

Nightingale Nursery

Inspection report for early years provision

Unique Reference Number	206284
Inspection date	29 November 2007
Inspector	Dianne Lynn Sadler
Setting Address	545 Tamworth Road, Long Eaton, Nottingham, Nottinghamshire, NG10 3FB
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Registered person	Nightingale Nurseries Ltd
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Nightingale Day Nursery opened in 1997. It operates from a converted house in Long Eaton. A maximum of 55 children may attend the nursery at any one time. The nursery opens each weekday from 07:30 to 18:00 all year round. All children share access to a secure outdoor play area.

There are currently 55 children aged from birth to eight years on roll. Of these, 14 children receive funding for early education. The nursery supports children with learning difficulties and/or disabilities.

The nursery employs 11 members of staff. Of these, nine staff hold appropriate early years qualifications and two are working towards a recognised early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted well within the setting. Staff follow clear and concise procedures which reflect current environmental health and hygiene guidelines that support children's well-being. For example, staff wear disposable gloves and aprons when nappy changing and use anti-bacterial spray to clean tables and the nappy changing mats. This helps to minimise the spread of infection. Effective rotas are in place and implemented effectively to ensure all areas and equipment are clean. Children are learning to understand and are becoming independent in their personal hygiene and receive good support and guidance from adults. There are posters displayed in the bathrooms reminding children to wash their hands and there is equipment to support their independence such as low-level sinks and toilets. Children are well cared for when they have an accident or become ill. All staff have received appropriate first aid training and permission is sought to obtain emergency medical advice and treatment. This ensures children receive prompt first aid attention.

Children enjoy sociable mealtimes and are well-nourished. They enjoy a varied six-weekly menu which contains mostly fresh produce and a selection of healthy options. Children's independence and good self-esteem is fostered by helping to lay the tables for lunch and by giving out fruit and biscuits at snack times. Babies benefit from their own individual menu which contains healthy weaning foods such as vegetables and fruit. Children also benefit from regular drinks throughout the day, with older children being able to help themselves to a fresh jug of water available within the room. This ensures they are well-hydrated. The dietary needs of children are discussed with parents and recorded well, ensuring that children have their dietary needs met appropriately.

Children are learning about the importance of a healthy lifestyle through some well-planned activities and experiences. For example, displays in the playrooms show that children explore fruit and vegetables and they discuss their bodies in the role play corner by dressing up as a doctor and using a stethoscope. Children also enjoy regular opportunities to be active and access fresh air. They benefit from a colourful, interesting outdoor play area and enjoy watching the flags and windmills blowing in the wind. Their physical skills are being developed well by using the climbing frame and slide and by kicking balls and rolling large hoops to each other.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for appropriately in a welcoming and safe indoor and outdoor environment, which helps them feel secure and comfortable. They are greeted warmly by staff on arrival and enjoy colourful displays of their craft work and photographs showing them participating in different activities. This helps to develop their self-esteem and gives them a sense of belonging. Children move around with ease from one area of the nursery to another which helps them to settle and feel confident. There is a well-written risk assessment which is carried out on the premises every month, conducted by senior staff, to ensure all hazards are identified and minimised. This helps to ensure children are able to play safely.

Children use good quality, suitable and safe play equipment, appropriate to meet their different needs. Most resources are displayed at low-level, which helps children make choices and decisions about their own play. However, some furniture used for babies to sleep may not be

appropriate, which compromises children's safety. Children are learning how to keep themselves safe. They practise the emergency evacuation procedure every month and they walk up and down the stairs safely, discussing with staff the importance of holding onto the banister.

Children are sufficiently well-protected from harm. Staff have a satisfactory understanding of their role in child protection and are aware of what action they are required to take if they have a child protection concern about any of the children. However, the procedure followed if there is an allegation made against a member of staff is not appropriate which compromises children's safety and welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the setting and form strong relationships with both adults and each other. Children are settling well and some children arrive keenly and enthusiastically seeking their favourite resources and toys. Those who are unsure and upset are comforted by caring staff who encourage them to join in and play. Children benefit from an interesting environment and are able to make choices within the limits set by adults. Most staff know the children well and the different stages that individual children are at. Younger children make good progress because staff have a good understanding of the principles and concepts of the 'Birth to three matters' framework. They observe the development of children and use the observations to plan the next steps in learning appropriately.

All children under three are stimulated and appropriately challenged. They benefit from accessing a wide range of activities which positively support their development and learning. Good emphasis is placed on explorative and sensory play. Children enjoy exploring the range of natural materials accessed throughout the day including shredded paper, sand, water and shiny and metal objects such as musical compact discs. Babies also benefit from playing in front of low-lever mirrors.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and an adequate understanding of how young children learn and progress. As a result children make satisfactory progress towards the early learning goals and most children are motivated and keen to learn. Staff use a reasonable range of teaching methods to maintain children's interest. They build trusting relationships with children which contributes to children's confidence and self-esteem. A strong emphasis is placed on children experiencing a positive transition into the Foundation Stage and staff strive to ensure children are happy and relaxed. However, staff constantly direct children from one activity to another throughout the session without preparation or discussion. Therefore at times children are unsure what is happening next or what is expected of them. The environment is organised sufficiently well, and children benefit from participating in structured activities and experiences which satisfactorily cover the areas of learning. However, the activities do not always meet the needs of the children present or provide sufficient challenge, and children are not always able to develop their own ideas.

Planning indicates that all areas of learning are covered over a period of time and repeated to enable children to practise what they have learned. Staff have a reasonable understanding of the learning intentions for children within activities, linked closely to planning. However, the aspects within the areas of learning are not sufficiently planned for on a regular basis and

activities are not effectively evaluated and do not always match the children's abilities. Therefore children are not always engaged in their play or sufficiently challenged. The assessment procedure is sufficient. Staff record observations they make on children's development and transfer this information to children's development records. However, the records do not clearly show the progress made from when children enter the Foundation Stage. Therefore the next steps planned for children may not be appropriate.

Most children are motivated and engaged in their play as they select and carry out the wide range of planned activities. Younger children are developing their confidence by trying out new activities. At times children concentrate appropriately. However, the concentration of younger children is limited during group times such as circle time and snack time. All children assume responsibility for their personal care and they gain increasing independence as they help lay the table at lunchtime and give out food at snack time. All children are learning to understand between right and wrong and are developing appropriate self-control. For example, they take it in turns to share the resources outside and they cooperate when passing a toy car between them on the floor. Children capably follow simple instructions and some children speak clearly and confidently sharing their experiences, as they explain what shapes they are making with the peg boards. However, not all children engage in meaningful discussions during play activities to extend their vocabulary. Children handle books well as they select books that look at their bodies in the role play corner and benefit from seeing print being displayed in the environment. Most children recognise their names as they enter the play room, select their name cards and place them on the wipe board. Some children are then able to write their name, correctly forming letters. However, children are not always encouraged to write for a purpose, for example, labelling their work.

Children benefit from seeing numbers displayed in the environment and some children use numbers for counting in their play. At circle time children are being made aware of big numbers when considering the date such as 27. However, there are limited opportunities for children to explore the concept of 'more than' and 'less than'. Children confidently make shapes such as squares and triangles when using the peg boards and are using mathematical ideas to solve problems when building a tower of bricks and when completing puzzles. Children are developing an initial sense of time and confidently talk about going home with mommy after tea. They enjoy exploring and investigating every day information technology. For example, they access a computer, developing skills by using the 'mouse' and play with programmable toys such as a talking 'barney bear'. Their imagination is further developed when dressing as a doctor and putting the stethoscope in their ears to listen to their heart beat.

Effective use of the indoor and outdoor space helps children develop their physical skills. All children move confidently when negotiating their way around the nursery from room to room and accessing the interesting outdoor play area. They are developing their physical skills and an awareness of space when playing outside. They are able to climb on the large climbing apparatus, roll large hoops to each other and hit balls with bats. Children competently use one-handed tools such as pencils and scissors. They are able to use paint brushes at the easel with increasing control. All children are exploring different materials, investigating colour, shape and form. They enjoy making structures of three dimensions using items such as plastic cartons and cardboard boxes which they assemble in different ways using glue and cellotape. They then decorate their structures using glitter, material and sponge shapes. Children use their imagination well in role play situations. They enjoy dressing as a doctor in the role play corner set out as a hospital.

Helping children make a positive contribution

The provision is good.

Effective relationships with parents ensure staff meet the individual care needs of all children well. Good procedures ensure both parties are well-informed. Detailed information is gathered at registration and recorded appropriately. Parents share information about children's routines, care needs and their religious and cultural needs. This ensures children receive good care consistent with home. Parents also receive clear and concise information about the setting and their children. They benefit from informative notice boards and regular newsletters which detail forthcoming activities and themes. They also receive an informative prospectus which details all policies and procedures. 'Home books' are taken home each night which detail activities and routines their children have participated in.

Clear, concise policies work effectively in practice to promote equal opportunities for all children. They enjoy positive relationships with the staff and with each other. Children feel a sense of belonging as they are greeted warmly by staff when they arrive. All children are fully included because staff acknowledge and value children's differences. The needs of children who have disabilities and/or learning difficulties are met well. Staff understand the importance of working in partnership with parents and other professionals to promote the child's welfare and development. Children are being made aware of the wider society. Staff ensure that the resources positively represent the children who attend as well as the wider world and children are made aware of different celebrations and festivals.

Children's confidence and self-esteem is being developed well by staff with the use of praise and encouragement and the children's work being displayed. All children are learning to understand responsible behaviour. They respond well when being reminded by staff to walk and they are learning to take turns and share play resources. The behaviour policy is well written, understood by staff and effective in practice. Therefore children's behaviour is managed well, promoting their welfare and development.

Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers of children in receipt of funding for early education is satisfactory. Parents are informed about the Foundation Stage and curriculum through displays and discussions with staff. Regular newsletters, 'home books' being sent home daily and children's work being displayed keeps parents up to date with what children are doing and learning. This helps parents to support their children's learning at home. Parents are sufficiently well-informed about their children's progress. They can speak to a member of staff at any time, they benefit from children taking their work home and they are reminded in a newsletter that they can request to see their children's development records. However the procedures to share and receive information from parents about children's achievements and targets is not yet fully effective. Therefore the next steps planned for children's learning may not be appropriate.

Organisation

The organisation is satisfactory.

Children are cared for appropriately by staff who are mostly experienced, well-established and committed to their well-being. Staff work well as a team, providing an interesting environment conducive to the care, teaching and learning of all children. The recruitment procedures are clear and there is an acceptable vetting procedure in place. This ensures children are cared for by staff who are suitable. The level of qualified staff working with children is good and there

is a commitment to ensure staff develop their skills and knowledge by attending training courses and staff meetings. This has a positive impact upon children's care and experiences. The ratio of adults to children is sufficient and the deployment of staff is acceptable. Most records, policies and procedures are clear, concise and effective in practice. All documentation in place is available for inspection and shared with staff and parents.

Leadership and management of early education is satisfactory. Staff have a sound knowledge of the Foundation Stage and are motivated, aiming to provide good quality education for all children. There is a commitment to improve learning for children with staff undertaking training, and the nursery benefits from a strong management structure. Systems for monitoring and evaluating the nursery education and teaching are adequate. Managers work alongside the staff and are able to observe and influence practice, with staff constantly look to them for guidance throughout the session. However, they are not always used to identify ways to improve teaching and areas for improvement have not been identified.

Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Care.

At the last inspection the nursery agreed to ensure that activities provided for the two to three-year-olds are appropriate to their ages and stages of development. Good improvement has been made with the implementation of the 'Birth to three matters' framework. Children now benefit from a wide range of activities which help them make good progress in all areas of learning.

Nursery Education.

At the last inspection the nursery agreed to: develop opportunities for children to use programmable toys and technological toys; increase opportunities for children to see numbers, recognise shapes, explore letters and sounds, and review opportunities for children to design and choose resources and tools through creative activities. Sufficient improvement has been made in most areas, developing children's learning. However, further improvement is needed to ensure children explore letters and sounds and choose resources for themselves to develop their own ideas in creative activities.

The nursery also agreed to increase opportunities for parents to contribute to children's development records and children's next stage in learning, and develop full and detailed records to show how children learn and how the setting supports their learning. Sufficient improvement has been made. There are systems to enable parents to request to see the development records, but it is not yet fully effective. Also, development records show the progress children are making, but need to be further improved to show the starting point of their learning as they enter the Foundation Stage. Therefore the next steps planned for children's learning may still not be appropriate.

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 the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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):

- provide appropriate furniture for babies to sleep
- review and update the procedure to be followed in the event of an allegation being made against a member of staff.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve further the procedures to share and receive information from parents about children's achievements and targets
- develop further the assessment records to show children's starting point in learning as they enter the Foundation Stage
- ensure the aspects within the areas of learning are planned for on a regular basis and activities are evaluated effectively
- ensure activities appropriately meet the needs of younger children and provide sufficient challenge for older, more able children.

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