

Duke's & Duchesses Day Nursery

Inspection report for early years provision

Unique Reference Number	EY261963
Inspection date	23 October 2007
Inspector	Gillian Sutherland
Setting Address	Duke Terrace, Duke Street, Liverpool, L1 4JS
Telephone number	0151 709 1186
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Registered person	A & M Day Nurseries
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?

Dukes and Duchesses Nursery is a private day nursery which has been registered since 2003. It operates from the ground floor of a three storey building, which is situated in Liverpool. Children have access to a fully enclosed outdoor play area.

A maximum of 70 children may attend the nursery at any one time. The nursery is open five days a week from Monday to Friday, for 51 weeks of the year. It is open from 07.30 until 18.00. There are currently 95 children aged from birth to five years on roll, and of these 29 receive funding for nursery education.

The nursery currently supports a number of children with learning difficulties and disabilities, and also supports a number of children who speak English as an additional language.

The nursery employs 25 members of staff. Of these, 21 hold appropriate early years qualifications whilst a further two are working towards the completion of theirs. The nursery receives support from a teacher advisor from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very caring environment, where children's health and well-being is promoted. They have a good understanding of personal hygiene because staff ensure they follow effective procedures and practices, such as, hand washing before snack and meal times, after participating in messy play activities and after toileting. Children are well protected from the risk of cross infection as they use hand soap from child friendly soap dispensers, and paper towels in the toilet areas. Babies and young children are cared for according to their individual needs and routines, which are made known to staff prior to care commencing. Those individual needs and routines, such as sleeping, feeding and nappy changing are then well met by caring staff.

All the required records and consents are in place and a high number of staff hold first aid qualifications, thus ensuring there is always a member of staff who is trained in first aid on duty. First aid boxes appropriately stocked are easily accessible to staff, checked regularly and items are replenished as used. The nursery has a sickness policy which all parents have a copy of in the parent prospectus. All medical conditions are recorded on each child's enrolment form and parents give prior written consent for medication to be given, thus ensuring that children receive the correct dosage according to their needs.

Staff ensure that children's physical development is well provided for as they have regular opportunities to participate in physical activities both indoors and outdoors. The activity programme is planned to ensure children access a wide variety of activities that contribute to keeping them healthy. Children enjoy riding bikes, climbing, balancing and playing games. For example children participated in a game called 'find a foot' and follow instructions for this game from the members of staff. Children's balancing skills are well promoted as they learn to hop, skip and jump and this is further promoted through their action rhymes and songs which they regularly participate in. Other similar activities are provided indoors when the weather may not be conducive for outdoor play. Children practise their fine motor skills as they skilfully use a range of tools including scissors, paintbrushes, pencils, cutting tools and the computer mouse.

Children learn about healthy eating through discussion at snack and meal times and also as they participate in a varied range of planned topics. As a result of this children are developing an understanding of a healthy diet, the different foods that are good for you and those which are not good for your teeth or health. Staff create many opportunities for children to talk about healthy eating during play sessions and planned topics. Children enjoy social snack and meal times where they can sit together and chat, thus developing their confidence and self-esteem. However children in the pre-school room access their snacks and drinks from the 'independence table' which includes a varied range of fresh fruit. All meals are freshly prepared on the premises, and attention is given by the cook to ensure they are low in fat, sugar and salt. Drinks, including water, are freely available to the older children whilst the younger children are offered drinks regularly throughout the day.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children access a warm and welcoming environment, and all areas are well organised and set out to meet their individual needs. Children benefit from an excellent selection of resources and activities that are readily accessible to them at each session. During each session they can freely self-select which toys they want to play with or which activities they want to participate in. Children of all ages have supervised access to the sensory room and sessions are timed to ensure children safely experience lights, colours and movement.

Children demonstrate a good awareness of safety. They practise fire drills, which ensure they are aware of the evacuation procedure that would be implemented in the event of a fire, and a record of when these take place is maintained. Daily risk assessments help to maintain a safe environment for the children and staff ensure that all areas, toys and equipment used by the children are safe and clean at all times. Current documentation regarding the safety checks of the building and the equipment used is maintained and kept in the office.

Effective arrival and collection policies help to ensure that children are safe and well cared for at all times, and CCTV systems are in place at the front and rear entrances to the nursery. Children are not allowed to leave the premises until they are collected by their parent or nominated person. To ensure children are safe and do not leave with anyone else, a password and photograph system is used if the person who usually collects the children is unable to do so. A visitors book is used to identify the names of any persons visiting the nursery and also the reason for the visit.

Children are protected by staff having some knowledge of child protection issues. They have a copy of the Local Safeguarding Children Board procedures and the nursery has a written safeguarding children policy, however this does not fully comply with current guidance and legislation.

Helping children achieve well and enjoy what they do

The provision is good.

Children are relaxed and settled at the setting. They enter the nursery happily and quickly leave their parents to play with their friends. Staff produce plans throughout the nursery to ensure all children take part in a range of purposeful, interesting play and learning opportunities. Children achieve well because staff are skilled and use their understanding of early year's guidance, such as the Curriculum Guidance for the Foundation Stage, and the 'Birth to three matters' framework to provide good quality care and education.

Children freely choose from a wide variety of toys and equipment and staff ensure that such resources are easily accessible. For the very young children this means placing toys and equipment around the room at their level, which ensures they are within their reach. Children move well from one activity to another, chatting away to one another, with the very young ones babbling away.

Babies show great delight as they listen to rattles making different sounds, and access hand held toys that make interesting sounds and noises when buttons are pushed or pulled. They are intrigued as they examine these closely to try and understand where the sound is coming from. They also participate in a varied range of creative activities, including some which allow even the very young children to explore different textures. For example, the babies enjoy

participating in a sand play activity where they let the fine sand trickle through their fingers, and begin their awareness of touch and texture. For children under three they also experience many other activities which help develop their understanding of their senses. They have supervised sessions in the nursery's sensory room where they experience differences between light and dark, noise and quiet as the staff play and encourage children to move around on the 'water tiles' and listen to the quiet sounds of the background music. Children are fascinated as they watch the water tubes in which different coloured bubbles move up and down, their eyes following the movements and changes of colour.

Younger children are also beginning to develop their creative skills as they participate in a range of painting activities and enjoy sand and water play. The younger children are also starting to develop their physical skills as they freely move around and begin to climb on the smaller slides and play in the ball pool.

Children throughout the nursery receive lots of support and encouragement from the staff, and enjoy close contact with familiar adults as there is a key worker system securely in place. Staff are very knowledgeable about the children and use information gained from parents to ensure that each child's individual needs are met.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals and effective planning is in place to support this. Planning is linked to the stepping stones and the needs of individual children. The planning of the activity programme is primarily undertaken by the room supervisor although all staff share the responsibility for the implementation of the activity programme. Effective planning and record keeping assists the staff to provide new and stimulating play activities. Earlier this year the planning and assessment process was reviewed and revised by the staff in the pre-school room. As a result of this parents have started to become more involved as they receive letters every couple of weeks informing them of how the current theme is progressing, what the intended new theme is and how they can participate in the implementation of that new theme.

Children participate in a very wide range of purposeful activities and access a broad range of resources which support their progress across all areas of learning. Children enjoy listening to stories and looking at books. Each Friday children themselves can bring a book in from home and the staff member leading the story session will read that story or book to the rest of the group.

During the day children are provided with many different opportunities to promote their creativity, and their personal self-esteem is raised, as they proudly display and talk about their art and craft work. Children freely access painting, chalking and at they also have a wipe clean board at one end of the room, where they can freely go and draw using special marker pens. Their creativity is further developed and their personal self-esteem raised, as they proudly display and talk about their art and craft work. For example, they had created a different range of 'breads' for World Food day, and these had been made out of salt dough which had been baked and painted by the children. Children were eager to explain not only which bread was which, but also to point out the ones they had made. Children have daily opportunities to participate in a creative activity, which includes painting, sticking and gluing pictures.

Children enjoy using the water trough and discover the joy of filling up different containers and pouring the liquid from one receptacle into another, thus gaining an understanding of the

concept of measuring. They are fascinated by how certain objects or containers float whilst others sink when put into the water, and especially intrigued as they pour the water into the funnel and watch as it trickles down the tube and into the water.

Children participate in many activities which develop their understanding of number, letters and shape recognition. Children can identify the different shapes, for example, a square, triangle or a circle. In their writing areas children access an extremely well equipped writing table which also includes a wide range of other resources including coloured tissues shapes, glitter shapes and stars, feathers, coloured sticks and googly eyes. Children identify the different letters, and their own names and they use and recognise numbers through role play and in a range of purposeful songs, stories and activities.

Children enjoy meeting people from the community and have made visits to a local Chinese centre, and visited a restaurant where the staff made pancakes for the children who were delighted as they tossed the pancakes into the air. The children are increasing their awareness of the local community as they have had visits from people who help them, for example, police and road safety officers.

Children are developing a good awareness of space and movements through regular use of the outdoor area and their whole body movements are promoted through activities, such as action songs. They can skilfully ride their wheeled toys and eagerly participate in activities using such resources as climbing across the tree trunks, using hoops, bean bags and balls. The latter two of these resources are used to assist them as they learn to throw them to each other and catch them. Their physical development is further promoted as they go on walks to the local places of interest, sometimes taking their camera with them to record their outing. In wet weather children eagerly put on their waterproof clothing and still experience and enjoy outdoor play.

Helping children make a positive contribution

The provision is good.

Friendly, caring staff provide a warm, welcoming environment for children and their parents. Parents receive a good range of information about the setting which includes a prospectus and regular newsletters, information is also displayed on notice boards around the nursery. Children are greeted by staff who ask how they are and what they have been doing at home and this helps them feel secure and develop a sense of belonging.

Children attending the nursery are beginning to respect differences and other cultures because they have regular and easy access to a range of books and resources which help them identify people's differences. A range of festivals are acknowledged and children are made aware of their local community. The nursery is situated in a multi- racial community and staff involve the children in a range of activities of that community. Examples of such activities include visits to a Chinese supermarket, and local restaurants. They also visited a nearby library on world book day and for this visit children dressed up in different national costumes.

Children behave well and benefit from the praise and encouragement they receive from staff that consistently care for them in a calm and friendly manner. Children are polite, share resources and take turns when participating in the activities available. Parents are made aware of the day nursery's behaviour management policy and are fully aware of the strategies that staff use to manage any incidents of unwanted behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Parents are welcomed into the nursery and provided with relevant information regarding the nursery's policies and practices. Clear communication is established from the outset as they complete the appropriate documentation, and are introduced to their child's key worker. Children's development and progress is observed, monitored and well recorded and parents are fully aware they have access to these records at any time. This ensures parents are able to contribute to their child's care. The partnership is further developed as they are invited to attend parent's evenings or days which keep them well informed of their child's progress and development. Notice board displays and written information given to parents ensure they are well informed about the Foundation Stage curriculum and also the 'Birth to three matters' framework.

Organisation

The organisation is satisfactory.

Children's care and learning is enhanced by the effective deployment of staff, who are all aware of their roles and responsibilities. Good and robust systems are in place for the recruitment of new staff, and interview and induction procedures are appropriate. Children are kept safe because staff working with them have had satisfactory clearances, and any staff who have not had satisfactory clearances would never be left to work in an unsupervised capacity. However, regarding the clearance of all the company directors, some of their evidence regarding their personal clearances were not available at the inspection.

Staff to child ratios are met thus ensuring children are cared for appropriately. There are 21 staff who currently hold appropriate early years qualifications, and all staff are encouraged and are keen to access relevant training to support children's learning and development. Examples of such training attended includes Birth to three matters, Foundation Stage, safeguarding children, special needs, food hygiene, health and safety and paediatric first aid

Policies, procedures, consents and records which detail children's needs and inform staff of procedures to follow in situations such as, a child not being collected is maintained. Most of the required documentation for the day to day running of this nursery was in place, however entries regarding the checking of fridge temperatures are not always dated, and the safeguarding children policy does not currently comply with current legislation. Regular staff meetings are held which provide a forum for sharing information, such as, training opportunities, the evaluating of the nursery activity programme and plan for future activities.

Leadership and management is good. All staff work together as a team to support children's learning and development. Staff are given time for room planning meetings to be held regularly, thus ensuring that the care and educational activities are well planned to meet the individual needs of the children attending. Space, resources, time and grouping are well organised to promote children's enjoyment and achievement. The nursery manager and staff evaluate how well the planned activities have met the learning outcomes. Key workers monitor children's progress through the stepping stones to ensure they are making progress, and a very effective system is in place to identify achievements and also indicate what future activities would help children progress further. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection two recommendations were made, the first related to the updating of the operational plan and the second to the reviewing of nursery policies, formalising of

premises checks and parental consents. There is now a document in place which clearly outlines the individual roles and responsibilities of all the staff. The provider has reviewed the nursery policies and the staff do use health and safety checklists and parental consent is sought from parents. The provider implements these procedures thus ensuring children are safe and protected.

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 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):

- ensure that the local safeguarding policy fully complies with current legislation and guidance and that all records relating to the checking of fridge temperatures are dated

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 inform and involve parents in the planning and assessment process of the pre-school activity programme

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