

The Red House Nursery

Inspection report for early years provision

Unique Reference Number	EY355644
Inspection date	21 December 2007
Inspector	Sue Partington
Setting Address	38 Smithills Croft Road, BOLTON, BL1 6LN
Telephone number	01204 840484
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Registered person	Bailey Education Limited
Type of inspection	Integrated
Type of care	Full day 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 good. 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?

Red house nursery has been in operation since 1993, the present owners Bailey Education Limited have run the nursery since July 2007. The nursery operates from a detached building in the Smithills area of Bolton, Lancashire. The nursery is registered to care for 30 children under five years. There are currently 33 children on roll of whom 19 children receive funding. Children have access to a baby unit, a toddler unit and a pre-school unit. These are all situated on the ground floor with associated toilet and kitchen facilities. There is a secure side garden for outdoor play. The nursery offers care from 08.00 until 18.00 each weekday with the exception of bank holidays. The nursery employs 12 staff including the manager, all the staff hold relevant childcare qualifications. Two domestic staff are also employed at the nursery.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected from infection through satisfactory hygiene routines, which include wiping tables before and after snack time. Staff's knowledge of hygiene practices contributes to the prevention of infection. Children are reminded of the importance of personal hygiene before snack time, when they are asked to wash their hands and are given the reasons why. They are protected from cross-infection as the provider has a sick child policy, which is shared with parents.

Children's health is fostered through the provision of healthy snacks like biscuits, fruit and raisins. However, older more able children are not encouraged to promote their independence by self serving their own snacks and meals. Their dietary requirements are well catered for and are recorded in the children's records. Children have an understanding of a healthy lifestyle as staff promote healthy living through topics on healthy food and exercise.

Children access a range of outdoor activities daily, which contribute to their good health. They run and play in the fresh air and practise physical skills on equipment, such as bikes, scooters and stilts. They understand that exercise is important as staff promote physical activity on a daily basis.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in very well maintained premises. Spacious and welcoming facilities are provided, which help children to feel settled. Displays of children's work are bright and attractive. Children are able to move around safely in the well organised environment. The group rooms are arranged well to provide different areas for play and for rest. Children of all ages benefit from enough space and suitable facilities indoors and outdoors. Risk assessments take place regularly and any issues are noted and addressed immediately. For example, staff check outdoors and clear the area before play, this helps to protect children from harm. The children are well safeguarded within the setting as doors are kept locked with a secure entry system.

Toys and equipment conform to required safety standards and are checked for their suitability. This ensures that children have a sound selection of toys and equipment to choose from. Safety equipment is in place and this effectively maintains children's well-being.

The welfare of children is well maintained as staff have a very clear understanding of the Local Safeguarding Children Board's guidance. They know how to safeguard the children and understand that their first responsibility is with the child. Staff are clear about monitoring and who to contact for advice if they have concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

Children happily greet the staff and each other on arrival and, throughout the day, they eagerly join in group activities or choose their own games. They are all relaxed and confident in the secure, caring environment. Children chatter excitedly and converse easily with their friends

and all adults. Good settling in procedures are in place to ensure a smooth transition from home to nursery.

The group have acquired the 'Birth to three matters' framework and the staff are implementing the framework effectively. This enhances their existing good practice and enables staff to effectively predict and plan the next steps in children's development. Parents can clearly see the progress that children make through the assessment and evaluation contained in the individual progress files.

Children express their imagination in the role play area and during free painting. They are exploring and experimenting during sensory opportunities.

Children benefit from the strong emphasis on the enrichment of language and communication that is promoted throughout the setting. Staff skilfully extend vocabulary and support early speech development by echoing children's speech and interpreting gestures and facial expressions, such as nodding and smiling. Children are beginning to speak clearly and confidently and listen respectfully to everyone in turn.

Nursery Education

The quality of teaching and learning is satisfactory. Children have a positive attitude and are strongly motivated to learn in an inviting play environment. Staff have a good knowledge and understanding of the early learning goals, which provides a firm foundation for the whole curriculum. A variety of groupings are used for teaching, including individual, small groups and whole class participation. Consequently, children make good progress in relation to the stepping stones. Every child is involved in the inclusive setting, where planning systems are in place and activities are adapted to include younger children and those with learning difficulties or disabilities. Staff have a good awareness of each child's level of ability as they successfully identify ways to extend their learning. Written observations and assessments are beginning to link successfully with planning to predict the next steps in development for each child and to provide relevant information for parents.

Children are attentive and responsive to the staff's good use of questioning and explanation, which is pitched at the right level for each child.

Staff skilfully join in children's games and sensitively extend play. Children enjoy looking at books and sharing stories in the book corner. Children learn how to write and recognise their own name throughout the session.

Children learn basic concepts and solve problems as they play and take part in daily activities. However, there were missed opportunities to include mathematical language and calculations during the day.

Children learn to predict and investigate and to extend learning about the world. For example, they learn about the seasons, weather and days of the week. They plant seeds and watch them grow into flowers. They have access to basic information and communication technology. Interesting sensory and creative opportunities enable children to experiment and explore shape, colours, textures and sounds in a variety of different mediums.

Children are confident and form good relationships with their friends. Older children support the younger children when they are upset, by holding their hands and cuddling them. Children cooperate well when playing with the construction materials and share the bricks.

There are many opportunities for children to develop their creative skills independently in art and design. They develop their mark making skills and their writing is valued. For example, a child is supported in writing a message in the writing area and is praised. They are learning to recognise and write their own name, as they stamp smiley faces on the sticker chart and write their name in the writing area.

Children develop physically through daily outdoor play and access large and small apparatus. They are confident in riding bikes and scooters. They use pencils, crayons and dough cutters of different sizes and shapes to develop fine motor skills.

Helping children make a positive contribution

The provision is satisfactory.

All children are warmly welcomed into the setting and are valued as individuals. Children have a strong sense of self and are confident to express their own views as staff encourage and allow them to make their own decisions about play. Children's spiritual, moral, social and cultural development is fostered. They receive many valuable opportunities to experience both the local and wider community. For example, in their play with some positive resources which reflect diversity and during planned activities.

There are clear procedures in place to ensure that children with learning difficulties and disabilities are well supported at the setting. A designated coordinator is well informed and follows clear procedures, works closely with other agencies and enables all children to play a fully integrated part in the provision.

Children's behaviour is very good. They use their manners appropriately because this is consistently reinforced and role modelled by their carers. Relationships are mutually respected at all levels. Children share and take turns as they wait to play on the computer and in the home corner. Staff help children learn right from wrong because they attach meaningful explanations to their praise.

The partnership with parents is satisfactory. There are positive systems in place which promotes partnerships with parents, for example, relationships are relaxed and friendly, which enables staff and parents to verbally exchange information about children's needs. They receive adequate information about what the children are learning at the setting through the newsletter and notice board. However, they receive little information regarding the Foundation Stage curriculum. Continuity of care is promoted through the daily discussions that key workers have with parents, as the group offer an open door policy. The effective communication between parents and staff helps to promote children's welfare, safety and learning.

Organisation

The organisation is good.

Children benefit from the smooth running of the group and the clear routines, which make them feel secure. The manager uses good induction procedures and ensures that staff are vetted and qualified. Staff are aware of their role within the nursery and they work well together to promote the effective running of the nursery. The policies and procedures are in place to promote the safety and well-being of the children present in the nursery. The nursery is well organised, adult /child ratios are maintained, however, records of attendance do not show all staff recorded daily.

Leadership and management is good. A clear management structure is in place. The manager is knowledgeable regarding early years issues. She demonstrates commitment to providing good quality care. Children benefit from the good leadership of the nursery. Children are cared for in a positive and supportive environment, which effectively promotes their social and moral development. The manager's strong commitment to improvement is reflected in the programme for staff appraisal and training. Effective appraisal and supervision systems ensure that staff are well supported and developed, thus improving children's care. These systems along with regular leader meetings and visits from an advisory teacher assist the manager in monitoring and evaluating the quality of nursery education.

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

Improvements since the last inspection

Not applicable.

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 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):

- encourage older more able children to self serve at meal times
- make sure all staff are recorded on the register.

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):

- provide parents with more information regarding the Foundation Stage
- make good use of opportunities to talk 'mathematically' as children play or take part in normal daily activities.

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