

Providence Day Nursery

Inspection report for early years provision

Unique Reference Number	EY250298
Inspection date	10 December 2007
Inspector	Melissa Louise Patel

Setting Address	Fordsall House, Providence Street, Huddersfield Road, Elland, West Yorkshire, HX5 9DL
Telephone number	01422 379300
E-mail	
Registered person	Little Poopers 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 outstanding. 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?

Providence Day Nursery Limited has been open under the current ownership since October 2002. It is privately run and serves the local community and surrounding areas. It operates from a detached building within walking distance of Elland village centre. Childcare is provided on two levels with care for children under two years and over three years on the ground floor. The children aged between two and three years are accommodated on the first floor. There are also staff facilities and an office on the first floor. An outdoor play area is available at the front of the property.

There are currently 79 children on roll. This includes 19 children whom receive nursery education funding. Children attend for a variety of sessions. The setting supports children with English as an additional language. The nursery is open five days a week all year round. The opening times are from 07.30 until 18.00.

There are 18 staff employed to work with the children on a full and part time basis. This includes the manager of the nursery and the managers deputy, both of whom are additional to the required staff to children ratios. At the current time there are six childcare staff on maternity

leave. In addition, there is a cleaner, cook and administration officer. There are 17 staff who hold an appropriate childcare qualification to level 2 and 3, and there are three management staff whom hold qualifications in management. One staff member is currently on a management training course. There are also five childcare staff who are currently on training to upgrade their qualifications in child care up to level 4 and there are three staff training to degree level.

The nursery is quality assured with the Steps to Quality scheme. The nursery holds a five star rating from environmental health for infection control. The nursery also holds the investors in people award status. This setting receives support from a teacher from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are cared for in an environment that promotes excellent hygiene procedures to support the children's good health. For example, meticulous attention is given to ensuring that tables are wiped down before and after meals and that the baby changing areas are cleaned thoroughly between nappy changes. The staff are vigilant with hand washing and wear gloves during nappy changes. The provision holds a certificate from the West Yorkshire Health and Protection unit confirming high standards. In addition, the provision has a five star rating from the local environmental health department which covers hygiene and the preparation of foods. The staff are keen to ensure young babies benefit from very good hygiene procedures. For example, they ensure adults take off their shoes before walking in the baby area. In addition, there is a clear colour coded cloth system in place to ensure that cloths for different purposes are not confused and there are plenty in stock should any get lost.

Children gain an excellent understanding and willingness to keep themselves healthy. For example, they independently wash their hands after toileting and before meals and they can tell you that you may get germs if you do not wash your hands. The younger children use wipes and make very good attempts to clean their own faces and hands. Very clear and well maintained accident, medication and sickness policies and procedures are in place, in order to promote the children's welfare extremely well. For example, there are first aid boxes located in each room and many staff hold a valid first aid certificate for infants and young children.

The children from a variety of ages experience a shopping trip and are involved in buying foods. Children are learning to make healthy choices about the foods on offer and they are then involved in making and eating the food, such as making bread. All children and the babies benefit exceptionally well nutritionally. This is because they eat fresh foods prepared on the premises daily. The food in the kitchen is stored hygienically and looks fresh. Children eat an excellent range of healthy foods, such as fish, chicken, fruit and vegetables. The yogurts the children are offered are additive free. Children are given excellent choices at their lunch time meal. They eat cheese and vegetable risotto. In addition, the children are exceptionally well involved at meal times. For example, the food is placed on a revolving table and is served on separate serving dishes to enable children to make choices as they serve their own food, and the quantities of food are good. This means that they are developing their independence exceptionally well whilst enjoying a lovely meal. The children access regular drinks and the more able children can operate the water dispenser. The provision have taken advice from a nutritionist before designing their six week menu that is in place. Some of the foods on the menu are creamed fish pie, lasagne, roast chicken, apple and cinnamon cake, peaches, pears,

and vegetable bake and many more. They also benefit as the staff work very closely with the parents to ensure that the children's dietary requirements are met. There are excellent systems in place to ensure staff know what children can and can not eat, such as through discussions and by ensuring any allergy lists are in prominent places that all staff are aware of.

The children are benefiting extensively from learning to live a healthy lifestyle. This is because the children receive regular fresh air and exercise throughout the day, and some age ranges can spontaneously play outdoors if they wish to. This means the children are playing a dynamic part in making decisions about what they do. Children's physical skills are developing extensively. This is because the written observations of children are used to further their individual development. For example, the babies are given support to help them crawl, stand or walk and they receive encouragement from the staff to make that next step in their development. There is also plenty of space to explore indoors and outdoors. The babies have their own enclosed outdoor area where they can safely investigate by digging in the sand and attempt climbing small equipment with support from the staff as required. The older or more able children explore a large space outdoors, they too can dig in the sand. They climb larger apparatus and balance on different equipment, run, jump and learn to control the hoops. In addition, the children's care is significantly enhanced during their involvement in these activities as they are of a broad range developmentally and they are fun and challenging.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in an environment that is maintained to a very high standard. The rooms and corridors are clean, clear of clutter and are extremely welcoming and inviting. For example, this is demonstrated through the extensive range of information displayed for parents, such as pictures, posters and the displays of children's work. The excellent levels of security ensure that the children's welfare is regarded as paramount. For example, the security cameras show who is wishing to enter the premises and any unauthorised person can not enter the premises without an invitation to do so. The staff are alerted if any persons leave the premises. In addition, security in the indoor and outdoor areas are highly effective to ensure children cannot leave the premises without being supervised. For example, there are double gates in both these areas. The staff are also vigilant with their supervision of children in all areas of the nursery to ensure that the security remains effective during the day. The highly comprehensive risk assessments that are in place contribute to keeping children safeguarded. For example, an accident analysis is carried out to monitor any accidents that may occur in and out of the premises, to ensure that any risks are minimised. All toys and equipment are regularly checked to ensure that they are maintained to a high standard.

Children learn extremely well about their own safety and the safety of others in this setting through interesting, effective and imaginative ways. For example, the older children all sit together at what is called circle or reflection time. They sit around a candle. The more able children clearly explain the importance of not sitting too close to the candle and not to touch it and why. The children are supported closely by staff at this time and they all listen well and some children nod their head in agreement. This means the children are fully involved and engrossed in what they are doing. The younger children are also learning about safety as they explore the environment and during daily routines. For example, the children receive gentle reminders to be careful and not to run in a small area, such as the bathroom. The young babies and older toddlers are kept safe during nappy changes as they are supervised at all times, and as an additional precaution they often wear a safety harness to keep them secure should they roll over or wriggle.

Children are benefiting extremely well from clearly defined fire procedures that are in place. For example, all of the children and babies are involved in regular fire evacuation practises, which are recorded effectively and show clearly the dates and times of the practise. The staff know how long it takes to evacuate the premises which contributes to an efficient system. The staff have excellent knowledge of the fire procedures and what their individual role is. For example, all the staff asked can clearly state what to do should they need to evacuate the premises. In addition, the normal fire evacuation route is often changed at practise time. This presents a challenge to the staff and the children to ensure that they exit the premises quickly and safely. In addition, the situation resembles a possible real life situation. This ensures that the fire risk assessments are maintained to an optimal degree, in order to ensure excellent safety measures for young children.

Children are safeguarded extremely well in this setting. For example, the written policy available is very comprehensive and accessible to staff and to the parents. All the required supporting documentation, such as the Local Safeguarding Children Board procedures and the booklet 'What to do if you're worried a child is being abused: summary' are available. In addition, the staff demonstrate high levels of understanding of their role with regard to the safeguarding procedures. For example, the staff can explain their role very clearly, in order to support children. This is because there is a very good induction and training system in place.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are cared for in a vibrant and stimulating environment where children come first. For example, the children are welcomed on arrival with their parents and the children receive excellent support on an individual level and in groups. They soon settle into the daily routine and they are fully absorbed throughout the day. For example, the children can select independently from an excellent range of resources which are easily accessible and that are arranged very well to encourage the child's interest. For example, the children are learning the difference between light and dark. The older children use the parachute sheet as a cave, and with support from staff, they use a torch in the dark and talk excitedly about light and dark and they have lots of fun doing this. The younger children go outside late in the afternoon to watch the day start to turn in to night and again they use torches and glow sticks. They are having great fun as they run around experimenting with the torch. They talk about what the torch is for and there is lots of laughter.

Children become engrossed in a wide range of purposeful and developmentally appropriate outdoor activities which promote high levels of challenge, appropriate to their stage of development, such as balancing on the bridge outdoors and operating a piece of equipment which requires careful coordination of movements to turn the handles and peddle the feet at the same time. The younger children can explore smaller more manageable equipment for their age ranges and abilities, such as a small slide and they can explore the tinsel streamers that the staff have hung outside or watch the light reflect on the tinsel.

Children and babies are benefiting extensively through the very good use of the 'Birth to three matters' framework. For example, the young babies and older children experience a variety of messy and creative play, such as painting, exploring natural materials, such as wood, materials and scrunching up different types of paper. This helps the children to learn through their senses extremely well and helps them progress. The young babies and toddlers are developing their communication skills and relationships highly effectively through support from the staff. For example, the staff engage eye to eye contact with the children and smile and use facial gestures.

The staff talk to the children and there is physical contact with them, such as cuddling to reassure children during activities and whilst feeding. The support all the children receive in this setting is continuous and extremely positive throughout each room and all day. For example, the staff are consistently cheerful. They pay full attention to children as they talk and express themselves.

The babies benefit exceptionally well from a recent visit from a health visitor to give training to staff and parents on simple baby massage. This helps the babies relax and feel comforted. The baby massage sessions can be carried out easily throughout daily routines. This involvement with the parents demonstrates an excellent link to working in partnership with the parents in the interests of the child. In addition, the children benefit extremely well from the superb relationship with parents which enables the staff to obtain information recorded on sheets called 'All about me' which explains what the children can do and like doing. This helps the staff in conjunction with their own excellent observations of children to plan for their individual development very well. For example, children or babies who are starting to pull themselves up and walk have lots of opportunities to do so through using appropriate equipment and through active encouragement from the staff. The children who are developing their physical skills through riding small outdoor toys have further opportunities to try new equipment to develop their skills. All the observations show what is planned next to further the child's development and these observations are reviewed regularly to ensure children's development is significantly enhanced.

The children in this setting benefit exceptionally well from the highly supportive transition procedure to help them settle as they move up age ranges and into different rooms. For example, before a child moves to another room, parents are invited to come and visit the new room with their child. They can explore together and enjoy new experiences which help them settle very well, such as enjoying experimenting with glitter and glue and learning the new routines. The children make regular visits to the new room and are supported by a key member of staff from their current room. This helps foster excellent relationships with the parents and helps nurture the child's confidence, self-esteem and sense of belonging exceptionally well. This is because they have close links with people that know them and the children respond positively to this experience.

Nursery Education.

The quality of teaching and learning is good. The staff involved have a good knowledge of the Foundation Stage and the teaching methods are effective in helping children to progress in their learning towards the early learning goals. This is because the staff understand that children learn by being involved in practical activities through their play. For example, the staff follow through a child's interest on pirates. The children make pirate hats and they are learning a variety of skills as they do so, such as creative and language and communication skills. They are also practising their fine motor skills whilst cutting out. The children are excited as they plan to hide the treasure chest outdoors. The staff plan the resources to bring the activity to life. For example, they ensure all the resources are readily available for this activity and others. The equipment and resources are set out well to aid the children's choice and independence effectively. For example, the space is used very well to enable children to access resources and to aid their learning. The staff have received training to support their understanding and to help them deliver the Foundation Stage effectively for the children. The written plans of activities and the children's individual observations link clearly to the early learning goals and there are written plans in place to further the children's individual learning. The staff question children effectively. For example, during an activity about the pirates staff ask 'where shall we

fasten this?' and 'Is this the front or the back?'. This also develops the children's understanding of maths language through everyday activities.

The children are involved in a broad range of developmentally appropriate activities. They show good levels of independence, curiosity, imagination and concentration and use all their senses to explore a wide range of new experiences. The children make good progress in their learning with regard to their capabilities and individual starting points. For example, the children experiment indoors and outdoors with natural materials, such as soil and bark. They listen to music and start to give meaning to the sounds. They listen to stories and recall events at circle time developing their memory and thinking skills. They listen well at story time and contribute their ideas. In addition, the children frequently mark make and they start to ascribe meaning to marks as they find their name on the cards at lunch time. They make recognisable shapes and lines and they make good attempts at forming their own name. However, although resources are available there are fewer examples for the more able children to further extend their writing skills through writing for a purpose through role play and making lists.

Children are developing their understanding of concepts, such as full and empty as they play in the water. The children use words, such as large and small. For example, children try to fit clothes on a doll that are too small, they recognise this and state 'I need some larger clothes'. They are also developing their fine physical skills as they try to fit the clothes on the doll. They smile as they achieve it and they are developing their confidence. Children experiment with different shapes, recognise colours very well and recognise and match numbers that are the same. Children are learning calculation well outdoors as they play a simple game. For example, they count how many children there are, two of the children are asked by staff to run away. They then count how many are left. The children receive good support from the staff at this time. In addition, most of the activities are followed through very well by the staff. However, the children miss an opportunity to understand the concept of a maths activity indoors as the activity is not adapted by the staff at the time to further enhance their learning by making it simpler.

Children have lots of experiences to help them develop well physically. For example, they can climb, balance, control equipment indoors and outdoors. They construct and assemble a cave from a parachute and crawl inside and support the cave in the shape that they want. This also involves a group of the children together. They cooperate well together and enjoy the experience. Children are confident as they select activities freely and join in stories and games. They are learning good self-care skills as they lay out the knives and forks and wash their hands before lunch. In addition, they offer to help other children in daily activities. This aids all the children's self-esteem very well and they are learning to care for others.

Children frequently use their imagination. For example, they learn about a variety of tools as they attempt a pretend operation on a member of staff. They are also learning about people who help us as they do so through discussion. They investigate and operate equipment, such as the computer. The children are competent in operating the mouse. They develop excellent links to home through the use of the interest tree, which encourages discussion on what children do at home and then continuing this idea at nursery. In addition, the children learn about different communities through celebrating festivals and going on visits in the local community. For example, the children visit a local church and help put up the Christmas tree. This helps children make connections with different parts of their life experience and develop a strong sense of self in the community.

Helping children make a positive contribution

The provision is outstanding.

Children are cared for in an exceptionally welcoming and inclusive environment where they are valued extremely well. For example, all of the children are welcomed by cheerful staff on arrival. The children are all encouraged to join in to the daily activities and routines. The displays and pictures on the walls demonstrate that high regard is given to children's individual work and there are many positive images displayed of the differences in people.

Children benefit very well through the interest tree which encourages the children's individual ideas. For example, the parents record a recent interest on the stickers and attach it to the tree, such as information regarding a holiday trip. The children bring in photographs to show the nursery children and staff. The staff follow this interest through by looking at the photographs with the children and discussing the holiday. A highly effective activity is carried through with regard to a child's interest in pirates which is a fun, learning experience for the children. These activities help develop the children's sense of belonging, confidence and self-esteem exceptionally well and fosters very good links between home and the nursery. This also contributes to the promotion of extremely good behaviour and the children do behave very well throughout the day. This is also because the children are fully valued. For example, they are listened to by the staff. The children feel special as each day they take responsibility for certain tasks, such as setting the table at lunch time and putting out the individual children's name cards. This also contributes to the children behaving positively and they show a sense of pride and smile as they carry out the activity. They receive praise and reassurance during daily activities and routines, such as when tidying up and offering to help other children. In addition, the children have extensive choice in what they do throughout the day, such as playing out if they wish to and being involved in a range of exciting and fun activities indoors and outdoors.

Children are learning exceptionally well about diversity. For example, all the children are used to using resources, such as books, dressing up costumes and dolls that reflect positive differences in people. The babies are already starting to learn positive messages about differences as they explore the multicultural play materials with their hands, such as Asian bangles, hats and materials which are set out attractively for them to explore. In addition, the children celebrate festivals, such as Divali the festival of light. They have made a super display, which also fits exceptionally well in to the current nursery theme which is 'light and dark'. Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents is outstanding. The children benefit as there is an excellent commitment to work effectively with the parents, through the day to day verbal information and highly comprehensive written information available. For example, the notice boards give up to date and clear information on the day to day routines and any future events, such as the recent baby massage session and curriculum. There is regular information sent home with information regarding the care and education, other useful information and activities planned. In addition, the superb settling in process and induction system for children develops very close links with the parents and involves them to a high degree. This fosters excellent relationships with the parents. In addition, the parents are kept very well informed and up-to-date about their child's progress through parents evenings, open evenings and training events.

Organisation

The organisation is outstanding.

Children are cared for in a extremely well maintained environment, which is safe, secure and organised highly effectively. All the children have numerous opportunities to explore and develop their independence very well indoors and outdoors. The highly effective key worker system and operational plan that is in place ensures that the children's individual needs, care and welfare are considered and promoted exceptionally well, such as through following the children's individual interests and liaising very closely with the parents. The staff demonstrate high levels of knowledge of the 'Birth to three matters' framework which results in the children developing their skills very well and they have lots of fun. In addition, the children benefit as the staff demonstrate high levels of understanding of their role and policies and procedures. For example, they follow through health and safety procedures explicitly and consistently throughout the nursery rooms and throughout the day. The documentation is highly effective in promoting and supporting the children's welfare and learning and all the required documentation is in place. Overall, the provision meets the needs of the range of the children for whom it provides.

The leadership and management for the nursery education is good. The staff are supported very well, in order to promote the Foundation Stage effectively for the children. For example, the staff attend training on the Foundation Stage. The staff and management work well together and they are able to assess their own strengths and weaknesses, in order to improve the provision. For example, the officer-in-charge observes and monitors teaching and gives clear points to the staff for improvement if appropriate. The monitoring and evaluation systems in place for the nursery education are good and involve regular discussions and meetings at all levels in the nursery in order to promote the learning goals effectively for the children. The setting demonstrates a clear commitment to the improvement of the care and education for all children through their enthusiasm to meet high standards and through the use of the self-evaluation system in place which involves all staff and management.

Improvements since the last inspection

At the last care inspection the provider was asked to further develop systems to ensure an accurate written record, signed by parents, of medicines administered to children is kept. The provider was also asked to further develop systems to maintain security paying particular attention to times of children's arrival and departure.

The provider has ensured that medication records have been updated in line with the National Standards for under eight's day care. The systems for security are excellent as there is an effective security system in place which ensures no unwanted visitors can enter the premises. In addition, security at times of arrival and departure are closely monitored by the staff. This means that the systems to support the children's health, care and welfare have improved well.

At the last nursery education inspection the provider was asked to increase the opportunities for more able children to: explore addition and subtraction and the recording of numbers in everyday activities; extend opportunities for children to explore sounds and letters in everyday activities and ensure the observations of children are linked to the early learning goals and stepping stones. The provider was also asked to ensure that the observations are used to inform the future planning to ensure children progress and to further develop the planning of the curriculum to ensure progression and challenge to more able children.

The provider has ensured that there are plenty of opportunities for children to explore addition and subtraction, and record numbers. Children often sing rhymes which link clearly to simple adding and subtraction. They play simple games outdoors that help children understand adding and taking away in a simple but effective way, whilst having fun. Children relate to numbers around the room and evidence demonstrates that children record and are learning to recognise numbers. Children explore different sounds through music and sound out words supported well by staff. The observations of children clearly link to the early learning goals and they are used to plan the children's next steps in their learning. This ensures that the children progress. In addition, the management and staff hold regular meetings to ensure the curriculum is evaluated to ensure that all children are challenged in their learning. This means the provider has made good progress in developing the systems for the children's learning and development.

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 outstanding. 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

No recommendations for improvement are made because the quality and standards of care are outstanding.

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):

- further develop the more able children's early writing skills as a means of recording and communication
- continue to extend the staff's understanding of teaching to ensure learning opportunities for children are not missed.

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