

# Willows Private Day Nursery (The)

Inspection report for early years provision

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<b>Unique Reference Number</b>	206245
<b>Inspection date</b>	07 November 2007
<b>Inspector</b>	Ann Winifred Harrison
<b>Setting Address</b>	23 Park Road, Buxton, Derbyshire, SK17 6SG
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<b>Registered person</b>	Mr Kyran Connolly & Mrs Helen Connolly
<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 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?

Willows Day Nursery is privately owned and has been under its current management since 1997. It is situated in a detached house in a residential area of Buxton and serves children from the locality and surrounding area. A maximum of 57 children may attend the nursery at any one time. The provision is open Monday to Friday all year from 08.00 to 18.00 with the exception of Bank Holidays. All children share access to a secure enclosed outside play area.

There are currently 33 children from six months to five years on roll. Of these, nine children receive funding for early education. Children attend a variety of sessions. The setting employs nine staff. All staff including the manager hold an appropriate early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a clean, welcoming environment. Their health is effectively promoted as the staff take positive steps to promote good hygiene routines and encourage children to begin to take responsibility for meeting their own health needs. Children know that they must wash their hands before eating and after using the toilet, they talk about washing the germs off their hands to make sure they are clean. Staff explain that they have to wash their hands before they take part in cooking activities to prevent infection. Children help themselves to tissues for their noses and dispose of them appropriately. Good hygiene procedures throughout the setting ensure that children's health is protected. For example, staff wear aprons when serving food and they wipe the tables before children use them for meals. Children have individual bed linen, and high chairs are cleaned after each use. Effective procedures are in place for sick and infectious children which help prevent the spread of infection and help to keep children healthy. Relevant documentation is in place to record accidents and medication, which helps to protect children's welfare.

Children are well nourished. They enjoy healthy meals which are freshly prepared on site. They include meat, fresh fruit, vegetables, rice and pasta. All meals comply with any special dietary requirements to ensure children remain healthy. Healthy snacks include fruit, bread sticks and carrots. Staff work closely with parents to ensure babies' individual dietary needs are met. Children are given regular drinks through the day and drinking water is available at all times, which means children can access drinks when they are thirsty. Children are learning about healthy living through discussion with staff and planned topics. For example, they learn the importance of cleaning their teeth and which foods are best eaten in moderation. Staff arrange visits from a doctor and a dental hygienist to help consolidate children's understanding of staying healthy.

All children are learning the importance of a healthy lifestyle. They access fresh air and well-planned physical play experiences daily, both indoors and outdoors. Staff have a good understanding of the 'Birth to three matters' framework and ensure younger children are provided with a good range of physical play experiences. They benefit from activities such as climbing on climbing frames and soft play equipment. Older children jump over tyres and enjoy trying to keep a ball on a large parachute on windy days. They enjoy, riding bikes and they take part in music and movement sessions in the indoor 'gym' where they join in well with action songs and musical games. This enhances children's physical development. Children are able to rest and be active according to their needs.

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

The provision is satisfactory.

Children are cared for in a secure indoor and outdoor environment, where risks to children are limited through good safety and security procedures. Staff monitor access to the nursery at all times and anyone who wishes to gain entry has to ring the bell to gain access. Staff record the presence of all visitors and make sure all doors are kept locked. There is a good system in place for registering staff and children's arrival and departure and to ensure only named individuals collect the children. This means children are kept safe. Daily checks on the premises and equipment are made to ensure children remain safe. Risk assessments are completed, which identify the risks to children and how to minimise them. Children are well supervised and staff

ensure that adult to child ratios are maintained at all times. Fire evacuation procedures are fully understood by staff and are practised regularly. Consequently, children's safety is well promoted.

Staff are suitably qualified in first aid which ensures injuries to children are appropriately managed. Children are beginning to learn how to keep themselves safe, for example, they are learning about road safety and they respond appropriately to the emergency evacuation drill. Visits from police officers and fire officers help to extend children's understanding of staying safe. Children are learning about safety when they do cooking activities. They know that adults put the cakes in the oven because it is hot. Staff do risk assessments on all outings and they talk to children about how to keep safe by not running off and staying close to staff. However, not all staff are fully aware of the procedures for lost children. This potentially compromises children's safety. Children use good quality, suitable and safe equipment and play resources. They are appropriate to meet individual needs and are well maintained by the setting.

The setting has a detailed policy regarding child protection and all staff have a good understanding of the signs and symptoms of abuse and the appropriate reporting procedures. However, not all staff are aware of the procedures in the event of allegations made against themselves and the implication this has in their practice in caring for children. They are not all familiar with the Local Safeguarding Children Board procedures which means they are not fully informed of their role in safeguarding children.

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

The provision is good.

The care, learning and play experiences for children are good. Children are secure in the nursery's welcoming environment and have positive relationships with staff which increases their sense of trust and well-being. They enter the group confidently and enjoy their time in the setting. An effective key worker system ensures that babies and toddlers are cared for by consistent staff, whenever possible. They receive lots of cuddles and enjoy the positive interaction with staff which means they are happy and content. They benefit from routines which are similar to their experiences at home and staff are attentive to their individual needs. Babies explore the textures of a variety of materials provided by staff such as water, sand and jelly play. They enjoy the colours and sounds of musical toys, which they explore with interest. Staff plan a range of interesting experiences and activities to help children learn through their play, for example painting and collage. Babies and toddlers are able to help themselves to resources such as soft toys, puzzles and musical instruments that they can shake and listen to. Musical activities include singing and action rhymes which contribute to children's developing communication skills.

Staff are using the 'Birth to three matters' framework well to plan and provide activities for young children's development. They have an understanding of the range of experiences which enable young children to develop and learn. Key workers complete observations and assessments of their children to find out what they know, and these are used effectively to inform planning to ensure children make progress. Older children have positive relationships with staff and receive comfort and attention when they need support. They play happily together and with adults, using resources such as puzzles, construction and role play equipment. Children benefit from a colourful, stimulating and interesting environment in which they are happy, content and well cared for. Staff provide good resources to enhance children's learning.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good knowledge and understanding of how children learn and use the stepping stones to clearly identify children's achievements. Planning is good, links clearly to the stepping stones and ensures a wide range of activities and experiences are provided to extend children's learning, although they do not show how all children will be challenged and this potentially restricts children's progress. Observations and assessments are detailed and they are used to inform future planning for children's next steps in learning. Staff listen to the children and engage in their play. They challenge them by good use of questioning to extend their thinking. For example, they ask children, 'What happens when you mix the sugar and butter together?' when making cakes. Staff generally use effective methods to maintain children's interest. However, during some activities and registration time, children are not effectively challenged to extend their learning.

Behaviour is well managed and this results in a calm and caring environment for children. Children form good relationships with staff and their peers, which promotes their sense of well-being. They are developing their independence and self-help skills through going to the bathroom on their own and pouring their own drinks. Children move from room to room to access a variety of different activities during the day. There are good opportunities for children to self-select resources and initiate their own play. Children are fluent speakers and initiate and continue conversations with others. They happily talk about their experiences such as, what they have been doing in the garden. They are confident to speak out at circle time to tell others what they have been doing at home. Children talk about the weather and days of the week at registration time. However, children are not always interested and fully engaged and this limits their learning. They are learning that print carries meaning through recognising their name on their pegs and seeing words in the environment. They have good opportunities to practise their emergent writing skills in the writing area and the role play area. Some children are beginning to write their own name. They are able to link sounds to letters as they find the initial letters of their names on name cards and sound out the first letter of the days of the week at registration time. Children understand and use numbers well. They count reliably to ten as they count the number of children present and they count the bears when playing with a maths game. They have good opportunities to develop simple calculation skills through number rhymes such as 'Five Cheeky Monkeys'. They are beginning to use mathematical language appropriately as staff ask 'How many more do you need to make seven?' or 'How many do you need to take away to make them the same?' Children enjoy weighing and measuring during cooking activities, however, more able children are not always effectively challenged to extend their learning. This restricts their progress.

Children move confidently and are developing good coordination skills, they show a good awareness of space and handle a range of tools and small equipment well. They learn to balance and climb on outdoor equipment and enjoy riding bikes and pushing pushchairs. They are beginning to learn about their bodies as they talk with staff about what happens to their body when they are running. Children say they get sweaty and hot and need to drink water to cool down. They use their imagination and enjoy making models with play dough and recycled materials. Children express themselves freely through painting and enjoy exploring many different textures such as sand, water, shaving foam and collage. Children are interested in the environment and are provided with a variety of activities which enable them to explore their surroundings, for example, walking around the local area and playing in the garden. They go on trips to the airport and the nearby stately home. They explore the natural world through observing the changes of seasons, collecting leaves in autumn and planting bedding plants in the summer. Planned topics include 'the life cycle of frogs and butterflies'. Their imagination is well developed as they play 'chefs and customers' in the café and enjoy listening to stories. Children enjoy exploring the sounds of different musical instruments, they are learning to

recognise beat and rhythm as they clap and tap out beats with their instruments. They have regular opportunities to use information communication technology (ICT) equipment. They are learning to use the computer and are able to confidently use the mouse and navigate around simple programmes.

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

The provision is good.

Children and parents are made very welcome in the nursery and time is taken by staff to greet everyone individually. Children feel a sense of belonging as they put their coats and bag on their own named peg and help themselves to their own drinks. They benefit from being cared for as individuals, with their different needs acknowledged and valued by the caring staff. Good use of praise and encouragement by staff build children's self-esteem well. For example, staff tell children 'well done' and 'what a good job' when they help to tidy away the toys. Children are involved in making choices about their play, they enter confidently and engage happily in available activities. They are learning to share and take turns with equipment, for example, they share the construction toys and take turns to play in the sand. Children behave well in response to clear boundaries set by staff. They are encouraged to say 'please' and 'thank you' and to be kind to each other.

Children's spiritual, moral, social and cultural development is fostered. They are beginning to learn about the wider world through activities and celebrations such as Diwali and Chinese New Year. They go on outings to Manchester and to the cinema. There is a range of resources that reflect the diversity of culture, gender and disability that children regularly play with. This develops children's understanding of others. The setting are not currently caring for any children with learning difficulties and/or disabilities. However, staff have relevant past experience and ensure that they work with parents and other professionals to meet each child's needs. Children with English as an additional language are well supported by staff who work with parents to ensure children's needs are met.

All children benefit from the positive relationships staff have developed with parents and carers. They settle well because the staff work closely with them to ensure their child's needs are met. Parents and carers complete child entry records to help staff assess children's individual needs. They receive good written information on how the setting operates which includes how to make a complaint. They are invited to give their views on a regular basis through ongoing discussion and questionnaires. Information about feeding, sleeping and nappy changing is shared with parents and carers of babies and young children through a daily diary system. Staff compile an assessment record of children's development to share with parents. This ensures that parents are kept fully informed of their children's daily activities and progress. The partnership with parents and carers who receive nursery education funding is good. They receive information on the educational programme provided for their children and they are kept informed of current topics and events by regular newsletters and items on the notice boards. The consistency is further advanced by daily verbal and written feedback to ensure parents are informed about what their children have been doing whilst attending. Parents are involved in their child's learning as they are invited to access their children's developmental records whenever they wish and are invited to discuss their child's progress at parents' meetings which are held throughout the year.

## **Organisation**

The organisation is good.

Children play and learn in a warm, welcoming and well-organised environment. Good recruitment procedures ensure that children are cared for by staff who are suitable and appropriately vetted. Effective induction procedures ensure that staff are aware of their roles and responsibilities. There is a very good level of qualified staff working with the children and correct adult to child ratios are met at all times. This means children receive appropriate support when needed. Staff sit and play with the children, give them comfort, when needed, and one to one support. Children benefit from a staff team that are committed to training and development to improve their practice. They regularly attend courses on topics such as 'child protection', 'equality of opportunity' and 'behaviour management'.

Children are familiar with the routine and are comfortable and at ease in the setting. Space and resources are well organised which enhances the care offered to children. There are clear systems in place for recording accidents, medication and attendance records. Most policies and procedures work well in practice to keep children healthy and safeguard their welfare.

Staff have a good knowledge and understanding of the 'Birth to three matters' framework and curriculum guidance for the Foundation Stage. This means they plan a comprehensive range of activities to offer variety to children. Staff are enthusiastic and work efficiently together as a team and there is a supportive management structure in place. The leadership and management is good. The manager takes an active part in the setting and is committed to continuous improvement and development. The manager monitors staff practice through overseeing planning and working in each area. Staff are supported with regular meetings, ongoing training and appraisals to help them deliver the educational programme effectively. Overall, children's needs are met.

## **Improvements since the last inspection**

At the last inspection the setting were asked to ensure all children have routine access to a range of toys and activities that reflect positive images of race, culture and disability and review the method and management of providing drinking water in pre-school.

To address these issues the setting have acquired a good selection of resources that reflect diversity such as books, puzzles, posters and dressing up clothes. This helps children to understand others. Children can now access drinking water at any time in the pre-school room which means they are well hydrated.

## **Early Education**

At the last inspection the setting were asked to: review planning so that it includes evaluation of the learning objectives and is supported by effective assessment of individual children's learning; provide varied opportunities for children to recognise and use letters and link sounds with letters; develop their writing and mark making skills; provide greater opportunities for children to readily access books for individual enjoyment and leisure; review the management of the session so that children have time to reflect, choose, explore and develop their play and creativity; provide opportunities for children to routinely use and recognise number; develop children's understanding and awareness of a sense of place and their design and construction skills.

The setting developed a detailed action plan to address these issues and have continually monitored its progress. The planning and assessment has been reviewed and staff now have an effective system to assess children and plan for their next steps in learning. This means children are making good progress. Children have good opportunities to recognise letters and develop their writing skills. They recognise their own name on their name cards and they are encouraged to write their names on their work. They have good opportunities to see print in the environment as toys and boxes are appropriately labelled for children to recognise. They have good access to writing materials in everyday play such as the role play area and this means they can practise their mark making skills. Children access books throughout the day both at story time and in free play. Staff provide a good selection of books in the pre-school room and in the downstairs room so children can choose books at their own leisure.

The routines in the nursery have been reviewed and children now have many opportunities to choose their own resources and initiate their own play. They have use of different areas such as the craft room and the downstairs home room. This gives them opportunities to play creatively and to have free choice of activities. Children discuss with staff where they wish to play and this gives children a good variety of activities and resources. Children use and recognise numbers in their daily play. They sing number rhymes and they count on numerous occasions through the day. For example, they count the children and they count the 'compare bears'. Children have regular opportunities to develop their construction skills as they choose from wide variety of building blocks and construction toys. They design and construct models from recyclable materials and they make a train from nursery chairs in their role play. Children go on regular outings and trips to develop their awareness of a sense of place and topics include looking at other cultures and religions to promote children's understanding of the wider world.

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

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop further staffs knowledge and understanding of the Local Safeguarding Children Board procedures and the procedure to follow regarding allegations made against staff



- increase staff understanding of the procedure to follow in the event of a child being lost.

### **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):

- develop further the planning of activities to ensure that all children are challenged
- review the activities at registration time to ensure that all children are interested and engaged.

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)