

Castle Hill Day Nursery

Inspection report for early years provision

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| Unique Reference Number | 303710 |
| Inspection date | 04 February 2008 |
| Inspector | Shaheen Matloob |
| Setting Address | 5 King Street, Todmorden, West Yorkshire, OL14 7SL |
| Telephone number | 01706 814800 |
| E-mail | |
| Registered person | Suzanne Winstanley |
| 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?

Castle Hill Day Nursery has been registered since 1981 and is run by a private company. It operates from a detached property in the Todmorden area of Lancashire. The children are accommodated in three playrooms according to their age with dedicated toilet and kitchen facilities. Children access outdoor play in the fully enclosed area to the rear of the property. The nursery serves families from the local and the surrounding areas.

The nursery is open each weekday, offering full day care from 07:30 to 18:00, 51 weeks of the year. There are currently 44 children on roll attending on a full and part time basis, of which nine children receive funding for early education. The nursery currently supports children who speak English as an additional language and children with learning difficulties.

The nursery employs eight members of staff in total, including the manager, with seven full time and one part time member of staff. The majority of the staff have gained a level three early years qualification and two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are developing an understanding of good hygiene practices to keep themselves healthy. They know to wash their hands after going to the toilet and before snacks and meals because 'they are mucky'. Children independently wash their hands after creative activities 'because they have colour on them'. Staff within the baby and toddler rooms observe appropriate health and hygiene guidelines. A suitable sickness policy ensures that staff act in the best interest of children which helps protect children from the risk of illness and cross infection. Children's individual needs are met as each child has an individual blanket, nappies, cream and change of clothes. Staff consistently wear disposable gloves and aprons and disinfect the changing mat, in order to sustain good levels of hygiene. The majority of staff hold valid first aid certificates. The arrangements to care for children for the administration of medicines are sound. However, accident records do not contain details of the type and location of injury sustained and are not consistently signed by parents.

Children enjoy a range of physical activities both indoors and outside which contributes to a healthy lifestyle. They have daily access to a safe secure outdoor area which offers children physical challenges, such as negotiating space and developing coordination whilst using a hockey stick and ball. All children have opportunities to take part in vigorous play as they run around being 'tigers'. They move spontaneously within the available space and have racing games, they confidently stop and start, adjusting their speed and direction to avoid obstacles. Children begin to recognise the changes to their bodies, such as feeling tired and needing a drink. They actively demonstrate their physical skills by doing a 'handstand' and 'roly poly'. Babies have space to explore and use their bodies to move independently. Suitable arrangements are in place for children to sleep and rest.

Children benefit from a healthy diet. Staff request information from parents about special dietary needs and provide meals that are adequate for children's needs, healthy and nutritional. Mealtimes are a sociable occasion where children have good opportunities to interact socially and develop independence as they serve themselves with cereal and milk, and enjoy their food. Children are developing a growing awareness of healthy eating through discussion. They know that certain foods, such as pizza and cola are nice but, cola 'makes your teeth fall out'. The setting has also gained four out of five stars for hygiene through the 'scores on doors' scheme.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for by staff who are caring, affectionate and welcome children and parents warmly by name each day. Children's creative work is displayed attractively around the nursery to give them a sense of belonging and ownership as they eagerly point out their work 'look there it is at the top'. Appropriate, child-height and colourful furniture allows children to sit, eat and play together.

Children's times of arrival are closely monitored and staff ensure that the main entrance is locked during opening hours to prevent unauthorised access. Regular risk assessments and daily visual checks of the rooms ensure that children are able to move around safely and freely. All toys and equipment are purchased with children's development in mind, and are checked to ensure that they remain safe, preventing accidents later. Children are learning to keep

themselves safe as the staff give gentle reminders, such as not running in the room as they may fall. As a result, children explain how they stay safe because running will result in 'you bumping heads'. Even the youngest children are learning about safety as the staff point out potential dangers. Children have a sound understanding of road safety, this is supported with visits from 'the lollipop man'.

Children are protected as some of staff know and understand to report any concerns to the manager. She equally understands her responsibility in ensuring that child protection concerns are dealt with promptly and appropriately. However, some staff are unclear of the signs and symptoms of abuse and the procedures to follow. There is a clear child protection statement in place which meets requirements. Supporting documentation, such as existing injuries and significant issues ensure that staff safeguard children's welfare and well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and content in the setting as they leave parents and carers to engage in the wide range of good quality, developmentally appropriate resources and play experiences. Staff have positive relationships with children and develop strong bonds with them. They are deployed well and manage their time effectively to support children in their learning and care. Children enjoy role play as they use the telephone to have a lengthy conversation with their mum. Other children use the wide range of equipment available in the role play kitchen area to make 'cereal and milk' for adults and tell them that they 'have to eat it all'. They eagerly discuss why they enjoy coming to the setting because 'I like playing doctors' and because their friends come 'those are my friends there'.

Young children benefit from close relationships with staff and enjoy looking at books, turning pages over and pointing to pictures. Older children show care and consideration for younger children by looking after them and reading them a story and younger children respond by caring for their dolls who are 'poorly'. Staff extend children's play by providing a doctor's kit so that children can use a stethoscope to listen to their tummies, take their temperature and put a bandage on 'to make them better'. Children play an active part in the setting and know the routines well, including children who are newly settling in. they know that after they have helped to tidy up it is lunchtime.

Nursery Education

The quality of teaching and learning is satisfactory. Long, medium and short term planning takes place with the involvement of all staff. Some staff have completed the relevant Foundation Stage training and have a suitable understanding of the stepping stones, the early learning goals and how children learn. Children experience an appropriate balance of activities across the six areas of learning as they work in small groups with an adult or independently. Staff work directly with children for most of the time, providing an environment that is appropriately organised to help children to be independent. Children have opportunities to initiate their own activities and staff follow their interests. Staff regularly assess and record children's progress towards the early learning goals. All children have individual learning journeys which are completed by key workers. The information gained from them is suitable. Although, staff do not use this information effectively to guide their planning and teaching. Assessment records are made available to parents and include some valuable information. However, they do not clearly link to the stepping stones and do not effectively identify the next steps in children's

learning. Overall, children make sound progress in their learning and achievement given their capabilities and starting points.

Children demonstrate increasing independence when selecting and completing activities. The organisation of resources helps children to make informed choices about their play and learning. Children competently manage their own hygiene and undress themselves when needed. Children are content to play independently and quietly on their own with vehicles.

Children are confident speakers as they happily talk about life outside the nursery. They enjoy an increasing range of books and listen and join in with stories in small groups or one to one. Most children handle books carefully, holding the book correctly and taking care when turning the pages over. Children clearly have favourite stories which they repeatedly request. They join in with repeated refrains and thoroughly enjoy familiar stories. Older children are aware of the structure of stories and explain what happens at the end, such as 'suddenly, he gets a cuddle'. Children have appropriate opportunities to link letters, naming and sounding the letters of the alphabet, such as the first letter of their name 'my name is with an F'. Or 'it begins with a kicking K'. This is reinforced through daily routines. For example, finding the colour, shape and their name on their coat peg.

Displays of work and planned activities demonstrate that children have sufficient opportunities to recognise and learn numbers. Children use their fingers to count and staff introduce simple addition. Children can count confidently to 10 and to 20 with staff support. Children show an interest in number and use number language spontaneously as they describe toys they have at home, such as a dartboard. They explain that the board has the numbers six and 10. They recognise significant numbers, such as their age and hold up the correct number of fingers 'that's three there' and the number on their football shirt. Children use matching games to identify opposites, such as in and out and happy and sad.

Children investigate construction materials as they join pieces together to build and balance as they make 'a castle' or 'a big tower'. They understand that tools can be used for a purpose as they identify what certain tools do. For example, they explain how a wheel helps 'this bit go round and round'. Children discuss significant events in their lives and for family and friends, such as birthdays and outings. Children demonstrate a keen interest in information and communication technology and have suitable opportunities to perform simple instructions on a computer and use a telephone-fax machine in the role play area. Children differentiate between colours as they participate in creative activities and talk about what colours they are using. Planned activities help to develop children's pencil control and writing skills. Children explore pasta as they use their senses to feel and describe textures, using vocabulary, such as rough, smooth and hard. They begin to understand and use size language, such as bigger and smaller to describe the length of their string of beads.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued as individuals and the staff team work closely with parents and other professionals to ensure each child's individual needs are met and they are able to play an active part in the setting. There is an adequate range of toys, equipment and books which promote a positive view of the wider community, and children take part in activities that are reasonably appropriate to their needs and abilities. They benefit from some planned activities and resources which help them to value diversity and learn about the wider world. Children celebrate festivals and special events,

such as Chinese New Year, Eid and also sample foods from these cultures.

Children are generally well behaved and they are learning responsible behaviour. The staff act as good role models and consistently give explanations which take into account their level of understanding and maturity, to reinforce children's understanding of the difference between right and a deliberate act of wrong-doing. Strategies used to manage children's behaviour, such as distraction, redirection and time out, promote children's welfare and development. Children are developing a caring attitude and play together harmoniously as they happily share and take turns. As a result, children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Staff have a supportive and mutually respectful relationship with parents. Friendly and approachable staff seek parents' views through a suggestions and compliments record as they value parents' contributions. As a result, parents equally value the service provided with comments, such as 'the experience in your care has provided my child with the best grounding for the rest of my child's school years'. There is a variety of written information available for parents via the policy and procedure file, daily record sheets for babies, daily verbal communication and learning journeys for all children keep parents up to date with their children's developmental progress and general well-being. There is also an open door policy where parents can discuss their children's needs at any time. They can also take home children's assessment records with regards to nursery education and add information about their child's development. Occasional newsletters and planning documents ensure that parents are aware of the current topic and how they can help their child's learning in meaningful ways and bring in resources to support activities.

Organisation

The organisation is satisfactory.

Children are cared for by a staff team who have a sound understanding of their roles and responsibilities in helping children enjoy and achieve. The induction procedures for new staff are sufficiently secure to ensure that staff fully understand the policies and health and safety procedures of the setting. The daily routines and deployment of staff are organised to provide children with a balanced range of activities when playing, both inside and outside. Children have opportunities to mix with older or younger children, which enables them to develop relationships and their social skills.

All the legally required documentation is in place and recruitment and selection of staff ensures vetting procedures are followed. Children benefit from being cared for in a provision where the majority of staff have appropriate early years qualifications and others are working towards them.

The leadership and management is satisfactory. Leadership and management are competent and have clear and appropriate aims for children's care and education. Staff are clear about their roles and responsibilities for children's well-being and learning. They work well together to ensure that the setting runs smoothly. Staff have access to support and guidance through management and their individual training needs are met through regular appraisals. The provider has identified and addressed previous weaknesses through action plans in order to improve the provision. 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 setting was asked to ensure staff are vigilant with hygiene procedures in order to prevent the spread of infection; ensure that the child protection policy contains all of the required information and follow the procedures for completing the accident record correctly. The setting has made good progress and has addressed the previous recommendations. Staff take positive steps to promote hygiene and prevent cross infection. The child protection policy contains the relevant information and fully meets requirements and accident records generally meet requirements. However, they do not contain the exact location of injuries sustained and are not consistently signed by parents. As a result, a recommendation has been raised.

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

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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 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 staff's knowledge of safeguarding issues
- improve accident records to ensure that they are consistently signed by parents and contain details of the type and location of any injuries sustained by children.

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):

- ensure that assessment records are clearly linked to the Foundation Stage guidance and identify the next stage in children's learning
- use assessment records to guide planning and teaching methods.

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