

# Green Gables Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	400069
<b>Inspection date</b>	23 October 2007
<b>Inspector</b>	Debra, Elizabeth Mitcheson
<b>Setting Address</b>	Hookstone Oval, Hookstone Oval, Harrogate, North Yorkshire, HG2 8QE
<b>Telephone number</b>	01423 567087 or 01423 5222000
<b>E-mail</b>	
<b>Registered person</b>	Rachel Clare Wilkinson
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Green Gables Nursery was registered at their current site in December 2003. It is a privately owned nursery with the owner manager working on site. The nursery operates from within a purpose built unit situated on the Harrogate showground. The nursery has two playrooms. The first is for children under two years and the second is divided into two areas for children aged under three and those from three to four years. These are supported by an office, kitchen, toilet facilities, staff room, and laundry room. There is an enclosed area for outdoor play. The nursery serves the local and wider community.

The nursery is open Monday to Friday from 08.00 to 18.00. They open all year round with the exception of Bank Holidays, one week over Christmas and the week of the Yorkshire Show. Children attend for full and sessional care. The nursery is presently caring for 52 children. There are 15 children under two years and 14 children receive funding for nursery education. The group supports children with learning difficulties.

There are 14 members of staff. Of these, 11 members of staff have a recognised early year's qualification.

The nursery is a member of the Harrogate and District Nursery Liaison Group, the National Day Nurseries Association and receives support from the local authority and other professionals.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

The provider has policies in place to promote the satisfactory health of children. These include basic cleaning duties of hand washing, wiping down tables with anti-bacterial spray and appropriate measures to take when children are ill. However, these are not being practised by all staff. Therefore, the spread of infection is not minimised as areas which include the nappy changing station, carpets and sink units are not clean. Children are beginning to adopt some of the positive practices carried out by some of the staff. These raise their own awareness of healthy practices and include hand washing, before and after snack, covering their mouths when they cough and reaching for tissues to wipe their nose, without prompting.

Children are well hydrated and nourished. The two to five year old children join together for lunch and willingly participate in this social occasion, albeit a noisy affair. They are genuinely pleased to receive their lunch of home cooked 'shepherds pie', cauliflower cheese and carrots. Most children use their cutlery appropriate to their age. However, staff are not assisting younger children in role modelling good eating habits as they do not follow the same practices when eating their lunch with the children. Children have access to a varied menu of nutritional food options that takes into consideration, food intolerances, religious and cultural requirements and children's preferences. These are acknowledged by the cook when the children who follow a vegetarian diet ask for the tomatoes to be removed from the dish of the day. They also acknowledge when they are thirsty. Younger children point to their drinking cups and older children independently access drinks from jugs of water situated throughout the nursery.

Creative use of space throughout the setting enables children to take rest and sleep according to their individual needs. There are sufficient sleeping arrangements for babies that have been agreed with parents. Older children recognise when they are feeling tired. They lie down onto soft furnishings to rest, in the designated quiet areas of the nursery.

Younger children's access to physical challenge, for the majority of the time, takes place indoors. Older children benefit from opportunities to engage in daily physical activity. They have access to outdoor play and take regular indoor exercise as they participate in planned activities that include music and movement. A good supply of outdoor equipment provides challenge for children at all levels of development. They are observed to practise skills in climbing, jumping, crawling and judge their body space well as they cycle outdoors, weaving between their peers.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The premises are made welcoming and friendly to children and their parents. All rooms are brightly decorated with children's art work and child-orientated fabrics and furnishings create a conducive learning environment. The recent restructuring of rooms, toys and resources enable children to explore and make their own choices of activities. However, attention to the storage of equipment leading to the bathroom needs to be addressed to ensure the safety of service users. Children currently have access to a reduced area of outdoor play facilities, as a result of

landscaping taking place to improve the area for the children. They talk excitedly about the prospect of the new garden.

There are sufficient numbers of furnishings to allow for the flexible arrangements for groups of children to play and eat together. They have access to a satisfactory range of toys, equipment and play materials that are in reasonable repair and conform to required BS EN standards. These also support the developmental needs of the range of children being cared for. Children are safe and protected from hazards most of the time. This is because policies and procedures have been established and risk assessments are used to prioritise their safety. For example, premises indoors and outdoors are secured so that children cannot leave them unsupervised and the provider has an effective system for managing access to the premises as the staff team keeps a record of visitors. However, assessments are not robust in relation to the use of drawing pins and trailing electrical leads. Children are observed to take some responsibility for their own safety as they tidy away the toys before meal times and practise regular fire drills.

Some of the staff have a sound understanding of their roles in most aspects of child protection. They understand the signs and symptoms of abuse and who to report concerns to, which for most of the staff is the Registered Provider who is the designated Child Protection Officer. However, in her absence staff working and looking after children in the provision are not able to fully implement these procedures in practice to ensure that children's welfare is safeguarded at all times.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

All children are happy and enjoy their time at this setting. They separate from their carers with ease before they access a reasonable selection of purposeful and interesting activities which they relish. For example, babies thoroughly enjoying action rhyme, 'row row row the boat', while others spend significant periods of time dressing up, role playing and interacting with staff with the small world toys, such as the farm yard. The skilled and experienced staff team are observed to sensitively encourage children's confidence and independence. This is done through every day activities which include imaginary play, outdoor play, story time and continuous provision of sand, water and paint.

Activities for the younger children are thoughtfully planned in conjunction with the 'Birth to three matters' framework, where staff continue to develop their knowledge and expertise in assessments. They are currently observing children's development and in the process of recording any significant aspects of learning which are to be shared with other staff and parents.

Younger children are making sound progress in their physical, social, emotional and intellectual areas of development. This is demonstrated as they display positive relationships with their peers and play in harmony with them. They are encouraged by the staff to learn about what is right and wrong. This is done by exploring feelings at circle time and through every day activities. Children remind each other of the ground rules, such as 'two children in the dough corner'.

### **Nursery Education**

The quality of teaching and learning is overall satisfactory. Children are making sound progress because staff have a secure understanding of the Foundation Stage. They plan a sufficient range of interesting activities which supports most areas of learning. However, this does not include the clear differentiation of children's age, early years experience, current stage of

development and children with learning difficulties. Although staff are adjusting to a new room structure, planning and assessment programme, they have a clear understanding of the individual child's achievements. However, these are not being used and recorded effectively to guide future planning and the children's next steps in learning.

Children have a positive approach to new experiences. They are eager to learn new skills and demonstrate this as they produce intricate drawings with the use of a pencil and recently introduced ruler in the mark making corner. They are confident in initiating their own ideas and make a boat out of waffle shaped bricks and incorporate building bricks as a sail. This activity is supported by staff who add props to develop the activity further. They use a traffic cone to store water, which the children refer to as fuel to make the boat sail. They are making positive relationships at all levels as they work in harmony throughout the activity and begin to appreciate the work of others as they thank the cook for taking time to provide them with 'delicious food'. They can distinguish between right and wrong and are quick to remind each other to share and say 'please and thank you'.

Staff's effective teaching methods include the creative use of props. During cycle time, fabric covered animals are used to give children the opportunity to consolidate their learning of the current topic 'Animals from Africa'. The staff's knowledge of this subject captivates the children's attention and provokes detailed conversation and questioning from them. For example, 'Why does the elephant have big ears'? Authentic pieces of equipment in the home corner are used for children to stage a 'girls flat'. They welcome their friends in for a cup of tea before discussing 'what shall we wear for a night out in town'. Positive interaction from the staff enriches the children's experiences in this activity. They question what they will be wearing and where they may go. Children are detailed in their responses.

Children have a positive attitude to learning and approach activities with great interest and curiosity. They particularly enjoy physical challenges outdoors. However, as a result of landscaping work taking place in the garden, the area currently being used is sometimes inhibited by large group activities where younger children also participate. Children's knowledge of technology is good and they fully utilise their access to the setting's computer, printer, television and DVD player. They are confident speakers and engage in purposeful conversations with peers and staff. It is encouraging to note how children include their peers who have difficulty in communicating. They practise signing through songs and actively support these children with patience, making allowances for their behaviour, which is often beyond their control. Labels and pictorial illustrations attached to activities also support children who have limited language and literacy skills. Children have a rich vocabulary that is demonstrated at lunch time, where they talk about their home experience and enquire about what staff have done over the weekend.

Children are eager to share their mark making skills which they have practised and have the opportunity to develop this through all areas of play. They write letters to their friends and design their own stamp to stick to their hand made envelope which is secured by the use of a stapler. Their knowledge and understanding of the world is signified by their understanding of the life of a snail that lives in his shell. Children delight in introducing the giant snails in the tank within the nursery. They demonstrate a sound understanding of maths as they calculate the number of snails and how much food they need and inform staff that they have made 11 balls of dough.

## **Helping children make a positive contribution**

The provision is satisfactory.

Partnership with parents and carers for nursery education and care is good. Systems are in place for sharing information on the care and education for children and include home visits, daily discussion, a parents' brochure, newsletters and a notice board with relevant information regarding the Foundation Stage and 'Birth to three matters' framework. This ensures that parents are aware of their children's learning. Access to their children's files of work demonstrates the sound progress children are making in relation to the 'Birth to three matters' framework and stepping stones towards the early learning goals. Parents are observed to be relaxed and comfortable in addressing their child's day with staff. Regular questionnaires are forwarded to parents to seek their opinions and suggestions regarding practice. These comments are taken seriously and addressed. This has resulted in further toys being purchased and a sensory garden being developed in the outdoor play area, where parents are participating in fund raising events to support this project.

There are effective arrangements in place for all children, especially those with learning difficulties. These includes additional staff support with practical hands on experience and training and the involvement of outside professionals to ensure that they are highly valued, included and treated equally and fairly. The arrangements also include disabled access to the building and toileting facilities.

Children benefit from a satisfactory range of activities and resources which help them value diversity. They engage in a variety of activities, such as celebrating religious festivals and sharing positive images of males and females in activities involving small world equipment. Staff caring for children are able to manage a wide range of children's behaviours in a way that promotes their welfare and development. There is a written statement on behaviour management. The methods used are discussed with parents and include explanation, offering distraction with another activity, praise and the guidance of sensitive staff who present themselves as positive role models. As a result of this, children demonstrate very positive caring attitudes to others. They are observed to be sensitive to the needs of babies and make allowances for children whose behaviour is beyond their control. Staff throughout the setting are enthusiastic, caring, calm and consistent in their approach. This helps promote the children's self-esteem. They all relish the praise given by the staff team for their achievements, which are recognised with verbal praise and stickers. Children boast 'We have got a sticker that says I have eaten all my dinner up'. Overall, children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is satisfactory.

Children benefit from being cared for by staff who are qualified and experienced in childcare. They have a sound knowledge and understanding of children's development needs and work well as a team, being clear about most of their responsibilities. The operational plan demonstrates how staff are deployed effectively within the premises to support the safety, welfare and development of children. However, this does not include lunch time cover. Therefore, the registered person is in breach of regulations by not being able to demonstrate that all staff who have not been vetted are never left alone with children.

Policies and procedures are satisfactory when informing parents about their child's daily routines and activities. Documentation is up to date, and confidentiality is acknowledged and maintained. For example, children's details, written consent forms and medication details are stored with

confidentiality in mind and are retained for a reasonable period of time. However, the system for registering child and staff attendances is not effectively managed to provide the sound management of children on and off the premises, which is a breach of regulations.

The leadership and management of the nursery education is satisfactory. This setting is led by the registered person who acts as manager and has the support of her Deputy and eight staff. The provider and Deputy is currently taking overall responsibility for the 'Birth to three matters' framework and Foundation Stage curriculum. The setting has the support of the Early Years Consultant team and staff are working hard to introduce the advice shared with these professionals. 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 was asked to ensure the children's dietary requirements were being met and develop documentation in relation to children in receipt of funding. These issues have been addressed effectively by the provider in promoting the care, welfare and learning of children.

### **Complaints since the last inspection**

Since the last inspection there has been one complaint made to Ofsted relating to National Standard 2 - Organisation. An Ofsted inspector visited the provision in May 2007. Actions were raised and, following further monitoring visits in June 2007, were satisfactorily met by the registered provider. The provider remains qualified for registration.

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 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):

- improve cleanliness on the premises, in particular the nappy changing station, carpets and sink units in the main play room
- ensure that staff working and looking after children in the provision are able to fully implement the safeguarding procedures at all times
- assess the risks to children in relation to the storage of equipment, use of drawing pins and trailing electrical leads and take action to minimise these

- demonstrate at all times, that all staff who has not been vetted are never left alone with children and ensure the system for registering child and staff attendances is effectively managed to provide the sound management of children on and off the premises.

### **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):

- ensure that planning includes the clear differentiation of children's age, early years experience, current stage of development and children with learning difficulties
- develop staffs knowledge and understanding of assessment to guide future planning and the children's next steps in 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](http://www.ofsted.gov.uk)