

Elland Day Nursery

Inspection report for early years provision

Unique Reference Number	EY287489
Inspection date	17 January 2008
Inspector	Helen Blackburn
Setting Address	Northgate, Elland, West Yorkshire, HX5 0RU
Telephone number	01422 370818
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Registered person	Little People (Elland) 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 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?

Elland Day Nursery is managed by Little People (Elland) Limited. The nursery opened in 2004 and operates from a converted school. The children are cared for in rooms appropriate to their ages, in two buildings, which incorporate seven playrooms. The nursery is situated close to Elland town centre, which is close to local schools, parks, shops and transport links. A maximum of 58 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00, for 51 weeks of the year. All children share access to a secure, enclosed, outdoor play area.

There are currently 67 children on roll, of these 22 children receive funding for early education. The children attend full time and part time. Children attend from a wide catchment area. The nursery has systems in place to support children with learning difficulties, disabilities and who speak English as an additional language.

The nursery employs 16 members of staff, a cook and cleaner. All staff hold appropriate early years qualifications and six are working towards another qualification. The nursery is a member of the National Day Nursery Association and they receive support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in an environment that is clean. The staff maintain this through carrying out good cleaning routines and following effective hygiene procedures. For example, the staff ensure they regularly clean the environment and equipment. In addition, the nursery has sought advice from the health protection agency about good infection control measures. This contributes to them doing their utmost in minimising the risk of infection to children. In support of these practices, the group has clear written health and hygiene policies. Through everyday practical routines, the children are developing a good understanding of the importance of personal hygiene. The children know to wash their hands at appropriate times throughout the day. Through activities, the children talk about germs and illness, which helps them learn about why personal hygiene is so important.

There are effective procedures in place for managing illness and minimising cross-infection. This includes the efficient infection control procedures in place and the detailed information available on infectious illnesses. The nursery policy clearly outlines that any ill children should remain at home to protect others. In addition, the staff maintain detailed records with regard to any medicines they administer to children.

To promote children's health, they regularly access fresh air when they play outdoors and go on outings. All children make good use of the outdoor play facility. They take part in a good range of activities indoors and outdoors to support their physical development and to encourage them to be active and lead a healthy lifestyle. For example, they enjoy balancing on beams, riding bikes, play with bats and balls, chase bubbles and climb. In addition, the older children regularly take part in physical education sessions. The staff support the younger children to learn to sit, crawl and roll through providing appropriate resources and space. To compliment the outdoor provision, the education programme for all children incorporates the planning of activities that promote children's fine motor skills. For example, children use resources, such as pencils, paintbrushes, scissors and building bricks to help them develop good control and dexterity.

The group understands the importance and benefits of promoting healthy eating to support children's healthy growth and development. The menus incorporate a good balance of healthy, nutritious meals and snacks. For example, the children enjoy eating home-cooked roast dinners, fish and pasta dishes, fresh fruit and vegetables. Through fun activities, such as giving children stickers that promote the 'five a day' principles, the children are learning about how foods help them grow and be healthy. Children's individual dietary needs and routines are respected and met. For example, younger children eat in line with their own needs.

Mealtimes are a calm, relaxing and social experience for children. They have good opportunities to interact with their peers and staff. Lunchtime provides good opportunities for the older children to develop their independence skills. For example, they help set the tables and make choices as staff serve their lunch. Staff support the younger children well by encouraging them to feed themselves so that they gain and acquire new skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment for children is safe and secure with good safety precautions in place to support this. For example, there are security measures on the entrance to the premises, staff vigilantly supervise the children and written risk assessments and safety policies contribute to minimising accidents. The children are developing a good understanding of how to keep themselves safe. Through themes and topics, the children become involved in fun activities that help them learn about safety. This includes welcoming visitors to the setting, such as the fire service, police and road safety officers who talk to the children about keeping safe. The children also take part in fire evacuation practises so that they know what to do in an emergency.

The children access a broad range of age-appropriate resources that are safe, stimulating and maintained in good condition. The space within the nursery is organised and utilised well to promote the welfare of the children. Children are cared for in rooms appropriate to their ages. Within each room, there are all the necessary facilities to meet children's needs, such as comfortable sleep and rest areas. By using low storage units and boxes, the children are able to freely access resources. This supports children in making independent and safe choices in their play.

The staff have a good understanding of safeguarding and protecting children from harm. The group have clear policies based on the Local Safeguarding Children Board procedures to ensure they act appropriately if they are concerned about a child. The staff are aware of their responsibilities, for example, they know how to report and monitor concerns, which includes keeping appropriate records. Some staff have also accessed recent training to develop their knowledge of child protection issues. The nursery procedures include establishing who will be collecting children; the staff ensure that they check out any changes to this to ensure they promote children's well-being. The efficient recruitment and vetting procedures mean that appropriate measures are taken to ensure staff are suitable to care for children.

Helping children achieve well and enjoy what they do

The provision is good.

The staff are friendly and this provides a welcoming and relaxing atmosphere for children. This results in the children enjoying their time at the group and being happy and settled. Over recent years, management have worked hard to improve the facilities and environment for children, this includes the purchase of new resources and refurbishment of many areas of the nursery. There is a satisfactory range of children's work, posters and photographs displayed around the nursery to contribute to the welcoming feel created. This also provides a sense of belonging for children. Through recent training, the staff are exploring and evaluating how they display children's work to make it more inviting and child led.

The children have good relationships with each other and staff. The staff know the children well and they are frequently involved in their play. They use this time to support and challenge children's development. Through staff knowing the children well, they effectively meet their needs, according to their individual requirements. The children respond positively to staff, they seek them out to join in their play and approach them for comfort and reassurance. All children have good opportunities to make their own choices in play, which supports them in becoming independent. The children enjoy their time at the group. For example, babies laugh and smile as they look at books and they enthusiastically splash in the water. The younger children excitedly chase the bubbles and enjoy painting pictures and playing in the sand.

The staff have a good understanding of child development and how young children learn. This enables them to plan a good range of stimulating activities and experiences for children. To help them plan children's play, the staff make good use of the 'Birth to three matters' framework and 'Curriculum guidance for the foundation stage'. For example, when planning for younger children the staff are beginning to take into account children's choices rather than being led by themes and topics. They ensure all children access a good range of continuous play provision, which they enhance through planning children's play. Through observations and the monitoring of children's development, staff identify children's next steps in learning. They know to use their findings to help children progress and to plan for their individual learning. However, there have been some changes to planning and children's development records and staff are still familiarising themselves with some aspects of these changes. In addition, they have no clear system established to monitor the effectiveness of the changes; this also includes changes to systems used for the older children.

Nursery Education:

The quality of teaching and learning is good. The staff have a good understanding of the Foundation Stage. They use it well to plan a broad range of continuous play provision and specific more focused activities. The staff know the children well and this enables them to support their individual learning, including identifying their next steps to help them progress. There have been similar changes made to the planning and development records as to those of the younger children. For example, when planning staff now link more directly to the stepping stones and they are looking at how they incorporate children's individual learning into the plans.

Through the staff having good relationships with the children and being actively involved in children's play, staff are able to make good use of their time to challenge children's learning. For example, staff ask children a varied range of questions to encourage them to use their initiative and develop their own ideas and thinking. Due to these good teaching methods and stimulating activities, the children make good progress towards the stepping stones given their capabilities and starting points. The children are involved and engrossed in a wide range of indoor and outdoor activities. They are motivated, enthusiastic and curious learners. They are secure in their environment, which gives them the confidence to develop good relationships with others. This supports children's personal, social and emotional development.

The children's communication, language and literacy skills are developing well. They engage easily in conversation, such as interacting with staff and their peers during play. Through accessing a good range of activities that include mark making, painting and drawing, the children are acquiring good pre-writing skills. For example, the children have good pencil control whilst drawing their bus pictures. The children's early reading skills are developing well. For example, a self-registration system helps the children recognise their name. Through looking at books and listening to stories, the children concentrate and understand the concepts of early reading. For example, the children have the confidence to tell a familiar story to a group of their friends.

The children take part in fun and practical activities that help them to develop their mathematical concepts. They use a good range of mathematical language during play. For example, children talk about the big and small cherries they are making and they describe their full containers in the sand. The children count with confidence and enjoy activities that involve number, such as singing number songs. The children use and name shapes and they match and sort in different ways. For instance, children cut and name circles for their bus wheels and name shapes when playing a matching game.

The children are inquisitive and show curiosity in their learning. They ask questions, explore and learn about their environment and surroundings. For example, children take part in planting and growing activities. The children access the computer and other programmable toys to help them learn about simple technology. For example, the older children confidently work their way around the computer, controlling the mouse and navigating around the screens. These activities support children's development in a knowledge and understanding of the world.

Children use their imaginations well to express themselves and to share their ideas and thoughts. For example, children enjoy dressing up and engaging in role play activities, such as fixing items in the workshop and making cakes in the home corner. The children explore a wide range of media, texture, musical instruments and art activities to develop their creativity. For example, children explore the texture of wet and dry sand, dough and other mediums with enthusiasm.

Helping children make a positive contribution

The provision is good.

The children behave well and they are polite to others. The staff have a positive approach to managing children's behaviour, for example, they provide a good role model and praise children's achievements. This contributes to children's self-confidence and positive self-esteem. The children respond well to this positive approach and take pride in talking about their achievements. For instance, younger children eagerly show the stamp on their hand they received for helping to tidy up. There are clear and consistent routines in place so that children know what staff expect of them. This includes explanations why certain behaviour is unacceptable. This helps the children learn about right and wrong. The children play well together; they learn about sharing and taking turns. For example, a group of older children cooperate as they play a matching game and the younger children share the cars after staff explain about how nice it is to be kind to each other. In addition, the group has a written policy that supports the good behaviour management strategies in place and staff use training to evaluate the techniques they use in managing children's behaviour positively.

The children have a sense of belonging within the group; for example, a selection of their work is valued and displayed around the setting. The children have good opportunities to be independent as they freely choose what they want to play with. There is a good range of resources that provide positive images of the world in which we live so that children learn and understand about diversity. These include books, posters, dolls and activities that involve children celebrating a varied range of religious and cultural festivals and looking at traditions of other countries. This promotes children's positive self-image and their respect for others. The children also engage in activities that benefit the local community, for example, they raise funds for local charities and groups. Through welcoming visitors to the setting, the children also learn about people in their community, such as the fire service, police and nurses.

The staff operate an effective key person system to ensure children are cared for by familiar adults. This enables staff to have a good understanding of children's needs and ensures they meet them accordingly. This provides continuity and security for children. There are good systems to support children with disabilities, learning difficulties or for children who speak English as an additional language. This includes devising individual plans, liaison with parents and other professionals. This means children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. There are strong and positive relationships between staff and parents and they work successfully together. They regularly share and

exchange information to promote children's welfare and to meet their needs. For example, through daily diaries, staff share with parents information on the children's day, care and activities involved.

Through notice boards, policies, procedures, activity planning, newsletters and welcome packs the nursery outlines the service and curriculum programme provided for children. The group seek parents' views through questionnaires and by asking for feedback on specific changes introduced in the setting.

The parents are encouraged to contribute to their child's learning. Parents have access to their child's progress records and they can contribute to these freely, although their input is limited. Through parents' evenings and new records for recording children's individual learning staff share with parents children's progress throughout the year. Information on themes provides ideas to encourage parents to continue their child's learning at home. The staff gain information from parents about children's care and needs. However, this is limited in regard to children's progress, development and interests to help staff build on children's abilities and individual likes when planning for their play.

Organisation

The organisation is good.

The staff work well together, there is good teamwork and they are organised and make good use of their time to promote children's well-being. They deploy themselves well, which contributes to meeting adult to child ratios and ensures staff effectively supervise children. There are established routines and clear rotas to make sure that staff are aware of their duties. This contributes to the smooth operation of the setting. The staff know the children well and because of this they successfully build into the nursery day children's individual routines. This provides continuity and security for children.

There is well-organised documentation available to contribute to the safe management of the setting. This meets regulation requirements and outlines the service provided for children. Information recorded on the children is concise and up to date, which means that they are cared for effectively.

The leadership and management of the group is good. Management and staff are open to ideas and suggestions and they explore ways to enhance the service they offer. For example, they welcome support from the local authority, seek advice from external agencies and they are working towards a recognised quality assurance award.

Management have begun to introduce some systems to help them monitor the service and education programme, including their strengths and weaknesses. For example, they use questionnaires and devise action plans regarding some aspects of the service, such as the planned refurbishment of the toilets. Through a commitment to improve, management have recently made a number of changes to some systems, such as appraisals, inductions, planning and recording of children's progress. However, clear directions have not been refined to help them evaluate the effectiveness of these changes, or how they monitor the overall service, to ensure all elements are incorporated, including the care and education programme.

The priority given to staff development is good, for example, there are clear training programmes in place for all staff. The staff understand the benefits of training and use it to assist them in improving outcomes for children. For example, they use ideas gained on courses, such as

behaviour management and use of displays to help them evaluate their practice. The use of appraisals contribute to staff development and induction programmes help staff understand what is expected of them. 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 agreed to develop planning records and children's access to resources, improve some documentation, laundry facilities and staff understanding of equality and consider the organisation of lunchtime. Through developing the activity planning, the purchase of outdoor equipment and the introduction of more walks and outings, the children have better opportunities to play outside and to be active. This contributes to promoting and supporting children's physical development.

Through the reorganisation of rooms and purchase of new equipment, the children now have easy access to age-appropriate resources. This encourages children to be independent and supports them in making their own choices in play. By moving the laundry facilities away from food preparation areas, the nursery meets environmental health guidelines and promotes the prevention of cross-infection and cross-contamination in the kitchen area. The organisation of lunchtimes now ensures children's experiences are positive. For example, they sit in small groups and interact with their peers in a relaxing and calm environment. In addition, by introducing water jugs the children have direct access to fresh water, which promotes their health and development.

Relevant changes have been made to medication and accident records. The parents provide any necessary medication consent and sign to acknowledge any entries in the accident book. Through accessing training, the staff have a greater understanding of promoting equality. New resources have been purchased and staff use their knowledge to plan a varied range of activities to help children learn about 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):

- refine systems for monitoring the service, care and education programme to ensure all elements are incorporated and evaluate the effectiveness of new systems introduced (also applies to nursery education).

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):

- explore ways for parents to share information regarding their child's progress and development to enable staff to build on children's abilities (also applies to care).

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