

Sandfield Day Nursery

Inspection report for early years provision

Unique Reference Number	EY282595
Inspection date	14 March 2008
Inspector	Joanne Baranek
Setting Address	Ashburnham Avenue, Lenton, Nottingham, Nottinghamshire, NG7 1QD
Telephone number	01159 792424
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Registered person	Sandfield Day Nursery Ltd
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 good.

WHAT SORT OF SETTING IS IT?

Sandfield Day Nursery opened in 2004. It operates from a purpose built, single storey building within Ashburnham Park, in the Radford area of Nottingham. There is a secure enclosed outdoor play area for relevant activities.

The day nursery serves the local area.

The setting opens five days a week all year except Bank Holidays and the week between Christmas and New Year. Sessions are from 07.30 until 18.00.

There are currently 63 children from one years old to four years six months on roll. This includes 21 children who receive funding for nursery education.

The setting currently supports children who speak English as an additional language.

The nursery employs 18 full-time staff who work with the children. Over half of the staff hold appropriate early years qualifications. Four staff are currently working towards a recognised early years qualification.

The nursery receives support from the Nottingham City Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children remain healthy within a setting that uses comprehensive policies to support their effective practice. Accidents are recorded with details about the injury sustained, size and position and shared with parents to ensure they are able to continue the care of their children. Medication records show that parents are required to sign before staff will administer medication to the children within their care enabling the children to receive the correct dosage and remain healthy. Medication and the first aid kits are stored safely and out of the reach of the children within the setting to ensure their safety. The sick child policy states children will not be allowed into the setting if they are unwell and this includes infectious diseases exclusion periods providing further information for the parents. The staff limit cross-contamination by using paper towels and liquid soap for the children and the provision has child height sinks for them to be able to wash their hands independently. The staff aid the children's development of good health practice by supporting them to wash their hands from the age of one year old. Staff wear aprons and gloves when they change nappies and clean the mats with anti-bacterial spray in between each child to prevent any infection being spread.

The cook prepares the food for the children safely as she has attended food hygiene training as have other staff members within the nursery. They check the temperature of the fridge and freezer on a regular basis ensuring the safe storage of the food for the children and they wash their hands and put on an apron and gloves before preparing and serving food to ensure cross-contamination is limited and providing good role models for the children. The food provided for the children is healthy and varied, for example, roast chicken, minced meat and a variety of vegetables. Dietary and religious requirements are asked for on admission to ensure the children are receiving the food appropriate for their individual care and all meat is bought from a Halal supplier to enable all children to be able to eat the food catered. The staff provide the children with an option of milk or water at meal times and during the day the children are able to access fresh drinking water from a water dispenser or individual cups enabling them to stay hydrated whilst at the nursery. The babies are given their bottles in line with their own individual care routines enabling continuity of care from home to nursery and all information is fed back to the parents through daily diary sheets.

Children develop their physical skills through a variety of activities inside and out of the setting. They are able to develop their small muscles and accuracy skills through planned and free choice activities during the day such as cutting with scissors, threading activities and using tools to manipulate play dough. The children are learning about choosing healthy options and how to stay healthy through discussions at meal times and are doing physical exercise within the designated soft play area and the large enclosed outdoor area. They have access to a variety of equipment that develop all their muscles through play such as bicycles and cars, a large climbing frame and balls and bats.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children are kept reasonably safe and secure in a provision that takes health and safety seriously. The door and gate is locked during the session to ensure the children are not able to leave unattended and visitors cannot enter without a staff member signing them in and they have an intercom which enables the staff to allow in people they know from the outside perimeter. The children are cared for in a welcoming environment where the brightly coloured furniture and their work and photographs of fun activities displayed provides a room in which the children have ownership and want to learn and play. However, the lack of adequate lighting in the corridor and soft play area impacts on the safety of the children when they access these areas. The book areas in each room have large cushions to provide the children with a place to sit, relax and reflect if they wish to giving them a balance of active and relaxed activities on offer throughout all areas.

The furniture within the rooms is safe and based around the children. The tables and chairs are colourful and designed for children, and the storage the setting uses is accessible to the children enabling them to reach the resources for themselves and help to tidy up after the session. The toys and resources the nursery purchase are from reputable companies ensuring they are safe and robust for the children to use. All toys are cleaned on a regular basis and recorded to show what has been cleaned and what still needs to be done, helping to prevent the spread of infection. The children sleep on floor mats, which provide them with a comfortable area to rest, all of which are covered by sheets and blankets which are stored in a bag with the individual child's name on to ensure they have the same set each day. This prevents cross-contamination and as all of the bedding is washed at the end of the week it helps the spread of infection to be limited.

The staff conduct risk assessments on all equipment and ensure it is safe for use before the children access it. They produce risk assessments on the outings the children go on and have identified any apparent dangers for the children or the staff and have addressed these as much as is possible to reduce the risk of injury for all parties. The gas and electrical appliances are checked regularly to make sure they are safe as are the fire fighting and prevention equipment. The staff practise the fire evacuation with the children and students every month to develop the children's awareness of the procedure to be followed in the case of an emergency and this procedure is displayed for all to see within the setting. However, the lack of clarity around the staff picking up the register on the evacuation procedure impacts on the safety of the children in the case of an emergency when being checked off at the assembly point. Permission is gained for all outings and the staff take the first aid kit and mobile phone together with all children's details to ensure they have all they need to keep the children safe whilst out. The children wear reflective vests with the name of the nursery on the back and badges with the setting's phone number on the front to enable the children to be found quickly if they are separated from the main group.

Children are safeguarded within the nursery as the staff have a good understanding of child protection and how to identify signs of abuse. The child protection policy sets out a clear procedure the staff will follow in the case of referral for suspected abuse and includes what the nursery will do in the case of an allegation made against a staff member. The staff have a copy of the safeguarding children board guidance in the staff room to refer to if they need clarity and there is a designated person who liaises with all agencies to ensure the child is kept safe. The staff ensure all pre-existing injuries are logged and clarified by the parents as to the cause of the injury in order to identify any cause for concern early on.

Children are learning to be safe through discussions about hazards and potential dangers, for example, the children are reminded whilst out walking to cross the road safely by looking both ways and listening for cars before they cross. The children are able to talk about how to use scissors safely and use this knowledge appropriately and have a good understanding of why they need to walk within the room to avoid accidents. This all helps the children to start to manage their own safety successfully.

Helping children achieve well and enjoy what they do

The provision is good.

The children's all-round development is fostered because of the activities the nursery plan and the support they provide for the children within their care. The children are confident and their self-esteem is high because of the constructive praise and worth the staff give them, for example, stickers for toilet training success. They have achievement certificates for all successes within their time at nursery and these are displayed on the wall in the corridor for all to see, then are put in their development files for the parents to keep. The children are able to start to be independent as the setting has fixtures that support them such as child-height toilets and sinks and staff encourage the children to start to feed themselves and access their own toys from an early age. The staff plan activities based around the 'Birth to three matters' framework providing a balanced curriculum for the children. There is a good balance of active and relaxed activities to help the children to rest as well as learn while in the nursery and the staff encourage the children to be actively involved in all of the session and play they plan. Staff assess the children through their free play and also plan focused activities with a specific skill in mind for the children to learn or develop, for example, they develop their sensory skills through a variety of malleable play such as playing with jelly and tinned spaghetti, however, this is not consistently linked back into their development files.

Nursery Education

The quality of teaching and learning is good as the staff plan for the children based on their age and level of understanding. The children are making good progress towards their early learning goals and the assessments the staff have made of the children reflect this. Observations are made during the sessions while the children play and learn and planned focused activities where they have a particular skill or knowledge base that they intend for the children to learn are used to conduct further observations. However, these assessments are not consistently linked back to the children's development files impacting on the ability to show where their achievements have come from. The sessions and the teaching are evaluated to ensure the children are getting the most out of the activity and these evaluations are used to either adapt the planning or reinforce with further activities. Staff support the children's learning through the use of open questions in all activities whether focused or free choice play, for example, during a cookery activity the member of staff asks the children 'why do we need to mix the cornflakes into the chocolate like this?', encouraging the children to think for themselves and become involved in the learning opportunity.

The children are forging good relationships with both their peers and the staff within the setting because of the calm and friendly atmosphere the staff create. Staff take time to listen to the children and engage in conversation about their interests and this makes the child feel valued and important. The staff talk about what activities will be available during the day and this helps to focus the child's learning and give them an overview of what is expected of them. They are readily accessing the activities and wanting to learn new skills or reinforce the knowledge they already have, for example, when the staff call individual children over to a

focused activity the children go eagerly wanting to participate. The rules within the room helps the children to understand their boundaries and manage their own behaviour well.

The staff encourage the children to be good communicators throughout the activities they provide. They use language they associate with the role play area such as talking on the radio in the police car out in the garden. The staff support the children to think about rhyming language and encourage the children to start to listen for words that sound the same such as rain and train. They are starting to link sounds to letters and identifying initial letters of words. They use the 'Jolly phonics' system to support the children by learning the songs and actions each letter has. Children are encouraged to start to write for themselves with the use of tracing words such as their name and writing words connected with the topics they are learning, however, the lack of opportunity for free mark-making in different areas, for example, as the role play area or outside impacts on the ability for the children to practice their writing with reason.

Children are learning to count with ease as the staff support and challenge the children to use their knowledge throughout the session, for example, counting the number of cake cases they have within a cookery exercise, however, the more able children are not being challenged to learn simple calculation as the member of staff does not encourage the children to work out how many more they need to make it to four. They are learning about shape and size through carefully planned activities that use knowledge the children already have to support new understanding, for example, an activity is planned to get the children to recognise three dimensional shapes based on their knowledge of two dimensional shapes. They are learning about length and weight through focused activities using the 'Compare bears' and linking animals, but as with the mark-making this is limited to the focused areas and not reinforced through play.

Staff plan fun but knowledgeable activities around the themes they are using in the sessions in order to teach the children about different aspects of the world. For example, during the topic on water the staff plan activities teaching the children about floating and sinking and freezing and melting including an activity designed to encourage the children to work out how to keep the ice cube frozen. The children are given plenty of opportunities to make different things, including baking cakes and making models out of junk materials. The staff bring in new knowledge or skills to activities like this, for example, the staff teach the children how to make pompoms out of wool for their masks. The children are able to access the computer and other programmable toys on a daily basis to develop their understanding of electronic equipment. The computer programmes link back to the topic or theme the children are learning such as a shapes programme to support the work they have been doing in mathematics.

The staff plan for outside or physical activities on a daily basis and use all areas of the setting to provide different environments for the children to play within. They spend time within the designated soft play area where they are able to climb, slide and jump and outside they plan activities to support the children on a variety of levels. They encourage the children to practise their throwing and catching skills with hoopla and beanbags target games and their large muscles are developed through different races and running activities and the use of bicycles and cars. Their small muscles are being developed well through free choice activities such as sand play and construction and planned activities such as cookery where the children whisk, stir and pour. They are practising their accuracy through cutting, sticking and mark-making activities.

The children are able to show their creative side through activities set out for the children on a daily basis such as the painting easel where the children are able to paint what they wish and sand, water or malleable activities, for example, digging in soil to look for worms. The staff have a variety of resources to support their creative development from chalk boards and papier mache to music sessions and dancing. They access music regularly and while listening they play along with a good selection of musical instruments with the staff encouraging them to find the beat and try to keep it throughout the music. Children are able to sing a variety of songs with confidence and including actions where appropriate and the staff encourage the children to sing in a variety of areas from the soft play area, where they do star jumps and dance, to the snack table, as they wait for all children to be seated.

Helping children make a positive contribution

The provision is good.

All children and families are included into the setting as they value diversity and welcome all. The equal opportunities policy supports this practice and states the curriculum will reflect the diverse world and the cultures around us and include all children within it. The children are able to see positive images in the rooms showing a variety of children from around the world enabling them to see on a daily basis the varied lives people live. The role play area provides the children with a variety of resources from different cultures and religions such as dressing up clothes and different ethnic dolls giving the children an opportunity to act out using resources that are different to those they use at home. The books in each room reflect different cultures and beliefs and show positive images of different genders as well as nationalities supporting the children with their development, for example, the toddler room has books showing how girls and boys toilet train differently but with similarities such as washing hands afterwards.

Children with learning difficulties and/or disabilities are welcomed into the setting and supported by the manager of the nursery who has experience working with families and children who have additional needs. She is trained as a special needs co-ordinator and staff are trained in working with children who may have additional needs. The special needs policy supports this practice and sets out the procedure the staff will follow when referring a child for further assessment or support. Staff are able to create individual educational plans for the children and liaise with outside agencies in order to support the child fully. The staff work closely with the parents in order to gain knowledge about each child they care for and this help them to support the child fully whilst they are within the care of the setting.

Children are learning to manage their own behaviour through the consistent methods the staff use to discourage unacceptable behaviour and praise children when they start to learn right from wrong. The staff have established clear boundaries and rules for the children to follow and they have involved the Foundation Stage aged children within this process by asking them what they shouldn't be doing and what things are not nice to do to others. These are displayed in the Foundation Stage room for the children to see and the staff to refer to. This helps the children to accept these boundaries and start to adapt their behaviour to fit in with this. The staff use age-appropriate methods for the children including distraction methods for the younger children who do not understand their behaviour yet. The behaviour management policy supports this practice and staff follow this within all areas. Positive reinforcement is used throughout the nursery for achievements and to support the children in choosing right from wrong.

Staff work with the parents closely to provide continuous care and education from home to the nursery. The staff request information from the parents when the children first start to

ensure they are able to provide the appropriate care for their children, for example, for babies the staff request a routine showing when they need their bottles and sleep. Parents receive a booklet showing them how the nursery works and they are provided with specific policies that staff deem important, for example, child protection and sick child and they are made aware of where they can access the remainder of them together with the operational plan for the nursery. If a policy is updated the parents are made aware of this and they receive quarterly newsletters with information about the nursery in to keep them in contact with the day to day running of the setting. Parent's evenings are held every six months to provide them with an opportunity to discuss one to one with their key worker how their children are developing. If a parent feels they need to talk in between these times they are able to talk to their child's key worker at any time. The provision of a daily diary shows the parents what the children have been doing during the day including what they have eaten and what they have played with.

The partnership with parents is good. They are encouraged to be involved within their child's learning through the provision of newsletters telling them of the forthcoming topics with ideas of what activities they can do at home to support their child's learning in this area. The weekly planning is displayed for the parents to view the activities the children will be doing on a daily basis and they are encouraged to send the children with resources from home that support their learning. They are invited along to parental consultations where they are able to discuss their child's progress and add to their achievement files if they feel their children have skills that are not recorded. Staff ask for parental feedback about the practice they provide and parents are able to fill out questionnaires or discuss with the manager any suggestions they have to improve the care or education their children receive as well as evaluation forms sent out from the Foundation Stage room to assess how effective the topics have been with the children. This feedback is then considered by the staff and put into practice, or on the nursery action plan, and changes are then fed back to all parents ensuring they are fully aware.

The children's spiritual, moral, social and cultural development is fostered. The staff teach children about Eid, Diwali, Chinese New year, and use first hand resources such as a special tooth brush called miswaak for Ramadan to introduce children to different cultures and beliefs. This is then supported by the varied resources within the setting. The children have caring attitudes, they share toys and look after each other whilst playing and in group time. They are encouraged to talk about right and wrong and are beginning to recognise the difference between accidental and deliberate actions because the staff talk through their actions and discuss unacceptable behaviour. They are encouraged to engage in conversation during social events such as meal time, circle time and whilst playing and have forged strong friendships. Children broaden their experiences within the setting as the staff plan a variety of different activities around cultural beliefs and different countries and how different people they live.

Organisation

The organisation is good.

The setting is led by a well-qualified and experienced manager and has appropriately trained staff within the nursery to support the good practice. She has a National Nursery Examination Board and Level 4 in further education teaching stage one. The recruitment process to appoint new staff is vigorous and includes the manager checking their identification and qualifications on the interview day. The interview highlights appropriate candidates and the position is then offered subject to two references and a clear police check being returned. All staff are vetted using a police check that is instigated by the manager, and adults who have not been suitably checked are not left unsupervised with children in the setting ensuring they are safeguarded.

All staff receive an induction when they start with the nursery and they are given a copy of the policies and procedures that help to run the setting so they are able to become familiar with these in their early days. The manager supports the staff by ensuring they have an overview of child protection and health and safety enabling them to keep the children safe. Adult to child ratios are well-maintained and increased when the children are taken on walks or outings, and staff deployment is good, enabling the children to progress well in their education and be cared for effectively. The key-worker system the setting has in place ensures each child has a designated member of staff to support them from the time they enter the nursery and the parent has a consistent member of staff to talk to when they wish to discuss their child's development. The staff within the baby area are qualified and experienced in working with the under-one-year olds. The provision has a clear contingency plan in place to enable staff sickness and holidays to be covered by suitably checked adults.

All documentation is in place and policies and procedures are updated on a regular basis in line with all current legislation. The register is filled out by the staff in the individual rooms and the staff sign in on a separate document stored in the staff room. These are checked by the manager on duty to ensure all are filled out correctly. The setting has a good understanding of what significant events they need to notify the outside regulatory bodies about including a change of manager or premises to Ofsted. This ensures they remain suitable for registration.

The leadership and management is good. The staff work well together to ensure the children receive quality education and care. Tasks and responsibilities are shared to ensure the staff are well supported and they have regular meetings to discuss the nursery and improvements they could make. Each room assesses their practice against the five outcomes on a regular basis and they have put together an action plan to show any areas they wish to improve and as this is an on-going process the setting is shown to be continually assessing their practice in order to improve it for the children they care for. Each member of staff has an annual appraisal where they and the manager are able to talk about their achievements through the year and identify any training needs they may have. This supports their professional development and aides them to develop their practice further. The aims and values the nursery hold are reflected within their practice and the written ethos shows how the children will receive well-rounded care and education. The staff have a good understanding of what works with each individual child and how they can teach and support to achieve the highest results possible. The nursery have successfully addressed all recommendations from the last inspection showing their ability to improve their practice. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to ensure that room temperatures are maintained at a comfortable level and that staff monitor this effectively. The setting now ensures checks are done on a daily basis to establish whether the rooms are warm enough, which they record on check sheets, and they have heaters in each room and are able to open the windows if it gets too warm. They were also asked to ensure there are covering for windows in rooms where children sleep so that an appropriate environment is created for their rest periods. All windows now have blinds they are able to close when the children are asleep. Thirdly they concurred to improve the procedures for collating children's details at registration, their daily attendance, the accident records, and to request emergency medical consent to ensure their welfare and care is fully promoted. All children's details are present and included in an individual folder to maintain confidentiality. They contain their registration form, permission slips including medical treatment and any accident forms, medication forms and incident forms the children may have.

The register is filled out each day by the staff within the rooms. Fourthly the provider agreed to improve the risk assessment system for the premises and the safety of the levels between the raised bark area and other play area. There is now a new fence added onto the edge of the barked area to prevent children from falling and the risk assessments process is tight and comprehensive including all areas of the setting. Finally, they concurred to improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of relevant matters, with reference to significant events. This is now set out in the operational plan for what they will contact Ofsted about, recently they have let us know about the manager going on maternity leave and have put all checks in place to ensure the person covering was suitable to do so.

Complaints since the last inspection

Since April 1 2004, Ofsted received a complaint which raised concerns about insufficient staff and notification of a significant incident. An unannounced visit was carried out to consider these concerns in relation to National Standards 2: Organisation, and 14: Documentation. As a result of the visit the provider was given the following actions: ensure the required adult to child ratios are met at all times; and ensure records, which are required for the efficient and safe management of the provision and to promote the welfare of children are maintained at all times, with reference to attendance records for children and staff. A satisfactory response to these actions was received. The registered person continues to be qualified for registration.

The provider is required to keep a record of complaints made to 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 good.

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):

- ensure the lighting in the nursery is appropriate enabling children to be safe whilst accessing these within these areas with particular reference to the soft play area and corridor
- update the appropriate paperwork to reflect safe practice for the care of the children, with particular reference to the fire evacuation procedure.

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 opportunities to further challenge children to develop their mathematical calculating and mark-making skills within their play and every day activities
- continue to develop the current assessment process to include all observations and individual next steps for all children (also applies to care).

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