

Claremont Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY254163
Inspection date	21 November 2007
Inspector	Judith Anne Kerr
Setting Address	Claremont Day Nursery, 160-162 Swinton Park Road, Salford, Manchester, M6 7PA
Telephone number	0161 745 9303
E-mail	
Registered person	Cranford Childcare Services 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Claremont Neighbourhood Nursery is owned by Cranford Childcare Services Limited. It was registered in 2003 and operates from four rooms in a two storey converted building. It is situated in the Salford area of Greater Manchester. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 07.15 to 18.00 for 51 weeks of the year. All children have access to securely enclosed outdoor play areas.

There are currently 47 children aged from five months to under four years on roll. Of these three children receive funding for nursery education. Children attend on a variety of full and part time places. Places are available to children from the local community and surrounding areas. The nursery currently supports children with disabilities.

The nursery employs 14 staff who work with the children. Nine of the staff, including the manager hold appropriate early years qualifications. Four staff are working towards a qualification. The nursery receives support from an advisory teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean, well maintained environment. They stay healthy because staff follow good hygiene practices. These are in line with the setting's policies and procedures and help to minimise the risks of cross infection. For example, cleaning rotas are in place and surfaces are regularly wiped down with anti-bacterial spray before and after children eat or after messy play. The children are becoming aware of basic hygiene routines as they are encouraged to wipe their noses and wash their own hands. A beneficial sick child policy is consistently implemented to protect children from the spread of infection. Parents are contacted to collect children who become ill during the day. This promotes children's health. Accurate accident and medication records are maintained, and staff hold up to date first aid certificates which enables them to administer the appropriate treatment in the event of an accident.

The children enjoy a wide range of activities which contribute towards their good health. They benefit from fresh air and exercise as they engage in regular outdoor play. They have lots of opportunities to enjoy and increase their physical skills in the outdoor areas. These sessions provide opportunities for children to develop their coordination skills as they ride the wheeled toys, balance, climb and practise their ball skills. Indoors children enjoy dancing to the music, stretching and reaching. Children are able to rest according to their needs. For example, children sit in the quiet areas and rest their bodies when they are tired.

Staff gather detailed information from parents about their children's dietary needs and take this into account when planning menus. Meals are prepared and cooked on the premises each day using fresh fruit and vegetables. The menu is well balanced and nutritious to promote children's growth and help them learn about healthy eating. Meal times are relaxed social occasions, where staff and children sit together and enjoy each others' company. Children are provided with appropriate cutlery and encouraged to serve themselves to develop their independence skills. Staff regularly offer children drinks but some children do not have free access to help themselves whenever they wish. As a result, some children may be thirsty some of the time.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in bright and stimulating surroundings. Their art work is displayed to create a suitable learning environment and give them a sense of achievement and belonging within the setting. They move around their immediate environment with ease and confidence. There is a good range of play materials which are safe, clean and meet the needs of the children attending. Resources are, for the most part, easily accessible to the children to enable them to make choices and develop their independence.

Most reasonable steps have been taken to ensure that children are cared for in a safe and secure environment. Only staff can open the door which prevents unknown persons entering and all visitors are required to sign in and out of the premises. The outings policy is clear and well thought out to ensure children's safety. For example, staff to child ratios are increased and children wear badges with a nursery contact telephone number to further prioritise their safety. Fire drill information is clearly displayed and practised on a monthly basis with the children. This helps them to become aware of defined procedures to be followed in the event

of a fire or emergency evacuation. However, the laundry room is accessible as the door is left open and a drain in the play area is not covered. These pose a hazard to children's safety.

Children are protected because staff have a sound understanding of the signs and symptoms of abuse and the procedures to follow if they are concerned. However, the child protection policy has not been updated in line with current guidance to include contact numbers for the police.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are cared for in a cheerful and supportive environment. This enhances their confidence and contributes to their well-being. They are happy and relaxed in the company of staff and are well cared for with soothing words and a sensitive approach. This encourages children to be self-assured and good humoured, and as a result they settle well into the nursery.

Young children enjoy investigating and exploring the range of play opportunities. They play along side each other as they build models with building blocks, learn to play cooperatively, share and take turns. Babies and toddlers begin to make connections as they delight at the sounds made by cause and effect toys, and develop a sense of self as they use a low-level mirror to look at their reflection. They enjoy a wide range of sensory experiences as they experiment with spaghetti, jelly and bubble wrap with paint and explore the textures of wet and dry sand. They develop imaginary skills as they play with small world toys, 'shop' for food and 'cook' the dinner. Children enjoy regular outings in the local area to shops, the surgery and park which allow them to observe different people at work and gain an appreciation of their environment.

Play opportunities are planned in line with the 'Birth to three matters' framework. Plans are displayed, activities evaluated and children's progress is assessed. However, clear learning intentions are not consistently identified in planning, and information gained from children's assessments is not always clearly identified and used to plan for the next stages of their learning.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a sound knowledge and understanding of the Foundation Stage curriculum, which is reflected in the varied range of play opportunities planned and provided for children. Planning is linked to topics. However, the planning of focused activities lacks detail, and evidence suggests that it does not give equal coverage to all areas of learning. Learning intentions are not always clear, the needs of more and less able children are not identified and the next stages of learning are not consistently predicted. Consequently, the links between planning, observation and assessment are not yet fully complete. As part of the daily routine staff make general observations on children's progress. There are clear systems in place to assess what children already know when they start the Foundation Stage but these are not consistently implemented. Areas of continuous provision are in place, however, these are not continually available to allow children to independently access them all throughout the day.

Children are confident in directing their own play and making choices from the suitably organised learning environment. They are learning to show care and concern for each other as they wait their turn to serve themselves lunch, or to speak to staff during circle time. This helps children to explore their feelings and think about how they should behave towards each other. Children are developing friendships and choose who they play with in the home corner. For example,

children comment to each other 'are you my friend?'. They are familiar with the daily routines, such as lining up to go outside and helping to tidy up. The children join in and follow instructions for playing their instruments. Children are interested and motivated to learn. They show enthusiasm when sounding out letters, such as 'it's m for me'.

Children are developing their speaking and listening skills well. They confidently share their news, such as being collected by granddad and another recalls which children played in the sand earlier. There is a clearly defined writing area which allows children to practise their skills using a variety of materials, such as chalk, felt pens and coloured pencils. Children freely practise their mark making skills and write for a purpose. For example, the children write shopping lists and receipts. They confidently use number during their play as they spontaneously count four children round the table, and others count five pegs that have been put on the board. They learn about shape and develop problem solving skills as they complete puzzles, and count how many more chairs are needed. Mathematical language, such as 'big' and 'middle', is used spontaneously as children play.

Children learn about change through the seasons and the weather. They collect items of interest such as twigs and leaves which are then displayed or used for painting and collage activities. Trips out to the park and shops and visitors, such as the dental nurse provide interesting opportunities for the children to learn about their local environment. Technology is generally used well within the setting to promote children's learning. Children are developing a sense of time as they discuss with staff who helped to set up the train and track earlier in the day. Sensory opportunities allow children to explore the textures of natural materials such as sand and water. They use tools, such as pencils, cutters, glue sticks, rolling pins and scissors with increasing skill and control. Children enjoy a wide range of creative activities using a variety of media, which allows them to express themselves freely and develop their imaginative skills.

Helping children make a positive contribution

The provision is good.

Children have access to a varied range of resources and play opportunities which reflect diversity and acknowledge cultural differences. These include celebrations for Diwali and pancake day. The children play with multicultural dolls and play figures portraying disabilities. Such opportunities encourage children to appreciate the world in which they live. Staff have a clear understanding of the needs of children with disabilities and work closely with parents and other agencies to ensure all children are fully included. This positive approach helps foster children's spiritual, moral and social development.

Frequent praise and encouragement enables children to develop their confidence and self-esteem. Children behave well and benefit from a calm and consistent approach which is promoted by all members of staff. All children are treated with individual care and respect. Children are developing a kind and caring attitude and learning to consider the feelings of others. This is demonstrated as children take turns to play with a particular doll, and pick up the toys from the floor to prevent them from getting broken.

Children benefit from the friendly relationships shared between parents and staff. Parents are warmly welcomed into the nursery at the beginning and end of the day. Staff and parents chat informally at handover times discussing any issues relating to children's care. Parent's notice boards within the nursery keep them informed about the provision and what their children are doing. The setting seeks relevant personal information from parents when they register their child to ensure that they are able to meet their care needs. Parents are made aware of the

complaints procedure but this has not been updated to reflect the contact number for Ofsted. Effective systems are in place to record any complaints or concerns from parents. Verbal feedback from parents considers the nursery to help their children come on 'leaps and bounds', and another parent says 'the only thing better would be if I could afford to send the baby full time'.

The partnership with parents in receipt of funding for nursery education is satisfactory and has a positive effect on children's sense of belonging. They are warmly welcomed into the pre-school room at the beginning and end of the day and receive daily feedback about their children. Parents can informally discuss their children's progress through the stepping stones at any time with staff and attend the annual parents evening for a more formal discussion. However, they receive no clear information about the Foundation Stage and Early Learning goals. This limits their understanding of children's learning.

Organisation

The organisation is satisfactory.

The nursery offers a friendly environment where children feel comfortable and express themselves freely. Space is organised within each play room to provide children with a balanced range of activities. Children are grouped according to their age and stage of development. Each child is allocated a key worker which helps to contribute to continuity of care. High staff to child ratios contribute to children receiving good levels of attention. Clear systems are in place for the recruitment and vetting of suitable staff.

There is a strong commitment to staff training and development. Most staff who work with the children have an appropriate early years qualification or are working towards achieving one. In addition, attendance on short courses, such as 'Birth to three matters' and behaviour enables staff to further enhance their childcare skills. Most policies and documentation relating to the continuity of care for children are up to date. Records and information are stored securely to protect confidentiality.

Leadership and management of the nursery education is satisfactory and contributes to children's progress towards the early learning goals. The manager recognises her commitment to supporting staff and developing their roles within the nursery. Regular staff training and staff meetings contribute towards the professional development of staff. The manager is aware of the issues that need to be addressed and areas for further development to improve the quality of nursery education that the setting offers to children.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to conduct a risk assessment to identify actions to minimize identified risks, and ensure suitable furniture is available to meet the needs of staff and children.

New carpeting has been fitted in all the children's play rooms and an adult sized sofa is available in the baby room. As a result, children's safety and comfort is improved.

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.

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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 drinking water is freely available to all children throughout the day
- minimise hazards to children from the drain and the laundry
- improve the documentation to include the relevant telephone numbers.

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):

- review the organisation of the planning to ensure clarity (also applies to care)
- review the organisation of the continuous provision to ensure it is accessible at all times and sustains children's interest
- evaluate the planning to ensure the needs of more and less able children are consistently identified so that all children are challenged and used to identify the next stages of children's learning
- provide parents with good quality information about the Foundation Stage and Early Learning Goals so that they are well informed about their child's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk