

Wendy House Nursery (Carlisle) Limited

Inspection report for early years provision

Unique Reference Number	317413
Inspection date	03 March 2008
Inspector	Janet Fairhurst
Setting Address	Blackwell Road, Carlisle, Cumbria, CA2 4AB
Telephone number	01228 402 102
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Registered person	Wendy House Nursery (Carlisle) Limited
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 outstanding.

WHAT SORT OF SETTING IS IT?

Wendy House Nursery is run by Messrs I D, B, and L Gibson. It opened in 1998 and operates from ten rooms in a detached building. The nursery is situated in Carlisle. A maximum of 101 children may attend the nursery at any one time. The setting is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to two secure, enclosed, outdoor play areas.

There are currently 172 children aged from birth to under 8 years on roll; of these, 56 children receive funding for nursery education. Children come from the city of Carlisle and the wider geographical area. The nursery currently supports children with learning difficulties and disabilities.

The nursery employs 32 members of staff to work with the children, all of whom hold appropriate early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted by staff who demonstrate a thorough knowledge of the nursery's health and hygiene procedures. For example, high levels of hygiene and the prevention of the spread of infection are maintained by staff consistently wearing gloves and aprons for nappy changing. Well established hygiene routines and clear explanations increase children's understanding of the importance of washing their hands to maintain good health. Children are administered only medicine that has been authorised by their parents. Accidents are routinely monitored by senior staff with regards to the frequency and nature. This helps to identify patterns that may be occurring thus preventing further accidents. All staff hold current first aid certificates which ensures the treatment of injuries are carried out appropriately. Children's personal carers liaise closely with parents to ensure rest and sleep routines flow with each child's needs. Clear and sensitive consideration is given to the planning of the transition between rooms, enhancing children's sense of security.

Children have good opportunity for outdoor physical play. Children become very excited and animated when it is time for outdoor play. They eagerly put on their 'wellies' and thoroughly enjoy being outdoors in the fresh air. Staff make outdoor play interesting and stimulating. For example, older children watch as colouring is added to the puddles. They observe the puddles changing colour and the movement of the dye as they swirl the water. Younger children play traditional games, such as 'What time is it Mr Wolf', running with excitement and laughter as the 'wolf' turns. Children who are not fully mobile, crawl, roll and shuffle to get from one place to another. They practise new skills, such as standing, using staff and nursery furniture as supports.

Children have a healthy and varied diet. The meals provided by the nursery are home cooked and the children eat well, enjoying the social support of the staff. The menus are rotated so that children have a balanced diet and are also designed to incorporate children's favourites. Parents can choose whether they wish to provide their child with a meal from home. These are labelled, stored appropriately and reheated following their instructions. In the pre-school room, children can access drinking water freely at all times, whilst younger children are offered drinks on a regular basis. Babies benefit from being fed in accordance with their own home routines. Records of what children eat and drink are provided for parents each day which help to keep them well informed.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move confidently around the environment, both indoors and outside. Space is organised to allow children opportunities to be busy, such as with art and craft activities, engage in physical play or relax and share books in comfortable book areas. Children's understanding of safety is promoted well because staff discuss limits and boundaries with them within everyday activities. Staff encourage children to develop good levels of independence within a safe environment. They routinely explain and reinforce safe practice, like not running indoors and holding onto the handrail when using the stairs. Good supervision encourages children to behave in responsible ways. For example, they help to tidy away the toys before snack time. Consistent reminders about rules help children begin to take responsibility for keeping themselves safe.

Health and safety procedures are understood and followed by all staff to protect children whilst on the premises and on outings where appropriate adult-to-child ratios are maintained. Good systems are in place to ensure children are kept safe in the event of a fire. The children practise the fire evacuations procedures so that they become familiar with the routines and learn about keeping themselves safe.

Children learn to use the play environment purposefully, as staff enable them to access all areas with safety and independence. A well considered range of good resources is mostly stored at child height so that children can select them freely. Resources include a variety of materials, both man-made and natural. Appropriate risk assessments are conducted and practice is consistently evaluated to increase all children's safe participation in everyday activities. The building is monitored by closed-circuit television and rigorous procedures are in place to ensure all visitors are supervised where appropriate. Staff understand their responsibilities within child protection procedures, so that children's welfare is safeguarded. Appropriate procedures for recording any concerns are in place. All staff participate in in-service training to update their awareness of the procedures and child protection issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children are welcomed into a pleasing environment where they are presented with a wealth of good quality resources and activities. Children enjoy spending time in the nursery, where they are very settled and secure. Staff are genuinely fond of the children and this is well reflected in the great trust shown as children approach familiar staff confidently for cuddles and reassurance. Children confidently explore and enjoy the stimulating nursery environment. Staff are interested in what they are doing, listen closely to them, ask questions and offer helpful suggestions. Staff plan an interesting variety of activities for babies and toddlers which includes creative and exploratory play, which stimulates their senses and curiosity. As a result, children begin to make connections in their learning. For example, a painting activity with toddlers allows them to explore the paint. They use the paint to make marks on their paper and enjoy the sensation of the brush as they paint their hands and squash the paint between their fingers.

Babies and toddlers play very contentedly, learning to enjoy being with others. The baby room is very relaxed and calm and this has a positive impact on the children. Babies benefit from routines, which are consistent with their routines at home. Staff respond intuitively and sensitively to non-verbal communications, so that babies' needs are met effectively. The children are able to use transitional objects from home as comforters, and staff accommodate this need and locate the object if it is mislaid, fully appreciating the emotional attachment to the child. Staff talk frequently with parents and use the 'Birth to three matters' framework to plan experiences reflecting children's interests. The routine of the day is generally flexible and includes a good balance of quiet, active, indoor and outdoor, play experiences.

Children benefit from effective interaction with staff who get down to the children's level when they are playing and join in with their games. As toddlers learn to do things for themselves they gain confidence, knowing that the adult is close by, ready to give support and help if needed. Overall, children's independence is fostered well; however, opportunities are missed to promote this further, especially for the older children during mealtimes. Children's language and communication skills are well promoted through conversation, questions and individual attention. These types of activities all contribute to helping children progress. Throughout the day children are praised purposefully which has a positive impact on their confidence and self-esteem.

Nursery Education

The quality of teaching and learning is outstanding. Staff have an excellent knowledge of the Foundation Stage curriculum and comprehensive planning helps children to make very good progress towards the early learning goals. Effective links are made across areas of learning that help to make connections in children's experiences and learning. The quality of staff's questioning and intervention is exceptional. At its best, it challenges children and extends their thinking, encouraging them to seek their own solutions and fostering their curiosity. There are very good systems in place for staff to observe and record what children know, understand and can do. The overall curriculum is rich and stimulating. It is exceptionally well planned with a strong focus on learning through play and first-hand experiences. The curriculum is planned to be very flexible, so it is able to respond to the children's interests and ideas. Assessment procedures are very comprehensive and ensure that staff are fully aware of each child's progress. This information is used very effectively to influence the next steps in learning for each child. Well established daily routines and consistently high expectations ensure that children learn to do things for themselves. Staff are very clear about what children learn and make their teaching lively and engaging.

Children have an excellent attitude to learning, are highly motivated and very keen to take part in all activities available to them. They grow in confidence as they become very familiar with routines, for example, the need to tidy things away before snack time and find their own tray to store their personal items. The children show great independence in selecting activities for themselves and persevere with them, even when they encounter difficulties. For example, one child chose a computer program on the computer and persisted with careful movements of the mouse for some time, showing avid concentration throughout, whilst another child helped by offering advice and encouragement. Children know that at times they must listen and they do so very attentively without undue restlessness; they comply with requests willingly and are eager to take on small responsibilities.

Children are very confident communicators. Staff introduce new language into activities and nurture children's opportunities to communicate their own ideas. Children use a good selection of books, including books which reflect a variety of backgrounds, cultures and positive images, for information and enjoyment, and listen with pleasure to stories. Consequently, the children are able to remember the sequence of what happens in the stories. For example, the story of 'We're going on a Bear Hunt' was recalled with great enjoyment by a small group of children using relevant vocabulary from the story. Children have many opportunities to write for real purposes in their play, for example, they make good attempts to record their own names on their drawings. Most children are able to form recognisable letters and are confidently beginning to link letter sounds.

Children have a good knowledge of simple shapes and are beginning to recognise some of their properties. For example, one child explains that he has used a triangle shape to make a pointed arrow. Staff emphasise the correct mathematical vocabulary and so children are beginning to describe and use the correct mathematical names. Children have an excellent grasp of numerals and name numbers to ten and beyond. Counting skills are practised effectively, both in planned and spontaneous ways, making learning fun and interactive. Staff teach number concepts well by weaving them into everyday routines, such as counting 'how many children want a green apple' and 'how many want a red apple', and 'how many altogether'.

Children's interest in the natural world, growth and change is stimulated well as they observe creatures found in the garden. They show a natural care for living things as they observe their

African land snails. Children's appreciation of their local community and of the world around them is developed successfully. For example, they are recycling plastic and paper and are creating their own compost heap. The children love to investigate their surrounding and show great curiosity by asking questions about what they see. Generated by the children's own interest, they visit a local building site, and from this create their own maps of the area, explore the various methods of building and examine drawings of a real building. This totally child-led activity encompassed many aspects of their learning and is highly effective way of directing children towards independent learning.

The children develop an exceptional sense of space as they steer and manoeuvre wheeled toys. They manipulate small objects with fine level of control and show very good co-ordination when, for example, cutting around pictures to use for their collage. They are dexterous at writing, painting with a variety of brushes, cutting and gluing. The drawings and models children make are purposeful and the results are a very good standard. They are encouraged to be observant, for example, observational drawings of drift wood or of themselves. Drawings and creating story books about what they see when they visit a local building site helps the children to revisit their words and actions and thereby making their learning visible and real.

Helping children make a positive contribution

The provision is good.

All children receive a warm welcome into the nursery and settle well into the care of the staff. Children learn very well from the good role models provided by staff, who value what children say and recognise their achievements with smiles and encouraging praise. These warm relationships underpin and foster children's spiritual, moral, social and cultural development. Children behave very well and are able to share and take turns. They have the opportunity to make decisions and are given choices, which helps them to learn right from wrong. Staff very clearly explain why certain behaviour is unacceptable, so that children feel safe. They know that staff will help them to resolve any difficulties, like whose turn it is to sit at the snack table. The children participate in local and national fund raising appeals which helps to develop their understanding of the needs of others and the wider world. There is a good range of resources, including books, dressing up clothes and wall posters readily available and visible to the children. These introduce the children to images of people from other cultures and countries, to encourage the children to form positive views of diversity.

The support for children with learning difficulties and disabilities is very effective. High levels of care contribute significantly to the children's confidence and love of learning. The children take part in the full range of activities which are designed to be made accessible to all as they are planned according to their individual needs. The staff work with outside agencies to offer support to children if this is required. They are successful in involving parents in reviewing how well their children are doing and in helping to set their goals.

Partnership with parents and carers is outstanding. Comprehensive information about the organisation of the curriculum ensures that parents are very well informed. Parents have plenty of opportunities, both formal and informal, to discuss how well their child is progressing. Very good quality written reports provide a comprehensive summary of how well children are doing and are supplemented with informal exchanges at the beginning and end of the day. Parents receive regular newsletters outlining themes and events. They have the opportunity to become fully involved in their children's learning. Activity wallets that parents and children can share at home makes a significant impact on children's development. There are also extremely informative notice boards throughout the nursery to share information about future events,

health issues and planning of the curriculum for all children. All parents are provided with a written daily sheet which outlines children's personal care routines and activities they have participated in throughout the day. Parents are overwhelming in their praise and support for what the nursery does for them and their children. Many commented on the way that staff treat children as individual and say that, 'each child is encouraged to become the person he or she is'. They praise the ongoing commitment of the staff and comment further on how they make it easy for them to return to work because they have established such trust in their ability to care for their children.

Organisation

The organisation is good.

Children benefit from being cared for by qualified and experienced staff throughout the nursery who are friendly and very caring. Staff work very well as a team. They are very aware of their roles and responsibilities and are guided by effective written procedures. Staff are expected to read and have ownership of the policies so that they underpin the care offered to the children. Staff are subject to thorough recruitment and induction procedures. The layout of the premises is well organised so that children are able to work, rest and play indoors and outside throughout the day. Children are well grouped and the key worker system ensures staff know the children well and can offer appropriate support and care throughout the day. All documentation is in place, extremely well maintained and stored securely.

The leadership and management of the nursery education is outstanding. Strong leadership, support and monitoring ensures that the high expectation that children will achieve well is shared by staff and parents. The manager is supported very well by senior staff and a hardworking staff team. Staff are very knowledgeable about the Foundation Stage curriculum and are experienced in working with pre-school children, which impacts on the achievements children make. The management team is very supportive of staff, using discussions and regular meetings with them to monitor the provision for care and education. High expectations of staff are balanced by a strong commitment to, and provision for, staff's professional development through regular external and internal training opportunities. Staff participate in annual appraisals, identifying strengths and areas for personal and professional development. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the nursery was asked to: extend the behaviour policy to include bullying; update the wording regarding emergency medical treatment; extend the allegations procedure; and to share information with parents regarding the complaints procedure and safeguarding children. The nursery has addressed all recommendations. They have a comprehensive and clear bullying policy which is shared with parents; all parents receive appropriate explanation when consenting to emergency medical treatment and acknowledge this with their written consent. Clear procedures are in place with regards to the procedures to be followed in the event of allegation made against staff, and parents are fully informed through policies and notices of the complaints procedures. The improvements that have been made have a positive impact on the overall care and well-being of the children.

At the last education nursery inspection the nursery was asked to: enhance the planning to include differentiation and learning objective; and to extend the teaching of linking sounds and letters. The staff have worked hard with regards to their planning and clear differentiation is provided to ensure all children are to participate, have the appropriate level of support and

challenge. Staff have a clear understanding of what they want children to learn from the activity and provide different teaching methods to achieve this outcome. Children have many opportunities to develop their skills to link sounds and letter which they do spontaneously and accurately.

Complaints since the last inspection

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.

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.

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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):

- consider providing further opportunities for children to develop their independence during mealtimes.

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