

# Perryfields Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	205175
<b>Inspection date</b>	12 December 2007
<b>Inspector</b>	Ann Doreen Burford

<b>Setting Address</b>	Red Brick House, Holly Road, Sidemoor, Bromsgrove, Worcestershire, B61 8LE
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<b>Registered person</b>	Dawn Hunt
<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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Perryfields Day Nursery opened in 1981. It operates from six rooms in a detached property close to Bromsgrove town centre. The nursery serves the local and surrounding areas. A maximum of 23 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 17.30 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 26 children from one year to under five years on roll. Of these, six children receive funding for early education. Children attend for a variety of sessions. The setting supports children with learning difficulties and/or physical disabilities and who speak English as an additional language.

The nursery employs eight permanent members of staff. Of these, six hold appropriate early years qualifications including one staff member who has Early Years Professional Status.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is outstanding.

Children's health and well-being is achieved through many innovative ideas. Staff keep their basic food hygiene training up to date by accessing regular training so children stay healthy because current and appropriate environmental health and hygiene guidelines, policies and procedures are followed. There are rotas so staff are aware of their responsibility for helping to maintain the high standards of hygiene and therefore promoting a healthy life style. Tables are washed with anti-bacterial wipes between activities, especially before eating. Staff wash hands regularly and use anti-bacterial gel on their hands after wiping children's noses. Used tissues are disposed of safely. There are child-sized toilets on the ground floor so younger children go to the toilet with appropriate adult support. When pre-school children are using the playroom on the first floor they use the bathroom which has an adult sized toilet so a special toilet seat and step are available so they can use it independently. There are clear signs reminding everyone to wash their hands. All the children wash their hands before eating and after messy activities. This means children are developing an understanding of simple good health and hygiene practices.

Children are very well nourished because of the daily nutritious meals and snacks. There is a weekly menu on display plus every day the lunch menu is highlighted to ensure parents know what their child is eating. The meal is well balanced using fresh ingredients. When planning the menu children's individual dietary needs are considered and met. This means they have their health and dietary needs met because staff works well with parents. Healthy eating is also encouraged by involving children with growing, preparing and cooking food which helps even the more reluctant eater. Each room has fresh drinking water available so children stay hydrated.

All the children love the many opportunities to use the well-designed outdoor area and to go on regular outings in the local surroundings and sometimes even further a field. The management have identified a soft-play area where staff can closely supervise the children and offer support to children needing more intense adult supervision to ensure they are fully included. The outdoor area is a wonderful haven where children can enjoy fresh air and exercise as well as just enjoying the environment. They have their own growing area and are learning about composting so they can take care of their environment for future generations. Children have rest and sleep according to their needs. The home routine is discussed and then blended into the day. Changes to the sleep routine are only made after discussion with parents and as the child develops. There are two lovely quiet bedrooms maintained at a suitable temperature. Each child has their own designated cot and bedding. Children can also rest on the comfortable sofas in two of the play rooms. Close supervision with regular checks ensure babies are safe when sleeping.

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

The provision is outstanding.

Children are cared for in a house which has been converted to the highest standards to create a homely, attractive premises. It is a welcoming, secure and safe indoor and outdoor environment. The youngest children are cared for on the ground floor. The first floor provides a wonderful haven for exploring and stimulation for nursery education. The children can freely move between the rooms at suitable times so they access different resources and activities. There are base rooms for each age group which are equipped with age-appropriate resources. There are times

when children have separate activities reflecting their age and ability so younger children are fully protected without impinging on the challenges set for older children.

Children use an extensive range of suitable and safe equipment which meets current safety legislation. They also share additional educational resources from their 'North Bromsgrove partnership' through the local authority via the Early Years Service. All of the equipment is in excellent condition and is supplemented by some resources that are home-made by the staff and children. The toys and equipment are imaginatively used so children have fun through stimulation and a sense of awe and wonderment. The outdoor area has excellent facilities to extend children's skills and a love of fresh air and exercise.

Safety is paramount without compromising enjoyment and challenge. The written safety policy states all activities are supervised at an appropriate level to encourage freedom of choice, movement and independence, whilst children still remain safe and secure. Children are kept safe on outings because of high staffing levels and careful planning. Risk assessments have been reviewed and the system for recording them has been agreed with the Environmental Health Officer. Children learn to keep themselves safe through their participation in emergency evacuation procedures.

Children are well protected because the staff understand their role and responsibilities in child protection and are able to put appropriate procedures into practice when necessary. Staff access regular training to keep abreast of current best practice and legislation. The training ideals are shared and cascaded to all staff so everyone knows the appropriate action to take.

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

The provision is outstanding.

Children benefit from staff's in-depth knowledge and understanding of child development. The babies and toddlers participate in activities reflected in the 'Birth to three matters' framework which staff use in their planning for the youngest children. They explore and enjoy a wealth of sensory experiences such as sand, water and dough. They have a strong sense of their own identity. For example, all the rooms have mirrors at child height so they can look at themselves. Parents provide photographs of their child at home when they first start. These are then displayed in their base room so children make links between home and nursery which helps them settle. The younger children also benefit from being able to mix and interact regularly with the older children. The older children act as good role-models and interact with the babies as they laugh and play together. They regularly go on outings together to the park or the local shopping centre.

### **Nursery Education.**

The quality of teaching and learning is outstanding. All the staff have an excellent knowledge and understanding of the early learning goals because they constantly access training and communicate with other local providers to share best practice ideas. One staff member has recently achieved her Early Years Professional Status which has further enhanced the quality of this setting. All of the staff are involved in the comprehensive planning. The key-worker identifies the next step in each child's learning and shares this information with the staff group. This is then used in the planning which ensures the child has the opportunity to learn new skills and remain challenged. This approach makes the curriculum planning effective for all children. The home language of children is respected and shared with other children. Labels reflect how different languages are written. These are discussed so children who have English as an additional

language are well supported. Children with learning difficulties and/or physical disabilities have exceptional support from the dedicated staff group.

Personal, social, and emotional development is extremely well promoted through a positive ethos and inclusive practice. Children are very keen to learn and are self-motivated. Staff are excellent role models and their enthusiasm is infectious so children are cooperative and have a positive attitude to learning. Pre-schoolers help to write the rules and code of conduct for themselves. It concentrates on positive action such as being kind to one another. There is a strong sense of community in this setting which is achieved because children have a base room linked to age, however they freely move between rooms if they want to access activities located in another play room. This means children not only build relationships with others in their room but also develop a sense of respect and thoughtfulness towards the younger children. They are a very caring group. This is also emphasised through their participation in activities such as learning about other cultures and raising their awareness of issues such as 'Wateraid'.

Communication, language and literacy is excellent. Children are excellent communicators considering their starting point. Verbal communication skills are enhanced because staff have accessed training called 'Nursery talk'. A speech therapist has guided them through this training to enable all children to talk confidently. They are learning to link sounds to letters through activities. Some of the older children are starting to read and spell words. They recognise their own written name. Children give meaning to their mark-making and understand the importance of the written word because of labels and posters displayed around the rooms. They have helped to make some of the labels on the drawers to identify the contents such as beads. Children have access to a wide range of books for stories and to use as a reference. They choose a book and curl up on the sofa and often ask an adult to read the story to them. There is a lovely relaxed atmosphere where a love of books is promoted. There is an additional library range in the reception area that can be borrowed and taken home to share with their families.

Children are becoming competent mathematicians. They can count with meaning and are starting to do simple adding on and subtraction. They spontaneously do this in their play and through participation in action songs. Children problem solve and some show exceptional ability at recognising shapes such as when completing complex jigsaws. They can recognise and name two and three dimensional shapes. They recognise numerals and can write them. When playing outdoors they use chalk to write numbers to use in their play.

Children's knowledge and understanding of the world is exceptional, especially their appreciation of different cultures. The setting is twinned with a school in Gambia so they access a range of artefacts and develop their appreciation of the similarities and differences between the two cultures. For example, children know about cleaning their teeth with a tooth brush and they also have samples of what the children in Gambia use. They have the different sticks that are chewed by the children to keep their gums and teeth healthy and clean. Children use the computer with increasing success. They use a wide range of suitable programmes and work their way through the programme showing great ability to use the mouse and understanding of the aim of the programme. They seek adult support appropriately to help them learn new skills.

Children are very creative. They love making their own designs and creations. Children's art work is displayed throughout the nursery with the emphasis being on their participation not on the end result. This enables children to take great pride in their work and have a willingness to try new activities. They use their imaginations well. In role-play they develop their roles using complex language predicting their storyline for the characters. Staff provide excellent

resources to stimulate children's imaginations such as x-rays, displayed on the windows of the doctor's surgery, to stimulate conversation. The lovely replica toys help children relate to their own medical experiences. They involve adults in their play telling them their role. For example, children know how to take temperature, blood pressure, measure body fat and administer medicine as part of their play. Children use mark-making in their play such as making appointments and taking patient details. Singing and dancing is very popular with the children as they enjoy familiar songs and rhymes.

Physical development is very good. At snack time the older children choose and pour their own drinks. The adult pours from the large jug into a smaller one so children can then pour drinks for themselves. Flasks are available in each room so they help themselves. The flask has a push button action which children manage very well. They happily help others to get a drink if needed. They are very thoughtful towards each other. Older and more able children develop their physical skills by accessing play areas where they are challenged such as parks with larger equipment where they can climb. Circuits are also used to help children hone their skills such as jumping. The activities are adapted so all children participate regardless of ability.

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

The provision is outstanding.

Respect for children's individuality and their self-esteem is a particular strength in this setting. Everyone has a turn being the 'special person' when they have their own day dedicated to looking at their individuality, likes, dislikes and experiences. The children wear a tabard stating they are the special person so they can bring items from home to show the other children. This activity not only builds the self-esteem of the child but builds respect for each other's uniqueness. Each child has a turn being the 'special person' and this causes great excitement and conversation between the children. There is a wealth of photographs around the nursery reflecting each child's busy life in the setting. This sets the scene throughout the nursery as children are at the centre of everything this setting does. Hence children feel a strong sense of belonging.

Children receive appropriate support because of the effective key-worker system and high staffing levels. Each child has the same key-worker throughout their time at the setting. Children's opportunities to develop their understanding of the wider society is exemplary. The nursery is twinned with a school in Gambia. They are learning about the Gambian children's lifestyle and the nursery families help to fundraise to make improvements to the school such as toilet facilities. The manager has visited and returned with many photographs to show the children and artefacts such as musical instruments and dolls reflecting the local culture.

Children with physical disabilities and/or learning difficulties receive excellent support from the management and staff. The manager and the deputy have won 'The Queen's Award for Voluntary Service' from Buckingham Palace in recognition of their voluntary work and inclusion of children through their involvement with the Pre-School Learning Alliance. Staff attend strategy meetings and often act as advocates for parents in strategy meetings to ensure children are at the centre of all decisions. Staff are passionate about inclusion and they liaise with local schools so the transition is as smooth as possible and the child has a suitable package of support.

Children are very well behaved considering their age and starting points. The ultimate aim of the setting is to teach self-control by praising good, considerate behaviour. Children understand responsible behaviour because of the effective way staff promote understanding of what constitutes acceptable or unacceptable behaviour. There are clear simple rules for positive

behaviour. Children make choices and are consulted about the activities. This means they take decisions about issues that affect them and that they have a voice that is listened to and respected. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. Parents are provided with an extensive range of information about the setting and relevant additional information on care and education. There are many notices in the reception area to keep parents informed about local and national childcare issues. There is also a web-site where parents can access information about the setting. Information is shared verbally on a daily basis as the family are always greeted by a staff member. The monthly planner and advice sheets help to keep parents aware of forthcoming activities and gives an opportunity for written feedback. Each child has a folder in the which includes observations and a nursery profile which links to the Foundation Stage curriculum. Parents can view their own child's so they understand their progress. Parents feel this helps them to plan activities they can also do at home so they are involved in their child's education.

## **Organisation**

The organisation is outstanding.

Children are well protected and cared for by adults with excellent knowledge and understanding of child development who have been recruited using robust vetting procedures. The provider regularly meets and consults with other providers in a local partnership. They share ideas for good practice, toys and joint training sessions relevant to child care and education. The management and staff are constantly accessing a wealth of training and information because they have such high regard for the well-being of all children. The high level of staff ratios and deployment positively supports children's care, learning and play. Additional staff cover times such as lunch so children have excellent support. All of the staff are an excellent, cohesive and effective team. This works well because of the organisation of staff, activities and the flexible movement of children between rooms.

The extensive detailed policies and procedures work very well in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. They are regularly reviewed and shared with parents. All of the accurate detailed record keeping ensures the care is tailored to children's individual needs and parents are fully involved in decisions about their child.

Leadership and management is outstanding. The management of this setting is inspirational. It is based on mutual respect. The staff are an excellent team and understand each other's roles and responsibilities. The staff rotate around the rooms so children know all the staff well. The setting has comprehensive systems to evaluate the nursery education. They regularly reflect and evaluate the outcomes for children. This results in the development of their action plan for ongoing improvements as they strive to maintain excellent levels of care and education. They seek appropriate advice and support from a range of professionals from health and education as well as always consulting with parents as the expert on their own child. All the focus activities and the topics are evaluated to assess their strengths and weaknesses. Assessments also include the benefits to individual children's progress.

## **Improvements since the last inspection**

At the last inspection the provider was asked to ensure that radiators and water temperature was monitored and maintained at an acceptable level. This has been achieved through maintenance of the central heating so children's health and safety are promoted.

They were also asked to improve the nursery education by providing a number line. This is clearly displayed and used by the pre-school children to improve their mathematical 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 the 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 outstanding.

### **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**

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

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)