self-select play experiences and most activities are child-initiated with staff providing support and encouragement, so that children can pursue their individual interests.

Children listen when staff are speaking and willingly answer their questions. Older children are beginning to be confident speakers as they increase their skills and vocabulary during group activities, happily singing songs and listening attentively to stories. Staff engage children in lively conversation, however, some of the younger children, due to their limited focus and attention span, find it difficult to maintain an interest in the group activities.

Children are interested in their chosen play activities and generally enjoy their time and have fun at the nursery. They form good relationships with their peers and play well together. For example, 'going to the shops' in the role play area or 'making a pretend cup of tea'. Through appropriate organisation of resources and time, children have access to all activities and can make choices and decisions about their play, including playing outside or indoors. Staff generally

manage children's behaviour well, giving explanations about why some behaviour is unacceptable. Children are beginning to understand how their behaviour affects others. They are kind to each other, work co-operatively, take turns, share their toys and help to tidy away the equipment, which gives them a sense of responsibility. However, some opportunities are lost for children to develop their skills and independence further, for example, to pour their own drinks, serve themselves at mealtimes or to put on their own coats when going out to play.

Children's mark-making skills are generally fostered with the use of a variety of materials made available on a daily basis. For example, children use paintbrushes, they draw and write with pencils and crayons as part of art activities. However, spontaneous writing opportunities are not always available, such as making a shopping list or taking a phone message in the role play areas. They enjoy looking at books and respond well to questions as older children confidently predict what might happen next in their stories. Children are learning that the printed word has meaning and have opportunities to recognise their name, for example, on name cards at a register time and as displayed on their art work. They follow words on the page at story time and some use of labels and displays around the room are helping children to become familiar with letters and numbers, linking them to objects and places.

Children's mathematical development is routinely encouraged. Older children are able to count confidently up to ten and sometimes count in sequence as part of adult-led activities, such as singing rhymes, stories or when using a range of number puzzles. Younger children are beginning to use numbers in everyday conversations, for example, 'I have two bikes at my house'. Children are learning to compare, sort and calculate as they use jigsaw puzzles and see numbers in their environment. For example, in their role play as they 'pay for their pretend shopping'. Children enjoy exploring and investigating their environment and they are making progress in using positional language such as, 'in front of', 'underneath' and 'above'. Through the sand and play dough activities they are making comparisons, for example, judging which container is full, heavier or smaller and which play dough shape is bigger. Children explore the world around them and have opportunities to develop their Information, Communication and Technology skills as they use the pretend cash till and telephone in their role play. The use of the computer is limited, as it is not situated at child-height, therefore, this does not encourage children to access it independently.

Children are beginning to make some sense of the world around them by investigating and exploring through first hand experiences in the play environment. Children observe, explore, question and are encouraged to be curious through some planned activities. For example, children have regular opportunities to explore textures, how things feel, such as soil, water and play dough. They are beginning to learn the value of different cultures and beliefs, through a range of multicultural celebrations. Some resources are available that promote positive images regarding diversity. For example, books, puzzles, dolls and dressing-up clothes. This helps children to respect their own and other cultures and to value people with learning difficulties and/or disabilities.

Children develop their physical skills and their creativity through the use of a range of art materials and tools as they paint, crayon, create collage pictures and model with play dough. Children use their imagination to express their ideas and feelings through stories and in play situations that reflect their home and the wider community. They dress up as 'shopkeepers' and make and serve pretend 'cups of tea'. Children remember and sing familiar songs. They use musical instruments to explore and learn about differing tones and rhythms. Children's appreciation of different kinds of music is enhanced as the range includes ethnic and contemporary music as well as children's familiar songs and nursery rhymes.

Helping children make a positive contribution

The provision is satisfactory.

Staff ensure children feel a sense of belonging as new and younger children are sensitively supported, so that they settle and become more confident. They work in partnership with parents and with their permission seek advice, guidance and engage regular support from other professionals for those children who have learning difficulties and/or disabilities. Consequently children's needs are met and they feel included, valued and respected. Children have access to a range of resources, play opportunities and activities which reflect diversity and that helps children begin to positively acknowledge cultural differences. For example, through the celebration of some multicultural festivals and the use of puzzles, dolls, dressing-up clothes and books.

Children's spiritual, moral, social and cultural development is fostered. Children behave well in the setting. Staff manage children's behaviour in a positive way, by diverting children's attention, listening to them and praising their achievements. Staff assist children in their negotiations, in a calm, consistent and encouraging manner. Clear explanations are given by staff about why some behaviour is unacceptable. Staff remind children that they must take turns and share their toys. Children's self-esteem is enhanced by praise from staff, for example, staff positively acknowledge children when they are kind to each other. Children are aware of the rules as they tidy away their toys and when they are asked to sit in a group together, for example, at register time to hear their name called. This encourages them to work co-operatively with each other and adds to their sense of responsibility. Staff are polite to each other and to the children, always using 'please' and 'thank you' and encouraging children to do the same. Consequently, children behave well and harmony and co-operation is promoted.

The partnership with parents and carers is satisfactory. They speak favourably of the welcoming environment which helps them feel confident in the care offered to their children. A range of the setting's policy documentation is available for parents upon request. Parents have access to information about the six areas of learning and information is given informally by staff through ongoing dialogue, daily information sheets and the parents' notice board. Developmental files are kept for individual children, which are made available to parents upon request. However, the lack of observational evidence and dates on children artwork, means that parents are not given a clear indication of their child's progression through the Foundation Stage. Appropriate information is gathered at the time a child is placed at the setting, to help them settle. However, this consultation process is not ongoing or sufficiently robust and consequently, does not fully develop the partnership with parents or encourage them to contribute more efficiently to their children's progression and learning.

Organisation

The organisation is satisfactory.

Children receive a satisfactory level of care from a well-established staff group that have been selected through an appropriate selection process. This ensures that they are looked after safely by qualified, experienced and committed staff, who embrace training opportunities and have been vetted. They receive appropriate induction, however, staff appraisal systems are not fully implemented to sufficiently evaluate their ongoing suitability and competency.

The operation plan has been devised, works in practice and the documentation which generally contributes to the children's health, safety and well-being is in place. Staff are familiar with the setting's policies and procedures and are aware of their duty to comply with the National

Standards and Regulations. Appropriate staffing ratios are in place and staff deployment is effective, therefore, the supervision of the children is suitably maintained.

The leadership and management of the funded nursery education programme is satisfactory. The line management system, provides childcare staff with a system to communicate appropriately with the proprietor and managers of the other two settings, through regular planning and team meetings. The person in charge is an appropriate leader with developing skills as to how to provide a suitable service to children and their parents. Overall children's needs are met

Improvements since the last inspection

At the last inspection, the setting agreed to establish a key worker system, ensure resources and space is organised effectively and the staff are deployed to support children's learning and play. The setting also agreed to ensure an equal opportunities policy is devised and develop resources that promote anti-discriminatory practice. Further recommendations were made requiring a daily register showing times of attendance is kept and the child protection policy to include procedures to be followed if allegations of abuse were made against staff members.

The setting has taken positive steps to address all of the issues. A key worker system is implemented and works well in practice, staff are deployed effectively and resources and space are organised to support children's learning. An equal opportunities policy is devised that relates to both the care of children and the employment of staff. This policy is made available to parents upon request. A daily attendance register is maintained showing times of children's arrival and departure and the child protection policy now includes procedures to be followed should a member of staff be accused of abuse. Therefore children's welfare is further promoted.

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 nursery education are satisfactory.

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 prevent the spread of infection, by improving good hygiene practices, for example, appropriately storing cleaning apparatus, by replacing the damaged baby changing mat and ensuring adults and children cleanse their hands after wiping their nose
- have regard to any recommendations made by the Fire Safety Officer and take positive steps to promote safety in the setting, by revising and regularly practising the emergency escape plan
- conduct a risk assessment of the premises and ensure this is reviewed if there is a significant change or if no longer valid. Ensure an action plan with timescales identifies action to be taken to minimise identified risks
- ensure staff are familiar with the 'What to do if you are worried a child is being abused' government leaflet and the procedures to be followed regarding the reporting of suspected child abuse and neglect in accordance with the Local Safeguarding Children's Board guidance
- further develop strategies for ensuring that an effective system is implemented to assess staff's ongoing suitability and competency.

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 effective use of observations, assessments, records and planning for what children need to do next, so that activities and experiences are better matched to children's individual stages of development and provide appropriate challenge and progression to encourage their sustained and independent learning.
- continue to develop a partnership with parents and carers that encourages them to participate and contribute more effectively to their child's progression and 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