

Crumpsall Park Day Care Group

Inspection report for early years provision

Unique Reference Number	EY268025
Inspection date	18 March 2008
Inspector	Carla Owen
Setting Address	The Lodge House, Crumpsall Park, Ash Tree Road, Manchester, Lancashire, M8 5SA
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Registered person	Crumpsall Park Day Care Group
Type of inspection	Integrated
Type of care	Sessional 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?

Crumpsall Park Day Care Group is a committee run nursery which operates from the Lodge House in Crumpsall Park, in the Crumpsall Green area of Manchester. The house consists of two floors, which are divided in to five playrooms. There is a toilet and hand wash facility on each floor. There is a kitchen on the ground floor. Children have access to the park for outdoor play. The group provides a playgroup, which operates morning and afternoon sessions and an out of school club, before and after school. The facility is open to children from the local community. There may be a maximum of 20 children on the premises at any one time.

There are a total of 43 children on the nursery register, 37 of which are in receipt of nursery funding. The playgroup is open from 09.00 to 15.15 Monday to Friday term time only and before and after school care from 07.30 until 09.00 and 15.15 until 18.00 also during term time.

The children attending reflect the diverse community. The group supports children with learning difficulties and disabilities and English as an additional language.

There are five staff working with the children, including the manager. All hold relevant childcare qualifications. The group receives support from Manchester Surestart.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Healthy eating is actively promoted within the nursery. Children clearly enjoy healthy snacks, such as fruit on a daily basis, which contributes to their good health. Systems are in place to record children's health and dietary needs, which are considered when planning menus. Meal times are relaxed, social occasions, where children and staff sit together and chat. Parents provide packed lunches for those who are staying for lunch. Children are encouraged to use their manners, as they are reminded to say 'please' and 'thank you' to staff and each other. Acceptable procedures are in place to ensure that children have access to drinks throughout the day.

A cleaning rota is in place to ensure areas within the nursery are clean and well maintained. However, some areas are not cleaned to a good level which potentially compromises children's well-being. Children are learning to adopt suitable hygiene routines as staff encourage children to wash their hands after toileting, after messy play and before eating. However, the procedures for hand washing do not actively reduce the risk of cross contamination. Two members of staff currently hold a valid first aid certificate and a fully stocked first aid box is available to ensure any accidents or incidents are treated appropriately. A sick child policy is securely in place and shared with parents, ensuring that children receive acceptable levels of care in the event of an accident.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are welcomed into a bright and colourful environment. Rooms are adequately lit but are not kept at a suitable temperature to ensure children's comfort whilst they play. A good range of resources are available to the children and of a good quality, although these are not always accessible to them to allow them to freely make choices in their play. The child-sized furniture is of good quality and meets the needs of all the children who attend.

Children are generally well protected from hazards due to risk assessments indoors and outdoors carried out by staff and written policies concerning safety. However, some safety issues were identified during inspection; many plug sockets at children's level were uncovered and water play activities were not always well supervised. Fire evacuation procedures are clearly displayed and drills are carried out on a regular basis, teaching children to follow defined procedures in the event of a fire or emergency evacuation. A doorbell system is in place at the entrance area to manage access to the building, preventing unknown persons entering. Safety precautions, such as fire detection equipment and a visitors' book further contributes to the protection of children.

Children are protected because staff have a good awareness of the signs and symptoms of abuse and procedures to follow if they are concerned.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are confident, settled and secure within the nursery. They thoroughly enjoy using their imagination as they engage in role play. For example, children play in the home corner

together, washing and drying the dishes and talking to friends and family on the telephone. A sensory room has recently been developed within the nursery. Children thoroughly enjoy the time they spend in this room, which provides opportunities for them to develop their senses as they listen to different sounds and explore the different coloured lights and textures of natural materials. The staff have formed good relationships with the children who happily invite them to join their play. Staff listen and respond to children which helps them feel valued.

Medium and long term plans are in place and are linked to the 'Birth to three matters' framework to ensure children benefit from a broad and balanced curriculum. Children are learning to take responsibility and develop their sorting skills as they help to tidy up toys and resources at the end of the sessions.

Nursery education

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals. Staff have a growing awareness of the Foundation Stage and early learning goals, which is reflected in the varied range of play opportunities planned and provided for the children. The planning of the continuous provision throughout the sessions covers all six areas of learning, which ensures children receive a broad and balanced curriculum. Medium and short term plans are in place and linked to themes and topics. However, there are no short term plans displayed to highlight the learning intentions of activities and activities are not differentiated to meet the needs of the less and more able children. The system for assessment is target focused and highlights children's next steps in their learning. However, children's progress in all areas of learning are not adequately recorded to identify any gaps in children's learning or which areas children are excelling in. Consequently, the links between planning, assessments and observations are not yet complete. Children have independent access to a range of activities, which include a balance of adult-led and child-initiated activities. However, some activities are not pitched at an appropriate level for less able children.

Children show a keen interest in activities and display good levels of concentration. For example, children spend long periods of time engaged in water play and enjoy cutting card and paper which helps to develop their hand movements. They learn to write for a purpose as they practise writing their names on cards and placing them in envelopes to be given to family members at home. Children learn that print carries meaning as items around the rooms are labelled and they often access books independently. Story time allows children to come together as a group and they enjoy using their imagination as they re-enact stories using the story sacks. Many children are able to recognise their own name as they self-register on arrival and are beginning to form recognisable letters, however, there are limited opportunities for children to link sounds to letters.

Children are developing their mathematical skills as they count in everyday play. For example, staff support children as they attempt to count the number of blocks in their tower and the number of cups handed out at snack time. Opportunities are limited for children to develop their number recognition skills. Children are beginning to learn about measure and capacity as they fill and pour different sized containers in the water tray.

Children are developing a sense of time through topics, such as 'all about me' where they observe how they have changed since they were a baby. They are learning about their local environment as they go on regular nature walks and outings to the library, local church and mosque. Children engage in physical activity during visits to the park where they have opportunities to play on a variety of different sized equipment. They enjoy sliding down the

slides, playing football and taking part in a variety of parachute games. They also learn to move their bodies to music and are beginning to use a variety of tools, such as pencils, paintbrushes and scissors competently.

Children's creativity is promoted as they engage in role play, sing familiar songs and express themselves through art activities, such as painting, drawing and making collages using a variety of different materials.

Helping children make a positive contribution

The provision is satisfactory.

Children and their families are warmly welcomed into the nursery at the beginning of each session. Children have access to a varied range of resources and play opportunities, which reflect diversity and acknowledge cultural differences. They particularly enjoy finding out about Chinese New Year, Diwali and other cultural festivals. Such opportunities allow children to appreciate the world around them. Girls and boys have equal access to toys and staff work well to ensure that individual needs are met. Children with learning difficulties and disabilities are warmly welcomed into the nursery. Information is shared between staff, parents and relevant agencies to promote an effective partnership to support individual children and adapt activities to meet their needs. Children's spiritual, moral, cultural and social development is fostered.

Children are very well behaved within the nursery. Staff use strategies that are appropriate to the age and development of the child to manage behaviour. For example, children are provided with simple explanations as to why their behaviour is unacceptable. Children's efforts are acknowledged and their achievements are celebrated, which helps promote their confidence and self-esteem.

The partnership with parents and carers of children in receipt of nursery education is satisfactory. Children benefit from the good relationships that the nursery has established with parents regarding their care and education. Parents are warmly welcomed into the nursery, both at the beginning and end of the sessions. Written reports and parents' evenings help parents understand the progress that their children are making towards the early learning goals. Parents are also encouraged to contribute to planning and help to make an initial assessment on their child when they start at the nursery. This helps to form starting points for their children's learning. Good links are made with home as children are encouraged to bring in items relating to the topic of the week and activity sheets are sent home regularly to help parents support their children at home.

Policies are displayed and regular newsletters are sent home to keep parents informed on upcoming events and topics of learning. Parents are invited to regular committee meetings to allow them to voice any suggestions or concerns they may have. Information on the components of the 'Birth to three matters' framework is clearly displayed and parents receive written information regarding the Foundation Stage within their information pack. This allows them to have a good understanding of the curriculum being delivered to their children. A notice board is available, informing parents of current events that are happening within the nursery. Discussions and cards from parents indicate that they are happy with the service provided. They clearly appreciate the 'approachable and friendly staff' and state that their children enjoy their time at the nursery. Clear procedures are in place for the recording of any complaints or concerns expressed by parents in line with changes to the National Standards.

Organisation

The organisation is satisfactory.

Acceptable procedures are in place for the selection and vetting of staff, which ensures children's safety and welfare. The consistent and suitably qualified staff team work well together and deploy themselves effectively to provide good levels of support to children. Adequate staff-child ratios, an effective key worker system and grouping of children ensures that they receive positive interaction with familiar staff who promote their health, safety, enjoyment, achievement and ability to make a positive contribution. All necessary policies and procedures are in place and work in practice. All documentation was available at inspection and correctly maintained.

The leadership and management of the setting is satisfactory. The manager has built a committed staff team who are fully aware of their roles and responsibilities and clearly enjoy what they do. Staff appraisals ensure that training needs are met and regular meetings are held to discuss planning and children's progress. The manager monitors the nursery education through observing staff and providing feedback on areas of training which may be required. There is a clear vision for the setting and the manager is clearly able to identify current strengths and areas for development within the nursery. An action plan has been devised to ensure areas for development are highlighted and dealt with in a timely manner. The manager works closely with the local authority which shows her clear commitment to improving the quality of care and education on offer.

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

Improvements since the last inspection

During the last inspection the provider was asked to improve the organisation of daily routines, play opportunities and visits for new children. Also, to ensure the temperature of the rooms is maintained to a satisfactory level for children, parents, staff and visitors. Some progress has been made. A settling-in procedure is in place to ensure new children settle quickly. Visits are made to the local schools to ensure children's transition from nursery to school is smooth. An action plan has been put in place by the new manager to ensure children have more independence to select resources of their choice. The temperature of the rooms remains below the acceptable level and has, therefore, been brought forward as a recommendation during this inspection.

Complaints since the last inspection

Since the last inspection Ofsted received concerns relating to National Standard 1 - Suitable person. An Ofsted inspector visited the provision on 09 August 2007. An action was raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint 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 rooms are kept at a high level of cleanliness and improve procedures for hand washing
- improve safety by ensuring plug sockets are covered at all times and children are adequately supervised during water play activities
- ensure the temperature is maintained to a satisfactory level for children, parents, staff and visitors.

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):

- devise a system for tracking children's learning and to ensure all areas of the curriculum are adequately assessed
- ensure short term plans include clear learning intentions and ensure activities are adapted to meet the needs of less and more able children
- provide more opportunities for children to link sounds to letters and to develop number recognition skills.

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