

# Bank Hall Kindergarten

Inspection report for early years provision

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<b>Unique Reference Number</b>	309225
<b>Inspection date</b>	18 March 2008
<b>Inspector</b>	Joan, Patricia Flowers
<b>Setting Address</b>	Bank Hall Drive, Bretherton, Leyland, Lancashire, PR26 9AT
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<b>Registered person</b>	Bank Hall Kindergarten Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good.

### WHAT SORT OF SETTING IS IT?

Bank Hall Kindergarten is privately owned and has been in existence since January 1991. The kindergarten operates from a detached house as well as in a single story converted building directly opposite. The facility is located in the heart of the Bank Hall estate in Bretherton, midway between Southport and Preston and is surrounded by trees and farmland. The owner employs a qualified manager who heads a staff team of 16 childcare staff, 13 of these staff are also qualified or relevantly trained. Four staff are training to National Vocational Qualification (NVQ) levels 1, 2 and 3. The kindergarten is organised into group areas according to children's ages. Children aged under two years called 'Baby Bluebells' are accommodated on the first floor of the main building. Office and staff facilities are also provided on this level. Two separate age groups are organised downstairs, namely 'Little Lilies' and 'Poppies'. The eldest pre-school children, known as 'Daisies', occupy the whole of the detached building opposite. Dedicated enclosed outdoor play areas are provided on the main building site. Some fixed outdoor play equipment is erected in these areas.

Childcare services are provided flexibly both on a full or part time basis, for 51 weeks of the year, between 07.45 and 18.00 each weekday. There are 95 children on roll, of whom 36 are

funded three and four year olds eligible to receive the free nursery education grant. The nursery supports children with learning difficulties and disabilities and children who speak English is an additional language. Advice and training are obtained from the local authority Sure Start development and teacher team. The nursery is a member of the National Day Nurseries Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children benefit immensely from the excellent range of healthy and nutritious meals and snacks that are all prepared and cooked on the premises. The nursery management and the cook are very conscientious and strive to follow all the current guidance with regard to children's nutrition. The menus follow a four weekly cycle and are displayed for parents in each room. Drinking water is made readily available to children and they are encouraged to drink throughout the day so ensuring that they remain well hydrated and comfortable. Any special dietary needs children may have are recorded before care begins and this information is transferred to the kitchen and to children's care rooms so that staff are well informed. Children's health is well addressed as a result.

Children stay healthy and are protected from infection because all staff follow clear hygiene procedures throughout the nursery. For example, children's bedding is washed after every use and children are reminded to cover their mouths when coughing and to put used tissues in the bin. Children learn about the importance of personal hygiene from the daily routines of hand washing before meals and after toileting. Staff remind children to wash their hands carefully, explaining why this is important. At least half of the staff team hold up-to-date first aid certificates. In addition, key staff have attended food hygiene training. There are clear and confidential procedures in place to record any medication that may be required to be administered, and any accidents children may have are well documented and countersigned by parents or carers. These procedures ensure all aspects of childcare are made known to parents and carers so that children's health can be maintained effectively.

Children enjoy the daily opportunities for outdoor play and are encouraged to make the best of the physical activities offered, such as climbing, riding bikes and also when taking part in the physical education and ballet classes once a week. Babies benefit from going for walks and if parents and carers wish, from sleeping in a pram outside in the fresh air. Older children, from toddlers up to older pre-school children, have their sleep and rest needs catered for within the daily routine. Children sit down at set times for story or singing and they can rest during other table based activities. They develop their physical skills as they push and pull wheeled toys, climb and balance on the equipment and use the wide range of tools and equipment available to them, for example, when they paint or use cutters with the play dough. Children become competent at using their knife, fork and spoon at meal times and can pour their own water from the jug with confidence and some degree of accuracy.

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

The provision is satisfactory.

All children benefit from the secure child friendly surroundings. Parents and carers use a keypad entry system to access the premises. Visitors are admitted by staff who verify the identity of any caller. Children can move around safely and with ease. Precautions to reduce potential

hazards are taken by staff. All play items are suited to the particular ages of children in each group, thus ensuring children can play and learn safely. Staff undertake various daily safety checks. They demonstrate commitment to the ongoing risk assessment for which there is a well-documented record. Fire evacuation notices are displayed and fire exits are clearly marked so providing a safe environment for all uses of the setting. Children learn about their own safety during regular emergency evacuation drills. This enables them to develop their understanding about their own safety and that of others. The manager and staff are always trying to improve children's safety. They have recently introduced high visibility tabards and the use of a 'lollipop' type of aid for when crossing children between the main building and the pre-school site. However, this exercise still requires revision so that children's safety is not compromised when they cross this intermittently used private road.

Children are made aware of the importance of using toys and play equipment correctly and safely through anticipation, discussion, demonstration and guidance from staff. They are closely supervised and staff act as positive role models, encouraging children to develop their own self-awareness as they play and make decisions. Staff ensure children are safe during outings on foot, for example, when they go for nature walks within the private estate. This includes the taking of registers, having regular head counts and access to a mobile phone and a first aid kit. Children are well supervised with appropriate adult to child ratios; they hold hands, stay together and are made aware of road safety so their welfare is protected.

Children have access to a very varied range of stimulating toys, books and play materials that are stored and presented imaginatively and effectively. This includes creative materials, puzzles, imaginary and role-play items, books, construction, sensory and tactile activities. Children, in each age group, can independently select their own activities from the full range of resources and play opportunities planned for them each day, promoting their choice and independence. Excellent use of safe outdoor equipment extends children's learning and enjoyment in a controlled and safe way.

Children's welfare is paramount. They are cared for and protected by staff who have a sound understanding of child protection issues and local safeguarding procedures. A confidential recording system is in place and information guidelines and the nursery's policies are made available to parents, carers and staff alike.

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

The provision is good.

Staff in both the baby and toddler rooms have developed good systems to plan a wide range of interesting activities for the children and ways to assess their development. Children in the toddler room benefit from a very wide range of activities and regular opportunities to experiment with paint and play dough, water and sand. Staff extend children's learning and enjoyment by changing and developing activities. For example, in the morning babies enjoy a group singing session with musical instruments whilst a nursery practitioner sets up the shaving foam tactile activity table with play figure people and animals. Children enjoy experimenting with the shaving foam as they use their senses to explore its properties. All children are encouraged to access resources independently and with a level of supervision which is appropriate to their age and stage of development, so building their confidence. Each area of children's development is well supported because resources to encourage them are available continuously throughout each day.

Children come into their area of the nursery confidently. They are happy and easily separate from their parent or carer, settling quickly. Good interaction with the staff helps children to build good relationships and develop a sense of belonging and emotional security. Children in the baby unit benefit from song and rhyme sessions as they learn to move to music. Even very young children, who cannot stand, bounce and jiggle in response to staff encouragement. Young children's personal independence is encouraged as staff provide good support for them, for example, when they start to become mobile. Toddlers enjoy commercially produced music and movement sessions as they join in with enthusiasm. Staff sit with children on their laps showing them how to turn the pages of the books or sit in the reading areas reading to individual children or pairs of children. They mirror back the sounds the children make in their early language, as babies learn to listen and respond. Key workers provide reassurance and encouragement as they support those who are learning to walk, holding their hands as they begin to develop physical control and balance. Toddlers and older babies are encouraged to feed themselves, regardless of the mess that ensues. Staff show pride in children's achievements, for example, telling one another that a named child has put the dolls to bed and covered them up carefully with blankets. Children thrive on the encouragement this provides, enabling them to feel happy and valued.

All children have daily opportunities to play outside, usually each morning and afternoon. The two separate outdoor play areas ensure that equipment is suited to the different age ranges so that challenges are age appropriate. Staff plan well the play opportunities they provide so that children can develop emotionally, physically, socially and intellectually, making sure that their individual needs and welfare are promoted.

### Nursery Education

The quality of teaching and learning is good. Staff have a sound understanding of the Foundation Stage and have high expectations for children's learning within this framework. They set realistic goals for the children and plan a broad and interesting range of activities to ensure children make steady progress towards achieving the early learning goals. Children enjoy the activities provided and join in with enthusiasm and interest. They show good levels of curiosity, imagination and concentration and respond appropriately to the challenges provided. Staff are good at using the information they gain from their ongoing assessments of children's progress to identify the next steps for their key children's learning. Consequently, they plan activities that build on what children already know and can do. In general, the majority of children's learning is extended and developed to an extent that allows them to make good progress in their learning. Planning to meet the needs of children who are more able and those who sometimes display challenging behaviour, however, requires further consideration.

Children are keen to communicate and eagerly use language to start conversations and express their ideas. They confidently ask the inspector her name and why she has come to see them, and are eager to share some of their activities with her. Children have opportunities to use words to describe how the fruit tastes and feels, saying things like sticky, sweet, bitter, soft and hard. They are starting to recognise familiar letters in their name and know the sounds they make. Some older children are starting to recognise their friend's name too. Children enjoy looking at books and they listen attentively to stories, joining in enthusiastically with the refrains of familiar favourites such as The Three Billy Goats Gruff. French lessons are providing children with opportunities to listen to and speak this different language. Sign language is another way of communicating that children are becoming increasingly familiar with. Children make good use of the attractive book areas where they can choose attractive and varied resources including story sacks, comics and large and small books. They make marks at the

writing table during planned activities and some write their own names on their artwork and their Easter card they have made. As there are many opportunities for children to use writing implements in their spontaneous play, they begin to learn that writing has a purpose. For example, they write a list before going to the garden centre to buy some seeds and compost. Children enjoy interactive activities, such as making fruit kebabs, as they try new tastes with healthy foods.

Many children count confidently and recognise familiar numbers. Number lines in different forms encourage children to start to develop their awareness of number places as they begin to recognise more than and less than. This is further reinforced during sand and water activities as children fill and empty different sized containers. Staff support children when they count, for example, when one child paints 15 butterflies on her free painting, then is encouraged to think about what number comes next if there was one more. Children learn about shape and space as they fit puzzle pieces into the correct slot or link the train track together in a given space. They solve simple problems during action songs, using their fingers as they count down from five. Children find out about the world around them through topics such as 'growth' and 'new life'. They discuss the weatherboard each day and make their judgments about what the weather is like.

Children's creative development is fostered well. There are several opportunities each week for children to engage in group activities. They take part in drama, music and physical education sessions where they can move expressively. They have opportunities to select their own creative material as they express their own art and design ideas. Two children enjoy watching what happens when two different colours of paint run together. This sparks off a new line of thought as they continue to experiment together. They use their imaginations when playing in the home corner, dressing up and each taking on a different role. Physically, children are developing their skills well. Their fine muscle control is encouraged when they use things like pencils, paintbrushes, scissors, construction toys and cutlery. Large muscle movements are promoted when children engage in the physical education sessions, swimming and when climbing on the large apparatus outside.

Children's social and emotional development is fostered well. They are developing good manners and an awareness about their own and other's feelings. Staff use situations to best advantage to help all children, using an empathy book, 'How Do You Feel', to discuss how everyone is feeling. Children are helped to think about what makes them happy and sad, angry or upset. Children are independent and well mannered because staff value them and help them to understand how to share and take turns. Children are supportive of each other and are starting to form friendships with their peers.

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

The provision is good.

Children gain much benefit from the positive relationships that are developed between the setting and their parents. Staff talk to parents every day to exchange information and ensure children experience consistent care. Parents are kept up to date through bi-weekly newsletters and the noticeboards in every room area. Policies are shared with parents and carers when they enrol their child. Copies of this document are available in every group room if parents and carers wish to see it again later. The partnership with parents and carers of children who receive nursery education provision is good. Parents have regular opportunities to meet staff to discuss their child's progress, and there are some opportunities for them to be involved in their child's learning, such as taking books home to share. Children's folders of achievement are available

to every child's own parent or carer at any time. This applies across all age groups. Parents and carers contribute to their own child's assessment, with some sending in detailed diaries of what their child has done and learnt during holidays to other countries.

Children benefit from a setting that values diversity and respects all children as individuals, including those with learning difficulties and disabilities. Children attend from a wide range of backgrounds and experiences. Each child's and their family's needs and differences are taken into account. Children enjoy taking part in a range of experiences that help them develop a positive view of the wider community, such as celebrating different festivals and special days. They play with resources that reflect diversity and undertake art activities, such as making a collage picture to celebrate the Jewish festival Hanukah and Easter cards with some making chocolate crispy nests with chocolate eggs. Children gain confidence and grow in independence as they move between activities, get themselves a tissue when they need to wipe their nose, manage their own coats when it is time to go outside, or pour their own water from the jug. Opportunities for all children to select their own resources are promoted well. Children quickly learn the rules and expectations of the setting, they help tidy up before circle time and line up at the door to go outside. Staff encourage good manners and remind children to share and take turns, using strategies such as timing children's turns on the bikes or pictorial cards to remind children that an activity may only allow four children at one time. This consistent approach helps children begin to work harmoniously together. Children's spiritual, moral, social and cultural development is fostered.

## **Organisation**

The organisation is good.

The manager is well informed and has a good knowledge and understanding of the National Standards. As a result, good procedures for maintaining children's safety are in place and implemented effectively. For example, essential training such as first aid is well organised to make sure that a good proportion of staff have up-to-date knowledge of first aid and current best practice. The registered provider and manager use effective recruitment procedures that ensure that the staff have appropriate experience and the necessary qualifications to carry out their roles. All staff are rigorously vetted to ensure that they are suitable to work with children. The majority of the documents and records required to be maintained are in good order, however some documentation needs to be reviewed in order to meet children's needs better. In the main, the attention paid to record keeping contributes positively towards maintaining children's health, safety and well-being.

Because the play space is well thought out, children's care is enhanced by the good organisation of the setting to provide a safe and stimulating environment. Children are provided with ample choice, which impacts positively on their individual needs being very well met. Good staff ratios are maintained so that young children can enjoy one-to-one and small group activities regularly and during everyday activities. The effective key worker system enables both parents and children to build excellent relationships with key workers and the staff team as a whole. Children's security and feelings of belonging are fostered well as a result.

Leadership and management of the nursery education is good. Staff have a good knowledge of the Foundation Stage curriculum. They support the children skilfully in their activities according to each child's individual stage of development. The manager and pre-school staff are motivated and keen to improve the care and education for all children. Regular meetings, both formal and informal, ensure that the staff consistently evaluate and reflect upon their

practice. This promotes continuous improvement and a clear vision for the future of the setting, improving outcomes for children.

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

### **Improvements since the last inspection**

At the last care inspection the setting was asked to review how staff's domestic duties are organised so that children are supported at these times. In addition, they were recommended to ensure that the administration of medication is consistent with the written policy and procedure, and that the designated person responsible for child protection keeps up-to-date through training and the policy reflects latest government guidance. During the intervening time, the setting has addressed all these areas. Staff take it in turn to complete domestic duties in each group room so that there are always staff working directly with the children at these times. The medication policy has been reviewed and staff all now follow the new procedure. All room leaders have attended child protection training and the child protection policy has been amended. Children's overall care and safety have been improved as a result.

At the last inspection of nursery education, four key issues were highlighted. These were to implement regular monitoring of the quality of the teaching and learning, ensure that planning includes strategies to engage children in learning to share and take turns, improve the quality of children's story books, and review the use of available space to give children better continuous provision across all activities. The setting has been successful in addressing these four areas. The manager now reviews the way children's assessments are carried out. Children are encouraged and praised for good behaviour with staff helping them to understand about taking turns and sharing. Book areas in all group rooms have been improved and re-stocked and children now have continuous access to all areas of the curriculum all day.

These improvements have raised the quality of the nursery education children receive and therefore the learning outcomes for children.

### **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 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):

- revise the management of children's safety when they transfer across the private road from one nursery building to the other
- continue to update children's individual records to ensure that permission to seek any necessary emergency medical advice or treatment is sought from parents.

### **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 and plan learning opportunities to meet the needs of more able children and those who need more challenge.

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](http://www.ofsted.gov.uk)