

Lynwood Ashtree Day Nursery

Inspection report for early years provision

Unique Reference Number	EY253530
Inspection date	17 January 2008
Inspector	Josephine Ann Northend
Setting Address	Ashtree House, 22 Old Newbarn Village, Barrow in Furness, Cumbria, LA13 9NG
Telephone number	01229 829 885
E-mail	
Registered person	Terence Shereston and Diane Shereston
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?

Lynwood Ashtree Day Nursery has been registered since May 2003. It is situated in a residential area on the outskirts of the town centre of Barrow. It serves the local community and surrounding areas.

Facilities within the detached property are all situated on the ground and first floors. They comprise of a pre-school room, wet room, baby room, sleep room, quiet room, staff and children's toilets and three rooms used for babies on the first floor. There are two separate outdoor play areas, one an activity garden and one for babies and toddlers.

Registration is for a total of 55 children aged between birth and five years. There are clear procedures in place to support children with physical disabilities or learning difficulties. There are currently 100 children on roll, of these, 22 receive funding for nursery education.

The proprietors jointly manage the provision, both are qualified teachers. There are five full-time and ten part-time members of staff. All staff have a relevant childcare qualification; most are qualified to level three. The nursery is open from 08.00 until 17.30 hours for 51 weeks of the year.

Support is gained from the Early Years Childcare and Development Partnership and courses are attended by the registered providers and staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a range of physical activities that contribute to their good health. Daily activities include opportunities for children to be outdoors where they use a range of large equipment, including slides, bats and balls, tricycles and a large parachute. Children are also involved in a range of physical exercise indoors each day, including dancing to music.

The playrooms are clean and well maintained. Children are encouraged to follow good personal hygiene routines as they wash their hands before eating and after using the toilet. They learn about why they need to do so. Staff follow good nappy changing procedures as they use protective gloves and wipe the changing mat after changing each child. This means children are protected from the risk of cross infection.

There is a clear sick children policy in place that is implemented well. Consent is gained from parents to administer medication, and accident and medication recording procedures are in place. However, medication records are not consistently signed by parents to acknowledge the entry. Many staff have the required first aid certificate and there is always more than one member of staff on duty with the appropriate training. This means children's health needs are safeguarded.

Healthy eating is promoted well and the setting received a 'Smile for Life' award for the promotion of healthy eating. Children receive healthy and nutritious meals and snacks which include fresh fruit and vegetables each day. Drinking water is available within the childcare rooms and staff work appropriately with parents to ensure they are aware of and meet any special dietary requirements.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a clean, warm and welcoming environment, where their artwork is displayed. There are clear lost and uncollected child policies in place and the security of the premises is good. The record of visitors is completed well. Emergency evacuation procedures are displayed and practised regularly with the children. Risk assessments are completed and safety hazards have been minimised.

Children move around freely while easily accessing a good range of safe, developmentally appropriate furniture and equipment. The equipment is clean and checked regularly to ensure that it remains safe for children to use. Resources are suitably organised in child-height furniture to encourage independent access.

Child protection procedures are in place. The manager and staff have completed in-house training and they demonstrate a sound understanding of the signs of abuse and their roles and responsibilities in the event of a concern. This means the welfare of children is protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. They arrive happy, separate from their carers well and settle quickly into the homely, caring environment. Children have good relationships with staff and are developing good relationships with each other. This means they are confident and developing good self-esteem. Communication skills with children are well supported through good adult to child interactions. Staff are responsive to early vocalising and they engage well with the younger children, for example, as they chatter to babies throughout the day.

Staff plan a varied and interesting range of activities and a good range of toys are set out for children's arrival. Staff are using the 'Birth to three matters' framework within planning and assessment. There is a good balance between child-led and adult-initiated activities and the care and support given to younger children is good. This has a positive impact on their sense of security.

Nursery Education

The quality of teaching and learning is good. Staff have excellent knowledge of the Foundation Stage curriculum and of how children learn. They have completed Foundation Stage training and some teacher training. An interesting and varied range of activities are planned by the staff, focussed upon the six areas of learning. Activities are evaluated and the information is used to inform future planning. Assessment records are completed appropriately and children's progress is linked to the stepping stones. This means staff have a good knowledge of the children's individual learning needs. Teaching promotes learning and staff use appropriate questioning to extend children's thoughts and ideas. There are clear designated activity areas and resources are used well.

Children are confident and interested. They show good concentration at their selected activities. Children have good relationships with staff and are developing good relationships with each other and some children have formed clear friendships. Children are well behaved and they use good manners throughout the day, for example, as they use please and thank you appropriately. Children develop self-confidence and independence as they become involved in appropriate daily tasks and they enjoy extra responsibility. Children talk confidently about their home lives and the local community. They learn about the environment and the need for recycling.

Children are developing their understanding of the days of the week and features of the weather. They plant and care for seeds and plants and visits to the setting include farm animals. Children develop good self-care skills as they wash their own hands. However, this is not fully extended; for example, children do not serve their own meals or pour their own drinks at lunchtime. They are developing health and bodily awareness as they understand about germs; that exercise makes them hot; foods that are good for them and where vegetables come from. Children participated enthusiastically in a baking activities, sharing their knowledge, for example, they describe many ways to use potatoes.

Children speak clearly and confidently, ask questions and talk about what they are doing. They communicate well with staff and each other, talk about what they are doing and ask questions. Children link sounds to letters well, for example they know the initial sound of their names and other words that begin with the same sound. Books are readily available; children handle them well, turning the pages correctly and they listen attentively during story times. Children hold pencils correctly and form recognisable letters. They recognise their own names as they self

register and some can spell their own names correctly as they write them on their pictures and with other materials, for example, a child spelt her name with spaghetti. Some mark making opportunities are available, for example in the 'travel agent' area.

Children have access to a computer, use the mouse with good control and confidently complete a simple programme. They print off their work and use digital cameras confidently. Children are developing a good understanding of numbers and use counting within daily activities. They confidently count beyond 10 by rote and can count objects up to and beyond five. Children recognise many numerals and they use size language in their play. They use some problem solving within their day, for example, as they work out how many more children are needed to make eight in the line. Children recognise and name many shapes. They use mathematical concepts well in their play, for example, full and empty, and big and small, within their water play.

Children extend their large physical skills well through a variety of experiences, including daily use of the outdoor play area. They ride tricycles confidently, skilfully kick balls and use a good range of other large equipment. Physical exercise is also undertaken indoors each day, for example, children enjoy moving to music sessions. Their sense of space is developing well, for example, as they make space for each other to sit on the mat for circle time. Children build with a range of construction materials and construct both two and three dimensional structures with a purpose in mind. They design structures confidently and are developing their small manipulative skills as they confidently use scissors and small tools. They use their senses to explore a variety of materials and have access to a good range of creative resources. They can recognise and name many colours while mixing them to create other colours. Children use their imagination well in their play, for example, as they play in the travel agents. They plan trips to America and how they are going to get there. Children have regular access to musical instruments and use them rhythmically; they confidently join in with familiar nursery and action rhymes and sometimes singing spontaneously in their play.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting and participate fully in all activities because staff value and respect their individuality. Children access a good of activities and resources which increase their awareness of diversity and they develop a positive attitude to others. Children learn about the local community as they receive visitors to the setting. The nursery has clear procedures in place to support children with physical disabilities and learning difficulties. The named coordinator has completed relevant training and works closely with parents and other agencies to ensure all children are integrated well into the setting and their needs are met.

Children are well behaved and respond well to staff who provide a good role model. There is a behaviour management policy in place, that is understood by staff. They use positive strategies for managing children's behaviour and children receive lots praise and encouragement. This means children's spiritual moral, social and cultural development is fostered.

Partnership with parents and carers is good. They are happy with the setting and children benefit from the two-way verbal sharing of information each day. Information about the child's individual needs is actively sought from parents before the child starts. A brochure containing details on the Foundation Stage is issued to parents. Displays around the nursery and regular newsletters ensure they are kept up to date. Parents are made aware of the topic which allows them to continue their child's learning at home. However, parents access to information

regarding their child's individual progress and attainments is limited as they do not receive written reports about their child's progress. The setting's policies and procedures are accessible to them and they include details of how to complain to the regulator, should they need to do so.

Organisation

The organisation is good.

The nursery staff provide a well organised environment which contributes to the children being happy and settled. Space indoors and outdoors is used appropriately to cater for all the children's play needs. This means children are able to move around their rooms independently. Staff qualification requirements are met well and adult to child ratios are correctly maintained. There are clear staff recruitment procedures in place and all staff have been appropriately vetted.

There is a good range of policies and procedures in place. They are shared with staff and are available to parents. There are clear systems in place for the sharing of information with parents about the service and their child's activities. All required documents are available and they are stored confidentially.

Leadership and management of the nursery education is outstanding. The managers offer excellent role models to the staff, who work exceptionally well together as a team. All staff hold a child care qualification, most to level 3. The clear staff induction and appraisal systems in place allows the management to identify strengths and weakness and effectively monitor the provision. They identify staff training needs through the appraisal systems and the monitoring of staff practice. Staff development is supported and promoted well through attendance at appropriate training. The knowledge gained by staff is used to further support children's care and welfare. Staff's experience and knowledge of the Foundation Stage is good. The managers have clear vision for the nursery education, with a very strong focus on the personal development and achievement of all children. They are committed to promoting an inclusive environment in which every child matters.

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

Improvements since the last inspection

At the last inspection the provider agreed to carry out a full risk assessment and ensure the front play area is safe and secure. Risk assessments are now completed every six months in order to review health and safety within the setting effectively. The outdoor play area to the front of the premises is now safe and secure. This means children's safety is 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

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):

- make sure parents consistently sign to acknowledge medication administered to children.

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):

- make sure records of children's progress and achievements are shared with parents.

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