

ABC Day Nursery

Inspection report for early years provision

Unique Reference Number	EY278445
Inspection date	05 December 2007
Inspector	Jan Bennett
Setting Address	Derby Yard, Catherine Street, Whitehaven, Cumbria, CA28 7PG
Telephone number	01946 691 700
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Registered person	ABC Early Learning 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 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?

ABC Day Nursery is privately owned. It opened in 2004 and operates from two self contained buildings including separate purpose built facilities for babies, in the centre of Whitehaven. A maximum of 54 children may attend at any one time. The nursery is open each weekday from 07.00 to 18.00 for 51 weeks of the year. The children have access to an enclosed rear outdoor play area.

There are currently 65 children from birth to five years on roll. Of these, 15 children receive funded nursery education. Children attend from a wide catchment area.

The nursery employs 10 staff, who hold appropriate early years qualifications. The setting is a member of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Staff protect children from the spread of infection because sensible guidelines are followed consistently. For example, they cover tables and clean them before food is served and they wash toys regularly. Children understand the importance of washing their hands after using the toilet and before eating because staff set up regular routines and explain why it is important. Staff wash babies' hands before meals and care is taken to keep their play spaces clean. Staff inform parents about the procedures that should be followed when children are ill, and medication records are well maintained.

Children enjoy their meals, which are nutritious with hot or cold lunches provided in accordance with parental requests. Children are gaining an understanding of the importance of healthy foods because staff regularly provide tasters of healthy foods and encourage parents to provide their children with healthy snacks.

Staff ensure that babies have rest and sleep in accordance with their needs and parental wishes. Older children enjoy a restful time which staff organise after lunch. Soothing music and floor cushions are used to create a calming environment and staff encourage all children to rest before the afternoon activities begin. Those children who do not require a rest at this time of the day and who are eager to play disturb the sleep of others. Children who require rest at other times are provided with a soft mattress, but there are few opportunities for children to choose to relax in a quiet area throughout the day.

Children have regular opportunities for physical activity indoors and out. They particularly enjoy using the soft play equipment and digging in the nursery garden. Children are enthusiastic in their use of wheeled toys and balls when they play outside. Staff join in with throwing and catching which increases children's enjoyment, but the limited space available results in ball games being interrupted by those playing with other equipment. This limits the opportunities for children to develop their physical abilities and co-ordination. The babies have limited access to outdoor play because floor surfaces cannot easily be dried.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely because staff provide a welcoming and secure environment. Staff develop positive and supportive relationships with individuals and as a result they feel secure, readily turning to staff when they need comfort. Staff vetting processes are rigorous and systematic and staff receive regular relevant training which extends their knowledge and skills in safety procedures. Systems for safeguarding children are clear and understood by all staff. Child protection training is carried out annually and because of this all staff understand their roles and responsibilities if it is deemed necessary to put these procedures into practice. Fire evacuation is regularly rehearsed and equipment is readily available to aid the rapid removal of the youngest children.

Daily risk assessments are carried out by all staff which secures the safety of children both indoors and out. Staff provide regular reminders which help children to avoid accidental injury both in nursery and at home, and staff are effectively deployed to monitor children's safety at

all times. Staff check the credentials of visitors consistently and ensure that external doors are secure.

Children play safely with the toys and equipment, which are suitable for their different age groups. Toys stimulate children's interest and they play purposefully. Children develop skills of making choices and selecting and returning equipment themselves because resources are organised to allow them easy access. This also encourages independence and responsibility. Toys are regularly cleaned and checked to ensure they remain in good order.

Adequate space is provided for a good range of activities indoors. Children make good use of all the available space and move between activities safely. They particularly enjoy using all the different areas that staff organise to provide different types of activities. The soft play area is particularly effective in promoting learning safely. The play opportunities provided in nursery are extended well through regular visits to the nearby park.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and confident because staff quickly build good relationships with them. The setting uses information from parents about their children's particular likes and interests well. Children settle in quickly at the beginning of sessions and enjoy carrying out activities that interest them. They make good progress in their personal, social and emotional development because adults provide good role models. Children learn to show respect for each other and staff value the ideas, views and feelings of individuals.

Staff provide an appropriate range of activities, which interests and engages children in purposeful play. For example, children enjoy using their imagination to organise the furniture in the dolls house or to be 'hairdressers' for the dolls, and they readily join in with action songs and rhymes. Areas for different types of play are clearly defined, for example 'messy' activities such as painting, sand, and model making are grouped together, and within these areas resources are organised to promote choice and independence. Other activities are provided across the day. Children particularly enjoy playing outdoors and are enthusiastic explorers of the natural world. 'I am going to look for worms', was the enthusiastic response of one child when asked what they were planning to do. Staff introduce new toys and activities across the day, and they regularly join in with play which helps to maintain children's interest and enjoyment. However, some independent activities are changed before children have had time to fully benefit from the opportunities for learning. This prevents children from working for extended periods at activities they have chosen for themselves and, as a result, opportunities for children to extend their learning are not fully developed.

Nursery education

The quality of teaching and learning is satisfactory. Staff are enthusiastic and provide good role models for children. Children learn to respect each other and have positive attitudes to play. Staff organise resources and plan activities which promote all areas of development but some activities do not provide enough challenge or build well enough on previous tasks that children have carried out. For example, children use equipment to build models but they are not challenged to try to solve problems by following plans or constructing models for a specific purpose; consequently, they quickly lose interest and therefore opportunities to extend their learning are not fully developed.

Staff promote children's literacy and numeracy skills, as well as their knowledge of the world and their creative development. Across the day staff provide interesting opportunities for children to work at activities led by adults and to make independent choices. However, access to some activities is restricted to set times of the day and this prevents children from working for extended periods at activities they choose for themselves. As a result children have limited opportunities to revisit activities in order to extend their play, modify their work or try out new skills.

Adults work systematically with groups of children throughout the day. Children respond with interest because staff listen carefully to what they have to say, and their enthusiasm encourages children to join in. For example, children thoroughly enjoyed using streamers to dance to festive music outdoors because adults modelled actions and praised individual children for their achievements. However, staff do not use assessment information consistently enough to adapt activities to match different children's needs. For example, a mathematical activity in which children were asked to draw three baubles on a tree was not adapted sufficiently to take full account of individual children's knowledge of counting and number recognition.

Helping children make a positive contribution

The provision is good.

Children and parents are respected and listened to. All children are valued and have equal opportunity to be fully involved in the life of the nursery. The welfare needs of every child, including those who may have learning difficulties or disabilities are effectively met because information from parents is acted upon and the relationships which staff develop with both children and parents are warm and supportive. As a result, children grow in confidence and have a strong sense of belonging. Toys and other resources promote positive images of other cultures. Children respond sensitively in discussions which focus upon similarities and differences between people from differing backgrounds.

The nursery has appropriate policies and procedures to support children with special educational needs. Staff manage behaviour well and make sure that children understand the importance of considering others, for example, in taking turns. They reinforce and praise positive behaviour. Routines are well established and expectations are clear. As a result children behave very well and learn to work harmoniously with each other. Staff encourage children to explore the world around them and take joy in their discoveries. For example, when a child discovered a worm in the garden, an adult carefully held it so that others could take pleasure in observing it closely.

Account is taken of information from parents and this helps children to settle quickly. Records relating to administration of medication, accidents, and feeding and sleep routines are regularly and systematically shared. Partnership with parents in relation to nursery education is satisfactory, records of children's progress are shared formally with parents every six months and parents can have access to this information at any time on request. Information about nursery activities is shared through informal discussions when children are collected and through letters sent home. Staff appreciate that parents need to be more involved supporting their children's learning and are developing through the introduction of a parent booklet.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The nursery ensures that there are suitable staff for looking after the children in their care. All staff are fully involved in the life and work of the nursery, and are committed to improving provision for children. The organisation of staff during the day ensures that activities run smoothly. There are rigorous procedures for vetting staff and ensuring that adults have the necessary skills to care for children. Activities and resources are checked to ensure that all areas of learning and development are promoted. Staff undertake regular training and are keen to implement new ideas. The nursery ensures that there is a correct number of staff to look after the number of children on roll. There is sufficient space to provide a range of activities across the day and an appropriate variety of resources is available.

The nursery ensures that all required policies are in place and are understood by all staff. This ensures that the nursery is run efficiently and safety of the children is maintained. The views of parents are taken seriously and the complaints procedure is clearly displayed. Any complaints received are recorded and acted upon but the outcomes are not recorded. This is a breach of the complaints procedure. The quality of leadership and management in relation to nursery education is satisfactory. assessment systems provide an appropriate mechanism for recording children's achievements and there are satisfactory procedures in place for sharing this information with parents.

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

Improvements since the last inspection

At the last inspection recommendations were raised regarding, the child protection procedure, behaviour management policy, the procedure for securing parental permission for photographs, extending resources to promote positive images of culture, ethnicity, gender and disability, hygiene and evacuation routines and the operational plans for staff deployment, and recording attendance.

All of these issues have been satisfactorily addressed and further promote the care and welfare of the children attending the setting.

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):

- provide enough time for children to take full advantage of independent activities provided each session
- provide opportunities for children to rest throughout the day
- include the outcomes of investigations into complaints in the written records.

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):

- plan activities for children that build systematically on their previous learning
- use assessment of individual children more effectively to plan activities that match their different needs.

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