

# Boomerangs, The Newhall Day Nursey

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY330596
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<b>Inspector</b>	Ann Winifred Harrison
<b>Setting Address</b>	Birch Avenue, Newhall, Swadlincote, Derbyshire, DE11 0NQ
<b>Telephone number</b>	01283 551792
<b>E-mail</b>	
<b>Registered person</b>	Boomerangs, The Newhall Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Boomerangs, The Newhall Day Nursery is privately owned. It opened in 2006 and operates from a converted chapel in Newhall, Derbyshire. A maximum of 55 children may attend the nursery at any one time. The Nursery is open each week day from 07.00 to 18.30, all year round. All children share access to a secure enclosed outdoor play area.

There are currently 68 children from four months to 11 years on roll. Of these six children receive funding for early education. Children come from local and surrounding areas. The nursery employs 12 staff. Eight of the staff, including the manager, hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are well nourished. They are provided with a good variety of healthy meals which are prepared on site. They enjoy meals such as, shepherd's pie and vegetables, chicken casserole and rice, and tuna pasta bake. Snacks include vegetable sticks, fresh fruit and raisins. All meals comply with any special dietary requirements to ensure children remain healthy. Children are given regular drinks through the day, and older children help themselves to drinking water from the drinks dispenser. This means children can access drinks whenever they are thirsty. Children are learning about healthy living through discussion with staff, topics and posters. Children enjoy tasting various foods from other cultures when celebrating festivals, such as Chinese New Year and Diwali.

Children demonstrate a good awareness of appropriate hygiene routines, they know that they must wash their hands after going to the toilet, and before having their food. They understand that they need to wash the germs off their hands to prevent them being poorly. Babies' hands and face are wiped with their own individual flannels, and they have individual bed linen when they go to sleep. Children are encouraged to put their hands in front of their mouths when they cough and to use tissues for their noses. Staff use stories and books to help children understand about the importance of good personal hygiene. This helps to prevent cross-infection. Good hygiene procedures throughout the setting ensure that children are cared for in a clean environment. For example, staff wipe the tables before children use them for eating and they cover them with plastic cloths for messy activities. Staff wash their hands before feeding babies and ensure that children's cups and bottles are not shared. They wear gloves and aprons when changing nappies to prevent cross contamination. Effective procedures are in place for sick and infectious children, which help prevent the spread of infection and help to keep children healthy. Staff are conversant with communicable and notifiable diseases and the necessary responses. Suitable accident and medication recording procedures are in place and parents are informed of any injuries to ensure children's welfare is maintained. However, children's individual medical records are not always kept confidentially and this means that children's welfare is not fully protected.

Children are able to rest and be active according to their needs. Children enjoy regular opportunities to experience physical exercise indoors and outdoors, through well-planned activities and daily routines. They benefit from fresh air as they go outside each day whenever possible. Babies are taken on regular walks around the area. Children access a range of activities, such as pedalling bikes, push pushchairs and throwing and catching balls. They play on scooters and they play with sand and large construction bricks in the outdoor area. They join in well with action songs and use their imagination as they march and dance to music. This enhances children's physical development.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in a warm and welcoming environment. Staff greet all parents and children as they arrive with a friendly smile and welcome. They are cared for in an environment where risks are limited through good safety and security procedures. Close Circuit Television cameras are used and staff monitor access to the nursery at all times, and any visitors are asked for identification. Risk assessments are completed which identify hazards, and the actions taken

to minimise risks. Daily checks on the premises, equipment and resources are made to ensure children are kept safe. There is a system in place for registering staff and children's arrival and departure and to ensure only named individuals collect the children. Children are well supervised and staff ensure that adult to child ratios are maintained at all times. There are appropriately stocked first aid kits, including one taken on outings, in case of injuries to children. A good proportion of staff have first aid training which means that any injuries are dealt with appropriately

Children learn how to keep themselves safe, for example, they know that they must not run in the nursery and to take care with scissors. They know that the outside gate must be closed when they play outside and that they must take care on the climbing equipment. When on outings they are learning about road safety and they know that they must stay close to the staff. They know how to respond to emergency evacuation procedures, as these are practised regularly. Children have access to a good range of safe toys and equipment which helps to keep them safe.

Children are well protected by staff who have a clear understanding of child protection issues. They know the likely signs of abuse and are aware of the need to share what they know or have seen with senior members of staff. They are aware of the procedure to be followed in the event of an allegation made against staff. A written child protection policy reinforces the correct procedures to follow.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are at ease and enjoy their time in the setting's comfortable environment. Babies and toddlers come in happily and give their friends a hug. They have positive relationships with staff and receive comfort and attention when they need support. They play happily together and with adults, using resources, such as puzzles, construction and role play equipment. Children benefit from a colourful environment in which they are happy, content and well cared for. Staff provide suitable resources to enhance children's learning. Babies and young children choose their own resources and initiate their own play from low-level shelving and boxes. This encourages their personal choice and independence.

An effective key worker system ensures that babies and toddlers are cared for by consistent staff, whenever possible. They receive lots of cuddles and enjoy the positive interaction with staff which increases their sense of trust and well-being. They benefit from routines which are similar with their experiences at home and staff are attentive to their needs. Babies explore the textures of a variety of materials provided by staff, such as paint, wooden toys and mirrors. They enjoy the colours and sounds of musical toys and mobiles which they explore with interest. Staff plan a range of interesting experiences and activities to help children learn through their play. Toddlers enjoy exploring textures in sand, water and 'gloop'. They take part in musical activities including singing and action rhymes and they enjoy looking at books and listening to stories. All these contribute to children's developing communication skills.

Staff are using 'Birth to three matters' framework well to plan and provide activities for young children's development. They have an understanding of the range of experiences which enable young children to develop and learn. Key workers complete observations and assessments of the children to find out what they know and these are used to inform planning for children's next steps in learning. This ensures that children's progress is monitored.

## Nursery Education

The quality of teaching and learning is satisfactory. Children are making progress towards the early learning goals. Staff have some knowledge and understanding of how children learn and use the stepping stones to clearly identify children's achievements. Activity plans are linked to the stepping stones and ensure a range of activities and experiences are provided to extend children's learning. However, plans do not always show how all children will be challenged which potentially restricts their progress. Staff undertake detailed observations and assessments to find out what children know and these are used to plan for individual children's next steps in learning. Staff engage in children's play and challenge children by good use of questioning to extend their learning. Behaviour is well managed and this results in a calm and caring environment for children. Staff provide a good range of resources to help children learn through their play. These are organised effectively to engage and interest children. For example, the role play area is a police station and contains computer key boards, writing materials and telephones to make the most of the learning opportunities it provides. There are numbers in the environment to help maximise children's learning.

Children are involved and enthusiastic and they enjoy taking-part in the available activities. They demonstrate good concentration as they find their own name and put it into the registration box and listen well to stories. They form good relationships with staff and their peers which helps promote their sense of well-being. Children's self-help skills are generally promoted, they help themselves to drinks and put on their own coats. However, this is not fully extended to meal times which limits their independence. Children's verbal communication skills are generally good, they are confident to speak out at group time to tell others what they have been doing at home. They enjoy listening to stories, they listen intently to a familiar story about what is like on the first day of school. There are opportunities for children to learn that print carries meaning, for example, seeing words in their environment to help them begin to recognise familiar words. They recognise their own names on their name cards. They have good opportunities to practise their early writing skills as they help themselves to writing materials on the writing table, and access chalks in the outdoor area. They particularly enjoy writing on sticky labels and giving each other and staff stickers. Some children are beginning to write their own name. They are introduced to simple phonics and are beginning to recognise the sounds of the first letters of simple words.

Children are beginning to count and use numbers. They count reliably to 10 and above as they count the number of days in the date. Although, their learning is not always consolidated by being able to count actual items. They count the number of shapes they put on the abacus and are able to name the basic shapes. They follow a pattern as they copy the sequencing cards. However, some activities lack challenge for more able children and limit the opportunities to develop simple calculation skills, therefore their learning is not fully extended.

Children are learning about the environment. They are provided with a variety of activities which enable them to explore their surroundings, for example, planting bulbs and plants in the garden. They explore the natural world through the 'mini-beast forest' looking and feeling bark and tree branches whilst looking for plastic snakes and insects. They are learning about the community they live in, as they go on walks in the community to look at different buildings and houses and post letters at the post office. Their imagination is well developed as they play with the police station in the role play area and pretend they are police officers. They play with the fire station and make large models of fire engines from boxes. Staff change the role play area frequently to develop children's interest and imagination. Children learn and join in with songs and nursery rhymes and they have regular opportunities to play with musical instruments

and explore musical sounds and rhythm. Children's fine manipulative skills are developed as they use scissors to cut and thread laces through threading cards. They are learning about information communication and technology as they play with telephones, remote controlled cars, and they take photographs with a digital camera.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children and babies enter the setting confidently. Older children collect their name card and post it in the registration box. They have their own named pegs and drawers for their work. This fosters a sense of belonging. Children enjoy positive relationships with the staff and with each other. They benefit from being cared for as individuals, with their different needs acknowledged and valued. Babies and toddlers receive individual attention and are given lots of cuddles. Children's confidence and self-esteem are developed by staff with good use of praise and encouragement. They are rewarded for their good behaviour and effort with stamps and stickers. They see their creative work displayed around the room which tells them their work is valued. They are involved in making choices about their play, as they choose from a good variety activities and resources.

Children generally behave well in response to clear boundaries set by staff. They are learning to share and take-turns with equipment, for example they share the dressing-up clothes and take-turns on the bikes. Children's spiritual, moral, social and cultural development is fostered. They are encouraged to be kind to each other and they have good manners. Staff promote the nursery rules with the children, "of kind hands, kind feet and kind words". They are beginning to learn about the wider world through planned activities and celebrations, such as Chinese New Year and learning about life in Australia. There are some resources that positively represent individuals from the wider community, such as books, dressing-up clothes and dolls, however, they are not used consistently in all areas of the nursery. This restricts children's understating of developing a positive attitude to others. The setting welcomes children with learning difficulties and/or disabilities and children who speak English as an additional language. Staff ensure that they work with parents and other professionals to meet each child's needs. However, not all staff are familiar with the procedure to follow in the event of the early identification of learning difficulties and/or disabilities to promote the welfare and development of the child. This potentially restricts children's progress.

All children benefit from the positive relationships staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents receive written information on how the setting operates and can talk to staff at anytime. The partnership with parents of children who receive early education funding is satisfactory. They receive information on the educational programme provided for their children, and they are kept well informed of current topics and events through regular discussion and newsletters. The consistency is further advanced by staff giving verbal feedback at the end of the day which, ensure parents are informed about what their children have been doing whilst attending. Parents are invited to access their children's records whenever they wish, however, there are limited opportunities to regularly discuss their child's progress and see their profiles. This means parents are not always fully informed.

## **Organisation**

The organisation is satisfactory.

Children are happy in the environment and are cared for by staff who have relevant experience and qualifications. Staff demonstrate an understanding of the needs of all children to promote their well-being. There are suitable recruitment procedures which ensure that staff are appropriately vetted and there is a good level of qualified staff who work with the children. Staff ratios are maintained at all times to offer good support to children. There are clear systems in place for recording accidents, medication and attendance records. Detailed policies and procedures work in practice to keep children healthy and safeguard their welfare. Children are familiar with the routine and are comfortable and at ease in the setting. A key worker system is used to enhance continuity of care for children and babies.

The leadership and management of the early education provision is satisfactory. Staff have a sound knowledge of the Curriculum guidance for the foundation stage which ensures the educational programme is generally delivered appropriately. Staff work well together as a team and there is a supportive management structure in place. Staff are supported with regular meetings, discussions and appraisals. The staff are encouraged to attend relevant training courses to update their knowledge and understanding of childcare issues. The manager takes an active part in the setting and is committed to develop good practice, she monitors practice in the pre-school area to ensure children are making progress. Job descriptions and staff rotas give staff a clear understanding of their roles and responsibilities and how they are to be deployed throughout the day. Space and resources are generally well organised to enhance children's play and learning. For example, the role play area is changed regularly to encourage children's interest.

Overall, children's needs are met.

## **Improvements since the last inspection**

At the last care inspection the setting was asked to: improve further the procedure for the exclusion of children who are ill or infectious by extending knowledge of notifiable and communicable diseases, ensure awareness of the relevant Local Safeguarding Children Board guidance and procedures on child protection where allegations are made against a member of staff; improve further the written statement on behaviour management, including bullying, increase further the range of planned activities, resources, pictures and posters to develop children's understanding of cultural diversity and disability.

To address this the setting have updated the information regarding notifiable and communicable diseases and have reviewed their policy on the exclusion of children. Staff are aware of the diseases and their responsibility to report these conditions. This helps to prevent the spread of infection. The setting have revised their child protection policy in line with the Local Safeguarding Children Board guidance and this includes the procedure to follow if an allegation is made against staff. This means children are protected. The behaviour management statement has been revised and includes a policy on bullying. This is shared with parents to keep them fully informed. The setting has increased the range of activities and resources that reflect diversity, for example, they celebrate festivals such as Eid and Chinese New year and children play with multicultural dressing up clothes. However, the resources are not used consistently in all areas and this is carried forward to this inspection.

At the last nursery education inspection the setting was asked to: ensure that plans are in place to support children's learning which set out the stepping stones to show the knowledge, skills, understanding and attitudes of the children, make effective use of assessments to plan for the next steps in children's learning and share these with parents, to ensure that staff are clear of learning intentions so that activities are executed effectively and adapted accordingly to provide sufficient challenge.

To address this the setting have revised the planning procedure which clearly includes progression through the stepping stones. Staff have developed the system of observation and assessment and they record children's achievements and use the assessments to plan for individual next steps in learning. The system of planning clearly shows what individual children are intended to help them progress through the stepping stones. Although, the plans do not show how all children will be challenged and this is carried forward to this inspection.

### **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**

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 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 the use of resources that reflect diversity in all areas of the nursery
- develop further staffs knowledge and understanding of the procedure to follow in the event of the early identification of learning difficulties and or disabilities to promote the welfare and development of the child
- ensure that children's medical details are kept confidential

#### **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):

- develop further the planning of activities and resources to ensure all children are challenged



- develop further children's independence skills, for example, at meal times
- increase opportunities to share developmental records with parents

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