

ABC Private Day Nursery

Inspection report for early years provision

Unique Reference Number	322983
Inspection date	22 January 2008
Inspector	Mary Wignall
Setting Address	235 Orrell Road, Orrell, Wigan, Lancashire, WN5 8LY
Telephone number	01942 222 001
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Registered person	Eileen Rigby
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 good.

WHAT SORT OF SETTING IS IT?

ABC Nursery opened in 1994 and is situated in the Orrell area of Wigan. The nursery operates from four play rooms and an enclosed outdoor play area. The nursery is open each weekday from 07.30 to 18.00 with the exception of Bank Holidays. The nursery also provides care for school aged children.

There are currently 56 children on roll, of these 13 children receive funding for nursery education.

The nursery currently supports children with either learning difficulties or disabilities. The children are cared for by a staff team of 10. Eight members of staff have a relevant level 3 qualification; of these five are currently working towards a higher early years qualification. The nursery is currently working towards the local quality assurance scheme, Wigan Quality Standard.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children's health is well protected by good arrangements to make sure that more than at least one staff member is trained in first aid. This means the children are cared for appropriately and consistently if in need of first aid. The children are learning well about personal hygiene. They use the bathroom independently and competently use the soap, dry their hands on freshly laundered individual towels. Each child happily uses their toothbrush after lunch with a monitored amount of toothpaste. The children understand the need to clean their teeth and proudly show their clean smiles after brushing them. The premises and equipment are kept clean with all tables wiped before used for meals or snacks. This effectively prevents the spread of infection.

The children benefit from freshly cooked food on the premises. At least one portion of vegetables is served with each meal and children look forward to an afternoon snack of fresh fruit. The children enjoy a good balance of different foods. For instance, they readily eat fish, meat and home made jam tarts. There are good procedures for the cook and practitioners to know the children's health needs. These are sensitively respected to ensure all children enjoy their meals.

The children learn about healthy living as they enjoy freshly prepared food and regular exercise. They share responsibility for their personal hygiene as they brush their teeth and use and dispose of towels in the lidded laundry bin. The children develop fine motor skills in well planned activities. For instance, they design and make model birds from recycled materials. The children delight to see them fly as they run enthusiastically holding their birds attached to ribbon. Outdoor activities are well planned to develop their all round development. For instance, the practitioners ask who can paint a big circle on the wall and gives appropriate praise as the children reach out to draw a big complete circle. Chalk is used to mark lanes for them to park their bikes in. The children run in the fresh air enjoying their time with their friends and laughing.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The practitioners make good use of walls displays at different heights to welcome both children and parents. The practitioners welcome the parents in to the nursery and their children's room. There is a commitment to continually improve the premises. The nursery has an ongoing refurbishment programme with many improvements identified. For instance, many windows have been replaced and some new flooring planned. The practitioners store the toys in each of the rooms and present them well for the children to see and reach. Older children competently reach new puzzles stored in opaque boxes. The boxes are clearly labelled with text and pictures to enhance the children's access. The children play with interest with good quality toys.

The setting has a strong commitment to risk assessment. It has an annual risk assessment completed with a professional agency and has certificates of electricity and gas safety in the operational plan to demonstrate its suitability and to reassure parents. A system of daily and weekly checks makes sure the premises and equipment remain suitable and safe for use by the children. The practitioners are vigilant. They let each other know where they are going. For instance, as they leave the room to support children using the bathroom or to take children outdoors to play. Polite notices remind the adults to open doors carefully into playrooms and for only the practitioners to open the front door. The children's understanding of safety is developed as the practitioners involve them. For instance, they ask them to help tidy up items

spread out on the floor talking of the danger they pose. They are developing a good understanding of fire safety as they regularly practise fire drills. The children are safeguarded by the practitioners' understanding of, and commitment to, ongoing training in child protection. A policy is shared with the parents to encourage partnership and consistency.

Helping children achieve well and enjoy what they do

The provision is good.

The children are confident due to the practitioners' close attention and reassurance. For example, the babies receive lots of eye contact and smiles and the young children wait and hold hands together as they access other parts of the nursery, such as, the bathroom. The children make good relationships. They get on well due to well planned activities and well placed resources. The practitioners are interested in the children. They are able to provide individual care due to the good staffing ratios and their good knowledge of the children. All activities are planned using the 'Birth to three matters' framework. This is used flexibly to ensure the children are offered a balance of activities to support their all round development. For instance, all children enjoy water play, listening to music and have easy access to a wide range of exciting and challenging equipment. The practitioners adapt the activities to suit the children they care for. The practitioners plan for the children to get to know each other and play alongside each other. They make sure children have some time with older children in preparation for their development and progress. All activities are evaluated to help plan for the children's individual development. As a result the children are fully engaged in their activities and happy in the setting.

Nursery Education

The teaching and learning is good. The practitioners plan a wide range of activities and first hand experiences for the children. They use their training and experience well to make sure all areas of learning are planned for and a good range of resources used. Their good knowledge of the children means all the children are challenged and interested in the activities. A good range of methods are used to help the children make progress. For instance, the environment is well planned, the practitioners use open ended questions and join in appropriately in activities led by both children and adults. As a result the children are eager to explore the activities available. They confidently move around chosen activities and ask for help when wanted. For instance, children ask how to play the game on the computer, when reminded by the practitioners they remember and continue happily with the game together. The children are developing good levels of independence as the practitioners plan to help the children develop their autonomy. They do this by making sure they have easy access to toys and resources and giving them time to practise their skills. For instance, the children are encouraged to put their own coats on, help serve meals and share in the tidying up of toys.

Effective planning means the children have good opportunities to practise their developing skills. For instance, the children see their names in print as they register their presence in the nursery by placing stickers with their names on displays. The practitioners help them recognise the similarities and differences in their names as they link letters and sounds. The children are keen to look at books which they do independently and with the practitioners. They sit and listen well to stories. The practitioners make good use of high quality resources and everyday activities to develop the children's mathematical development. The children choose to play with magnetic shapes. They competently match patterns and shapes as they do. The practitioners are alert to the children's interest and encourage their interest in numbers as they practise recognising and writing different numerals. The children count with confidence in planned or

spontaneous activities throughout the session. They count items of food as they play imaginatively in the toy kitchen or as they use the computer with a range of games.

Helping children make a positive contribution

The provision is good.

The children have a good sense of belonging in the nursery. They move with confidence and independence. They learn about diversity through the toys and books they play with and in planned activities. For instance, activities are planned to acknowledge different festivals and cultures, such as, Diwali and Chinese New Year. Links with the local community are encouraged by well placed notices in the entrance hall about the local library and partnership projects with the local school. The children behave well. The practitioners talk to the children with respect. As a result the children are polite and well mannered. In this way the children's spiritual, moral, social, and cultural development is fostered.

The practitioners understand that some children may have either learning difficulties or disabilities. They have good procedures to work alongside parents in partnership with other agencies. For instance, speech therapists or physiotherapists to ensure all children make good progress in their development and learning.

The parents are well informed about the setting by the operational plan, brochures and good use of walls for targeted displays. For instance, in addition to daily record sheets the parents can see displays of what activities their children have enjoyed in the hall. The daily written exchange is in the form of a daily record sheet or diary. It tells the parents of the children's care details, such as, their activities, nappy changes and meals and feeding. This helps promote consistency in the children's care.

Partnership with parents is good. The nursery has a number of effective systems to inform the parents of the children's education. For instance, they receive information about the Foundation Stage and have clear displays of their planned activities. A daily notice of the activities enjoyed by the children is displayed in the hall. These notices make clear reference to the Foundation Stage and share general information about the children's progress. More detailed information is shared in meetings with parents in the terms prior to their children starting school.

The practitioners involve the parents in many ways. For instance, they give them full information about their children's activities and make themselves available to speak with the parents. They have a number of strategies to encourage the parents to share what they know about their children. Much of this is done in informal meetings and based on good working relationships with the parents. The nursery is beginning to develop more structured ways to involve and record the parents' involvement.

Organisation

The organisation is good.

Recruitment and vetting procedures and a commitment to ongoing professional development means the children are well cared for. Clear records track the practitioners' employment and demonstrate all relevant checks have been completed. The practitioners have a good knowledge of the National Standards and child development. Staff have a high regard for the well being of the children. They work together across the different rooms to ensure they all work as a team to promote the children's health, safety and enjoyment in the setting. The adult to child ratios positively supports the children's care, learning and play. There are good contingency

arrangements for any unexpected staff absences. The majority of staff hold a relevant level 3 qualification. This means the children are cared for by well trained and knowledgeable staff. Policies and procedures work in practice to promote the children's health and safety. They are well informed and clear to read, although, they do not always fully reflect current practice or not always up to date. All documentation is readily available to parents and individual children's record shared effectively with parents.

Leadership and management is good. The setting has a strong commitment to assess its own strengths and weaknesses and to support and develop the staff. Staff have regular meetings, training opportunities, and appraisals. All the practitioners benefit from any training attended as the learning is then passed on to the other practitioners in staff meetings or in-house training sessions. There is a strong culture to continually improve. For instance, more than half the staff hold a relevant level 3 qualification and the majority of staff are continuing training to a higher level qualification. Consequently the practitioners are well motivated and informed. The setting is committed to the improvement of its care and education for all children. They have strong links with the local teaching team to help develop and improve their services for the parents and children. The practitioners are confident and keen to talk about their procedures and practices.

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 a number of recommendations were agreed. It was agreed to: ensure systems are in place to keep Ofsted informed of any significant events; ensure all staff complete vetting procedures to determine their suitability to work with children; to conduct a risk assessments to minimise potential risks to children; to improve procedures for fire drills; and to provide suitable and sufficient contents of the first aid box.

Since the last inspection the recommendations have been addressed. The manager demonstrates a sound understanding to keep Ofsted informed of all significant events and has taken responsibility to do so. All staff complete appropriate checks and supporting documentation is held to demonstrate their suitability. A comprehensive system of recorded risk assessments ensures potential risks to children are identified and minimised. The children practise fire drills at least twice yearly which are recorded appropriately. The contents of the first aid box has been reviewed. The manager demonstrates a sound understanding to review its contents in line with current first aid guidance.

As a result of these actions the children's health and safety and the organisation of their care has been improved.

Complaints since the last inspection

Since the last inspection there have been two complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards.

The first was in relation to National Standard 2, regarding staffing ratios. Ofsted contacted the provision. The provision provided an internal investigation regarding the concerns raised. Actions were raised in relation to National Standard 2. These have now been satisfactorily met by the registered provider. The provider remains qualified for registration.

The second was in relation to National Standard 12, regarding partnership with parents and exchange of information. A childcare inspector visited the setting. An action was raised. This has now been 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 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):

- continue to develop systems for the recording of complaints, in line with regulations
- ensure all documentation is up to date and fully reflects current practices.

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):

- continue to develop ways to further involve parents in the education of their children.

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