

Newbank House Day Nursery

Inspection report for early years provision

Unique Reference Number	EY289347
Inspection date	14 November 2007
Inspector	Gillian Patricia Bishop / Marina Anna Howarth
Setting Address	Newbank House, Oldham Road, Heyside, Royton, Oldham, Lancashire, OL2 6NE
Telephone number	01706 882 397
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Registered person	NHD 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 satisfactory. 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?

Newbank House Day Nursery is run by NHD Limited and was registered in 2004. The nursery is set in its own grounds, in the Royton area of Oldham. A maximum of 132 children may attend at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year.

The children use nine base rooms on two storeys of the building, with toilets available on each level. There is a kitchen, laundry and staff room and several other support rooms for the children for different activities. Children have access to an enclosed outdoor play area. There is a large grassed area, a woodland area and several soft surfaced areas to the rear of the building for outdoor play. Off road parking is available to the front of the building.

There are currently 100 children on roll, 19 of whom receive funding for nursery education. Children come from a wide catchment area. The setting supports children with disabilities and learning difficulties.

The nursery employs 28 staff including four ancillary staff, of these, 21 of the staff, including the manager, hold appropriate early years qualifications. Two are working towards a qualification.

The setting has achieved the Oldham Childcare Quality Assurance Award. The group receives support from the local authority advisory support and teacher teams.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is well promoted due to the effective policies and procedures within the nursery. This ensures staff receive appropriate training in relation to first aid and food preparation. Relevant documents are kept to record accidents and medication and a clear procedure is followed in the event of a child becoming poorly. Children and staff adhere to good hygiene practices within the setting. For example, pictorial signs remind children to wash their hands after using the bathroom and staff ensure tables and high chairs are thoroughly cleaned using a sanitizer which is effective against e-coli and salmonella. Children's welfare is further protected by good nappy changing arrangements and daily cleaning rotas for toys and the environment. These consistent practices help to prevent the spread of infection within the nursery.

Children develop a positive approach to healthy living because they learn about how to take care of their own bodies, for example, by cleaning their teeth after meals and by talking about the necessity to wear their hats and coats to keep warm when playing outdoors. They are provided with healthy snacks and meals which are well balanced and nutritious. The nursery ensures appropriate consideration is given to children's individual dietary needs and parental wishes, when menus are planned. Meal times are calm and generally well organised which ensures children enjoy their food. Feeding arrangements for babies take account of routines already established at home, which ensures they eat and sleep according to their particular needs.

Children benefit from mature gardens, woodlands and soft play surfaces within the nursery grounds. Babies and toddlers have access to their own outdoor play area which ensures they are play and sleep in a safe and secure environment. Children engage in nature walks collecting leaves for their activities and exploring the wildlife. They have a good supply of outdoor equipment which allows them to develop their physical skills and they climb, run and play throw and catch, which helps to promote their co-ordination skills. Toddlers and babies have appropriately challenging soft play equipment that they use indoors to encourage them to crawl, stretch and climb in safety.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Babies and toddlers are cared for in their own designated areas which are bright, warm and welcoming to the children. Children feel safe and secure in the setting because they get to know the building well during the course of their activities. Older children adapt well to the layout of their play rooms as they move confidently and freely from one area to another. Play space is generally well organised within most areas of the nursery rooms to provide children with free access to toys and equipment. Children benefit from a number of additional facilities within the building, such as a separate library, sensory room and computer suite. However, the library is not always maintained at a suitable temperature. The extensive outdoor grounds provide interesting environments which can be made available for play and exploration all year round.

Children are protected by effective security measures because doors and gates are locked and closely monitored. Children are appropriately supervised and a visitors record is kept as required. Children are well versed with fire drills which ensures they become familiar with what is expected of them if an emergency incident occurs. Staff receive appropriate health and safety training and the proprietor has sought clear guidance regarding the use of fire doors from the local fire department. A risk assessment procedure has been established and staff are made aware of the necessity to report any potential hazards. Staff complete daily building checks to ensure the building is safe and tidy before the children arrive, however, the current checklist does not clearly identify common hazards, which results in some exposed electrical sockets, being overlooked.

Children are encouraged to take some responsibility for their own safety. For example, they learn about road safety and they receive consistent reminders about the dangers of walking around with scissors and climbing on unsuitable furniture. Children take Arthur, the nursery teddy bear, home for the weekend. When they return, staff talk to children about what they did and how they both kept safe by wearing seat belts when travelling in the family car. Children's welfare is generally well protected by the recently developed safeguarding policy which includes detailed information and guidance for staff to refer to. Staff submit to a formal vetting procedure and there is a designated child protection officer within the setting. However, not all staff are secure in all aspects of the policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children receive a warm and friendly welcome from staff which helps them to feel happy, contented and eager to play. Babies and toddlers receive sensitive support from familiar staff which helps them to develop in confidence and enjoy their activities. They are provided with baskets of toys and interesting objects which they can easily access and investigate. Children are encouraged to explore the world around them by means of their senses as they touch, taste and listen to the things they hear and see. For example, when blowing bubbles, playing with musical toys and participating in messy activities with spaghetti and paint and water. Children create pictures and models using a good range of resources, such as glittery materials for their Christmas stars and construction sets to make helicopter's and cars.

Children benefit from a variety of activities which promote their all round development and learning. They are well supported by caring staff who spend time talking and playing with them. Children's independence is generally well encouraged because children use tissues independently and put on their own their coats and aprons. A good range of stimulating activities are planned for younger children because staff are guided by the 'Birth to three matters' framework. However, not all staff have a secure understanding of how to implement current planning and assessment systems effectively.

Nursery Education

The quality of teaching and learning is good. Key staff have a good understanding of how children learn which enables them to ask purposeful questions which extend children's learning and fun. Less experienced staff are developing a secure understanding of the Foundation Stage curriculum because effective mentoring is in place. The learning environment is well organised which ensures children are encouraged to be self-sufficient in their play. Play plans link to associated stepping stones which ensures a balance curriculum is achieved over time. Observations are frequently undertaken to monitor children's progress, which helps staff identify

what children can do and plan for their next steps. However, staff are not consistent in their approach to using observations and evaluations from activities, to directly inform future planning.

Children make good progress towards the early learning goals. They develop close friendships with their peers and members of staff and 'Arthur Bear' encourages positive links with family and their home life. Children develop a generally good sense of independence as they help to tidy up and help themselves to equipment, however, children have less opportunities to be independent at mealtimes. Children enjoy regular story and circle time which encourages speaking and listening skills and they are learning how to use sign language, as well as speech, in order to communicate. They benefit from a good range of story and reference books which they frequently use. They learn about the role of the author and illustrator and they are introduced to sounds and letters on a daily basis. Children write, copy and draw to create their own shapes and pictures and create shopping lists in their home area although resources in the mark making area are under developed.

Children count objects and are beginning to recognise and name numbers, this is supported by the introduction of number rhymes and action games. They use positional language, such as long and short to describe the length of the cats whiskers on their pictures and they learn to sort objects by size, shape and colour. Children's physical development is generally well promoted. Children are provided with a good range of tools and materials which they use to cut, pour and mould. They enjoy planned music and movement sessions and they frequently play outdoors where they can develop new physical skills. However, the extensive outdoor space is often underutilised and activities are not included within current planning systems to ensure new challenges are consistently introduced.

Children investigate seasonal changes and they explore animals and bugs and make bird feeders for the garden. They have opportunities to discover how things work because they use the computer and programmable toys. Children use their imaginations in role play areas where they dress up to become the policemen, mummy or the shop keeper. However, role play resources are sometimes limited. Children explore a good variety of media, such as sand, water, paint and glue to design their own models and pictures. For example, black paint and pipe cleaners for their cat masks. Children talk about the penguin display board they are creating and how the shiny, silver paper they are playing with has been used to prepare the background for the display. Children engage in music and movement sessions which encourage them to use their bodies in a variety of ways and they explore beat and rhythm when engaging in a clapping game which requires them to repeat the sequences they hear.

Helping children make a positive contribution

The provision is satisfactory.

Children develop a good sense of belonging in the nursery which helps them to settle and feel secure. They are happy when they arrive, they know where to hang their belongings. Children benefit from suitable activities and resources which introduce them to diversity and the world around them, for example, nature walks, positive images of others in their toys and books and the celebrations of festivals, such as Divali. Staff demonstrate a strong commitment to providing an inclusive environment for all children who attend. This ensures appropriate strategies are put in place to support children with disabilities and learning difficulties. Good consideration is given to involving and supporting parents and other agencies in these processes.

Children's social, moral, spiritual and cultural development is appropriately fostered. Children are well behaved because they have a secure understanding of the behavioural expectations

within the setting. They show care and concern for others and they play cooperatively together by sharing their toys, for example, one child offers a jigsaw to another child before choosing one for himself. Children are polite and they display very good manners, particularly at mealtimes. They talk about home, their friends and special events, such as birthdays and family parties, which ensures a secure link with home is established.

The partnership with parents is good. Parents of children who attend the pre-school group are provided with some information about the Foundation Stage curriculum and activity plans are displayed for them to view. They are encouraged to be involved in their children's learning during theme work, as they are asked to bring some resources from home. Parents are invited to attend parents evenings which provides them with opportunities to meet with their child's key worker. They are aware that staff keep developmental records for their children and they are satisfied with the verbal and written information they receive about their child's progress and welfare.

Parental feedback about the nursery was very positive. For example, parents find staff to be helpful and supportive and they value how their individual needs and preferences are used to influence the care their children receive. The entrance area is well utilised to display lots of pertinent information and photographs of children and staff. Parents value nursery news letters and the written information they receive about children's eating and sleeping habits. Parents feel confident about sharing their worries or concerns and know written policies and procedures exist, as these are also made available to them. However, the complaints procedure has not been fully implemented as an accurate log has not been maintained. This is a breach of regulation.

Organisation

The organisation is satisfactory.

Children are happy and secure in the nursery because they benefit from positive relationships with their carer's. They are allocated a key worker which ensures appropriate arrangements are in place to monitor their progress and welfare. Children benefit from consistent daily routines for eating, rest and sleep although parental wishes are appropriately considered. Staff are well deployed which ensures children are appropriately supervised and supported at all times. As a consequence, the day runs smoothly and calmly for all the children. Children have purposeful opportunities to undertake planned activities around the nursery which ensures they become familiar with other staff and other rooms. For example, when using the sensory room and the communal dining room for mealtimes.

Children's welfare is protected by clear recruitment, vetting and induction procedures. A secure induction ensures all staff are made familiar with the setting's operational plan. New and less experienced staff are supported by mentors and appraisal systems which help managers to identify training needs within individual teams. The proprietor plays an active role in the day to day running of the nursery which ensures managers are supported in decision making processes. Staff have some opportunities to attend training programmes, such as first aid, and managers have attended newly established health and food safety training which allows them to provide certified training, directly to all their staff. However, some staff are not yet received training in relation to the curriculum frameworks they implement.

Most aspects of documentation are kept as required and policies and procedures within the setting are reviewed annually. The registration certificate is displayed and children's records contain accurate information and parental consents. Furthermore, children's records are kept

and shared with regard to confidentiality. However, the complaints procedure does not fully comply with the requirements of the National Standards.

The leadership and management within the setting is good. Management and staff display a strong commitment to the future development of the care and education provision within the setting. Planning and assessment systems have recently been developed to promote children's learning and development more effectively. Managers have introduced self evaluation processes to identify strengths and areas for further improvement and all staff are encouraged to be involved in this process. The setting have established close links with local early years support and curriculum teams which ensures they continue to receive professional support and guidance.

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 nursery agreed to continue to further develop the environment and expand the pre-school area. The pre-school area has been moved to the first floor where children have access to two playrooms, a library and a computer room leading to a more stimulating environment for the children attending.

Complaints since the last inspection

Since the last inspection there has been one complaint made directly to the provider that required the provider to take action in order to meet the National Standards. The complaint related to National Standard 1 Suitability, National Standard 3, Care, Learning and Play, National Standard 7, hygiene, National Standard 8, food and drink. The provider conducted an internal investigation which resulted in some changes to policies and procedures in relation to health and hygiene. There have been no complaints reported to Ofsted.

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 satisfactory. 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 all rooms used by children are maintained at an appropriate temperature and ensure all electrical sockets are covered
- ensure all staff are well versed with current safeguarding procedures, including, who the designated person for child protection is within the setting

- continue to develop staff's working knowledge of the 'Birth to three matters' framework to ensure planning and assessment systems are clearly understood
- ensure a record of all complaints is maintained in line with current regulations.

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):

- continue to develop planning and assessment systems to ensure all staff are consistent in their approach to using observations of children's progress to inform future planning
- make more effective use of the outdoor area and further develop planning structures to include outdoor activities and the associated learning objectives.

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