

Handkerchief Day Nursery

Inspection report for early years provision

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| Unique Reference Number | EY347142 |
| Inspection date | 08 April 2008 |
| Inspector | Lynn Dent |
| Setting Address | High Street, Kegworth, Derby, DE74 2DA |
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| Registered person | Childs Time Ltd |
| Type of inspection | Integrated |
| Type of care | Full day care, Out of School care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Handkerchief Day Nursery opened in 1994 and has been under the current private ownership since 2007. It operates from seven rooms in a converted barn. It is situated in the village Kegworth on the borders of Derbyshire, Leicestershire and Nottinghamshire. A maximum of 110 children may attend the day nursery at any one time. The day nursery is open each weekday from 7:00 to 18:30 for 52 weeks of the year. All children share access to a secure outdoor play area.

There are currently 105 children from six months to under eight years on roll. Of these, 26 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel to work in and around the area. The nursery supports a number of children who speak English as an additional language.

The nursery employs 19 staff. Of these, 13 hold appropriate early years qualifications, five are working towards a qualification and two are working towards a higher level qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children understand the importance of good hygiene. Consequently, they are happy to participate in routine hand washing to protect themselves from germs. Clean face cloths are used for each younger child showing that good hygiene is promoted from an early age and the risk of cross-contamination of germs is minimised. Routine cleaning of the premises, toys and equipment such as tables and high or low chairs is carried out daily which results in children's good health being maintained. The staff maintain high levels of personal hygiene because they frequently wash their hands throughout the day. The risk of cross-contamination during nappy changing is effectively minimised because staff wear clean disposable gloves and aprons to change each child. A clear policy and procedure, including incubation periods for infections, is implemented. Therefore, the care of children who are ill effectively minimises the risk to healthy children. The setting provides parents with information regarding what they consider to be a healthy child. For example, children who are not taking medication or running a high temperature and who can participate in the activities and routines at the nursery. The procedure for the administration of medicine is clear. Written consent from parents is sought when they request medication is administered and staff help to complete these forms. However, not all parents sign this consent. Consequently, this poses a risk to children's health. The procedures for the management of accidents ensure children receive appropriate care and details are recorded and shared with parents.

Good planning ensures that outdoor and indoor environment is used effectively to promote children's physical development. As a result children can access a wide range of activities and resources that promote their balance and coordination. For example, younger children play on small climbing apparatus and in tunnels. Older children can ride wheeled toys and use larger apparatus. Indoors babies are effectively supported by staff to stand and walk. They can also access a range of sturdy equipment which they can use to pull themselves up and to develop independent walking. Children develop good hand to eye coordination because they have access to a wide range of developmentally appropriate toys and resources. Babies benefit from equipment that stimulates their senses such as natural materials and lights. All children are encouraged to develop the independent use of appropriate cutlery. They use craft tools and are able to roll out and cut play dough. A very clear policy is in place to manage children's sleep times. This includes clear information about how to prevent the risk of cot death. Babies sleep in suitable cots and older children use a mattress. Each child has clean bedding and all children are regularly checked to ensure that they are safe during this time.

Children benefit because the setting works with a nutritionist to ensure that the meals are balanced and contain all the required food groups. A good, varied menu is in place and changed throughout the year to take account of the changing seasons. The dietary needs of children are effectively met because staff collect information about this from parents. This information is given to the cook who ensures that the children receive the appropriate foods and provides a vegetarian option each day. The setting has recently gained a three star award for their food safety. This shows that the meals are prepared well. Children enjoy their meals because they are cooked fresh each day and presented nicely in appropriately sized portions. Babies are fed their bottles in accordance with parent's wishes to maintain their routines from home. All children enjoy their snacks which are nutritious and older children are encouraged to make choices and develop independence as they serve themselves during free-flow snack times. Children do not become thirsty as labelled containers of drinks are readily available to them

and older children take these outside to drink during outdoor activities. Meal times are used effectively to promote good table manners and staff are good role models for this. Therefore, children develop valuable skills for later life.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The environment is bright and stimulating for children due to the effective use of displays, posters and pictures. Children's art work is displayed making the environment meaningful and younger children are surrounded by sensory experiences such as lights and music. The well-planned organisation of activities means that children are engaged and can safely and independently move around the rooms and the outdoor play areas. Children can safely access an extensive range of toys and resources, as these are stored at their height, in good condition and comply with safety standards. Staff regularly supplement the resources with a good range of natural materials such as sponges, cones, clay, twigs, shredded paper and feathers. This means that children can explore and participate in heuristic play.

Children's welfare and safety is given high regard. Comprehensive generic risk assessments are in place and completed at least annually. These are supplemented by specific risk assessments in each room, for the toys, equipment and activities. Daily risk assessments are in place and carried out before children arrive. Consequently, potential hazards are identified and documentation shows that the appropriate action is taken to ensure these are addressed. The management also carries out risk assessments following accidents to ensure that the cause of these do not pose a further risk to children. As a result no hazards were identified during the inspection. Access to the premises is gained by keypads and the outdoor area is secure. Consequently, the risk to children from intruders is minimised. A procedure of the outings ensures that children's safety continues to be maintained. This is enhanced because the number of adults required to care for the children is exceeded. Consequently, they are well-supervised at all times.

The staff effectively help children to understand how they keep themselves safe both at the setting and also when out in the community. Pictorial displays help children to develop good practice such as crossing the road. Regular emergency evacuation procedures are practised. As a result the children can clearly identify different escape routes and know that they assemble in the tennis courts. Pre-school children know that they walk up and down the stairs and hold on to the handrail. Children's welfare is effectively protected because staff are knowledgeable about the indicators of child abuse and neglect. They understand how to record and manage these concerns both within the settings own guidelines and also the Local Safeguarding Children Board reporting procedures. This shows that staff understand their responsibilities to report concerns and are confident to put these into practise.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very happy and settled at the setting because they have fun and are engaged in purposeful activities. Staff show a genuine interest in the children and provide effective interaction. As a result all children are making good progress in their development, play and learning. Children of all ages are treated with kindness and their individual needs are successfully met. Effective organisation of the day and routines means that children have time to re-visit their prior experiences and consolidate what they know before building on these. The outdoor

play area is well planned and a range of activities such as Lego, role play and exploratory play with a range of materials are set up to enable children to continue to learn through play in different environments.

The 'Birth to three matters' framework is effectively used to plan and implement an extensive range of developmentally appropriate activities and rigorous assessment procedures are in place to regularly record the developmental achievements and the next steps for younger children. Staff work well together as a team and can clearly explain the aims of each activity that they provide. Good organisation of the rooms and a balance of structured, focussed activities and free play means that children can move assertively around the rooms and the outdoor play areas to activities that interest them. Therefore, they develop the ability to make choices and become independent. Each child has a named key person who is responsible for ensuring that the activities are appropriate for their developmental stage. As children move rooms information is passed to their next key person through a formal procedure using a detailed written record. Consequently, children's individual needs are known and consistency of care is provided.

Children are engaged in the activities and play experiences provided because they are stimulating and interesting. For example, staff help babies to look at their reflection in mirrors, helping them to develop a sense of self. They play with developmentally appropriate toys and a good range of everyday objects that make up a wide range of treasure baskets. Toddlers smile and giggle as they enjoy throwing shredded paper into the air and shout 'Snow'. They are confident to interact with others as they initiate a game of hide and seek by rocking back and forth behind a small wooden fence in their room. Others are rolling balls across the floor and enjoy sitting in the ball pool with soft toys.

Children show they are inquisitive as they look at the inspector's computer and ask a range of questions. Children show a sense of awe and wonder as they participate in new and different activities. For example, children are painting with glitter. They decide that they wish to stick sellotape on their picture too. A member of staff cuts the sellotape for them and the children stick this to their hands. They then rush around the room shouting 'Look, Look', as they excitedly show the other children and the staff what they have got. Staff positively encourage children to extend their own play. This is shown as children are playing with toy trains. They want to put some play dough in the train. Staff encourage them to do this and also extends their language by saying phrases like 'There, you are, you have got some cargo'.

Children who attend the out of school club receive a well-planned range of experiences and activities. They enjoy role play and using a computer. Topic themes include flags from around the world. They go on visits during the school holidays and explain that they like to attend the sessions because they enjoy playing with Lego, colouring and have made scenery and labels for a topic about dinosaurs. Children are naturally inquisitive and are confident to approach the staff and the inspector. Staff provide support for children with their school work. For example, they help children to learn their spellings by practising these and testing them.

Nursery Education

Children's progress through the Foundation Stage of learning is good. They are keen to learn and actively participate in the activities provided and have time and space to develop their own learning due to good organisation of the rooms and the daily routines. As a result children persist in what they are doing. For example, they help the staff to put together a play castle. They work well together and use their language and problem solving abilities to explain how

the pieces fit together. When this is completed they show a sense of satisfaction and enjoy imaginative play with their friends. Children have a good range of opportunities to develop independent writing. They make lists in the role play workshop, draw and write, and use a scheme called 'Penpal' to write letters and make patterns in the air to music, they also develop early writing skills in sand and other messy substances. As a result all children are mark making, more able children can write their name and some can write simple words such as mummy and daddy. Children enjoy books and can explain what is happening in the pictures. Staff have started to introduce children to the initial sounds of their names and more able children can also identify others sounds such as 'O' for orange. However, this is not sufficiently practised during activities. Consequently, children's recognition of sounds and letters is not fully developed. During daily routines children are encouraged to develop listening and speaking skills. This means that when they are waiting for their lunch, they take turns to share their news with their friends and the staff.

Children have a good grasp of many mathematical concepts because they use these when playing. For example, they count how many blocks they have used to build a tower and are able to identify if this is taller or shorter than their friends. They can identify numbers and match the correct number of items to these. Children recognise patterns as they have looked at and compared different animals. Children learn about the wider world in which they live as they plant and grow seeds, celebrate festivals such as Easter and have access to a good range of technological toys such as computers and electronic cash registers. They show a clear understanding of how these work and play educational games on the computer. Children show an understanding of time, as they know the days of the week in order and inform the staff that they will bring in a toy for show and tell tomorrow. They also enjoy using construction equipment to design and build. Children are creative because they have free access to a vast range of resources. They make clay thumb pots, models from junk and express themselves through their pictures. They enjoy singing and match actions to words of songs such as 'Simon Says' and move well to different types of music. Children have good balance and coordination as they enjoy a wide range of activities that promote this. For example, they climb steps on slides, use a trampoline, play ball games and move carefully around their friends on bikes and other toys. This shows they have a good awareness of space. Children clearly enjoy their physical play. However, they do not show an awareness of how exercise affects their body as staff do not use everyday activities to talk to children about this. Indoors children are using activities such as threading and using craft tools to develop their small physical skills. They show a dominant hand when writing and can use cutlery well.

The quality of teaching and learning is good. Staff plan and provide a broad and balanced curriculum which enables children to make good progress towards the early learning goals in the Foundation Stage. Detailed planning in the long, medium and short term takes good account of children's individual needs. Children are given time to re-visit activities and experiences enabling them to consolidate their prior learning and skills because planning is flexible and also takes account of everyday events such as snow. All staff are involved in planning, therefore, they understand the learning intentions of the activities and use everyday routines well to help children learn. The activities are thoroughly evaluated to show where children require further help and what can be adapted for future use to address this. Staff regularly observe children and use this information to update their development records and to indicate the next steps in their learning. As a result all children achieve well. Children benefit because staff organise the room, time and resources well. This enables children to participate in focused activities and have good opportunities to develop their own learning. Staff facilitate children's learning through a wide range of teaching methods and play experiences. Consequently, children are

engaged and they receive the support they need. Records are shared with parents. Consequently, they are kept informed and involved in their children's learning.

Helping children make a positive contribution

The provision is good.

The staff warmly welcome children from a range of cultures and backgrounds. Posters and pictures around the setting promote a range of languages and positive images. Consequently, all children feel valued. Dietary needs are known and met and all children are encouraged to participate in the activities provided at their individual level. For example, babies and younger children paint and play in shaving foam as they sit in high chairs and use low-level climbing equipment. Gender free play is positively encouraged. This is shown as children dress up in a range of costumes. Children develop an understanding and respect for those who are different to themselves as they celebrate a range of festivals and events throughout the year. They are also involved in raising funds for national charities such as 'Childline'. Children learn about the local environment as they go on walk and outings around the village. Although the setting does not currently care for children with learning difficulties and/or disabilities. A comprehensive policy and procedures are in place to ensure that any concerns are quickly identified and the special needs coordinator can access outside professional help in a timely manner.

Children show good behaviour because the staff are positive and consistent role models for this. They provide lots of praise, stickers and rewards to reinforce positive behaviour. Consequently, children have good self-esteem. They exhibit this as they proudly show the inspector and explain why they have been awarded stickers. Staff place a high emphasis in helping children to share. As a result children learn to do this from an early age. All children are observed to play harmoniously alongside and with their friends according to their developmental stage. Children follow the rules well because they understand these. Clear guidelines are in place to remind staff how to manage unacceptable behaviour and they can explain these. All staff are expected to show respect for the children, provide a stimulating environment and flexible routines, and take time to listen to what children say. Therefore, this helps children feel special.

All parents receive an appealing and detailed booklet of information at induction and through information displayed in the setting. Parents of younger children receive daily written information about their child's day and routines. Each child has an identified key person who holds meetings and ongoing discussions with parents about their children. Newsletters from the management ensure that parents are informed of any changes in the setting. The management has been proactive in setting up a parent's forum which meets regularly to discuss changes in practice and legislation and also to obtain feedback about the service provided. This enables parent's voices to be heard and the provision adapted accordingly. Parents state they feel that the management and staff are very approachable at any time and comments include 'What a wonderful nursery and such lovely and caring staff'. 'We know that our boys have been well cared for and most importantly they are happy'. 'The outdoor space is fantastic'.

The partnership with parents and carers of children receiving early education is good. They receive detailed information about the Foundation Stage through the prospectus, discussions with staff, regular newsletters and planning displayed in the setting. The Foundation Stage room newsletters provide parents with a range of ideas to continue their children's learning at home. For example, during a theme about traditional tales parents were advised to cook with their children and discuss the changes that happen and to take their children on journeys and then draw a picture. Information about the children is collected from parents at induction and

through regular meetings. They have open access to their children's records at any time. Therefore, they are able to give information about their children's achievements and staff are able to build on what the child already knows. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The management shows a determined commitment to further develop the setting to enhance the children's care and experiences. Detailed written actions plans are in place and the setting is proactive in self-evaluating the provision and the outcomes for the children to enable them to reach their full potential. Regular full staff meetings include training and re-visiting the policies and procedures. Each room holds meetings to plan and prepare for the children in their care. As a result the provision is developmentally appropriate. Children's welfare and safety is given high regard. Robust recruitment procedures and the checking of staff ensure children are cared for by suitable adults. A thorough induction includes all policies and procedures and training in the settings own routines, such as infant feeding and nappy changing. This ensures staff are armed with the information and skills they need to successfully implement the nursery policies and procedures. As a result children's well-being and care are enhanced. The management has implemented a range of mandatory training which includes first aid, food hygiene, fire safety and child protection procedures to ensure that all staff understand their responsibilities. The management also shows a commitment to ensuring staff undertake recognised training and in-house training to continue their professional development. Consequently, children are well cared for by qualified and experienced staff that are skilled and knowledgeable about the latest childcare initiatives.

The operational plan works well in practice because comprehensive policies and procedures are in place and regularly updated. These are supplemented by additional policies for example, preventing cot death and dealing with intruders. Staff have a sound knowledge and understanding of all the policies and procedures. Therefore, these are successfully implemented and underpin the care of the children. Staff work effectively together to ensure children receive consistent good care and support in their care, learning and play. They promote a caring ambiance in the setting. Consequently, children feel safe, secure and are happy to be there. The environment is organised well to allow children freedom to make choices and move safely around the rooms and outdoor areas. All children have time to participate in the activities provided and to re-visit these at a later stage to consolidate their play and learning because planning is flexible to meet their individual needs. The 'Birth to three matters' framework is implemented effectively to enhance the planning and assessments of children's development. As a result all children are making good progress. Documentation and records are organised well. Therefore, information about the children is easily accessible to support their care, learning and play.

Leadership and management for early education are good. Staff show commitment and dedication to enhancing children's learning as they plan and effectively implement the 'Curriculum guidance for the foundation stage'. All staff are involved in planning activities and organisation of the day. As a result they understand the learning intentions of the activities provided. Consequently, children are making good progress in their learning and development. Clear monitoring and assessment procedures ensure that children's achievements and next steps are identified. This ensures all children make good progress towards achieving their full potential in an environment where every child matters. The management works closely with the staff and the area mentor to monitor the educational provision for the children. As a result

staff are motivated and work well together to develop the service further. This means they self-evaluate the effectiveness of the activities and make changes as required ensuring that all children achieve. As a result children are fully integrated in the inclusive environment. Overall children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that the 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):

- ensure that all parents sign the consent to administer medication.

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):

- further develop opportunities for children to use sounds and letters in everyday activities
- further develop children's understanding of the effects of exercise on their body.

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