

Stapleford Day Nursery

Inspection report for early years provision

Unique Reference Number	EY333946
Inspection date	04 July 2008
Inspector	Sjertsje Ebbers
Setting Address	143 Derby Road, Stapleford, Nottingham, Nottinghamshire, NG9 7AS
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Registered person	Janet Barbara Budden
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Stapleford Day Nursery is newly registered and part of a chain of nurseries called Bear Care, in the East Midlands. It is located in the centre of the small town of Stapleford. The nursery is based in a two-storey converted office building, with an enclosed outdoor play area, car park and extra play area behind this. The setting may care for a maximum of 55 children at any one time. Children are cared for in group rooms according to age or stage of development. On the first floor is a dedicated soft play room. There are a total of six members of staff working with the children including the manager/proprietor who is teacher qualified. Of the remaining five, four are qualified to a Level 3 equivalent in childcare and education. Some of the staff work part-time. The nursery opens five days per week all-year-round, except bank holidays. Times of opening are 07:30 to 18:00.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is successfully promoted at the setting. The children are provided with a well-balanced menu that meets their nutritional needs. Staff promote healthy eating and ensure children eat fresh fruit on a daily basis. To ensure children eat sufficient quantities, staff monitor their food intake and share this information with parents. Staff also help children drink enough by encouraging them to drink throughout the day. Older children help themselves to milk or water when they need it. Information is requested about children's health, allergies and medication to ensure their individual health and hygiene needs are catered for. Staff help children develop good hygiene routines. They encourage them to wash their hands before eating and by giving them individual flannels after meals so they wipe their hands and faces. Staff keep children's health records in good order and share these with the parents.

High regard is given to the enjoyment of outdoor play and exercise. The outdoor environment offers children sufficient space to run around and it is attractively laid out with a good range of colourful play materials. Staff carefully choose the equipment to suit children's interests and to promote their physical development. For example, large rubber tyres are used effectively for multiple purposes, such as climbing, balancing and for aiming at with a ball. Children in the pre-school enjoy exploring the large equipment and set themselves physical challenges, and staff provide support when necessary. As a result, children are gaining increasing control over their movements. Children of all ages can enjoy the fresh air on a daily basis and in all weathers. They also have access to an indoor play area with ball pool.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe and secure. Their surroundings are effectively managed to promote their safety, for example, with daily risk assessments. The setting is secured with clear boundaries, locks and codes on the doors and visitors sign the visitor's book. Staffing levels are monitored to ensure children have good supervision levels. As a result, children can move around freely and safely. The range of equipment and toys available to them is colourful and inviting. Staff keep the toys clean and in good order so children can use them safely. The equipment in the setting is carefully selected to suit the different ages and developmental stages of the children. The items that children bring from home, however, are less effectively monitored and may pose a risk at times. Staff act promptly when they identify items not suitable and remove these to keep children safe. They make sure younger children are well supported with soft cushions when they sit and play. This prevents them from losing their balance and falling over.

Children feel safe at the setting and they seek staff's closeness when they want to. They are given sufficient space to explore the boundaries and staff support them where necessary. Older children are starting to learn about keeping safe and the emergency services, such as the fire brigade. Regular fire drills take place at the nursery to help them become aware of what to do in an emergency. Children are protected from the sun with sun cream and hats. They are safeguarded because the designated person has a sound awareness of the child protection procedures. Overall, children's safety is well promoted.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They enjoy the good play and learning opportunities they have at the nursery and they are successfully supported in their play. The well-planned attractive toys and activities keep children stimulated because staff regularly change the equipment and activities to ensure children have a varied and interesting day. Children enjoy their time at the setting because staff observe and listen to them and act upon their early communication. For example, staff in the baby room follow children's gaze and talk about the objects that they are pointing at. This helps children feel valued and it encourages their language skills. Children benefit from the close relationships they have with a caring staff team. They giggle and are excited when a machine blows bubbles through the room. Staff observe them to see when they get tired and they ensure children can sleep and rest according to their own needs.

Children are well supported in gaining more independence. Babies are encouraged to feed themselves and toddlers are helped with potty training. Children can independently choose the activity or equipment of their choice because they are well organised for their play. Staff give children many interesting objects and textures that they can explore by themselves, such as magnets and sensory bottles, catering for their natural curiosity. Different sizes of building blocks provide children with opportunities to develop some early skills for problem-solving. Children also enjoy the painting activities at the setting, which allow them to freely explore and express their creativity. A written record is kept of children's development to monitor their progress and this is available to parents.

Nursery Education

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals. Staff have a suitable understanding of the Foundation Stage and plan the activities around the six areas of learning. The resources are generally suitably organised and presented to promote learning. However, children on the first floor of the nursery are not always effectively organised; the age range of children is very wide when the toddlers and pre-schoolers are together. At such times staff lack the supervision to oversee who needs support or challenge. Children's structure includes quiet time, exercise and free play. Staff provide more focussed teaching in some planned activities. The observations of children's stages of development that follow from these activities, are used effectively for future planning. Teaching techniques are generally sound and include some open-ended questioning to help children think for themselves.

Children enjoy their time at the nursery. They interact positively with one another and they know how to behave well. For example, they remind each other 'we need to share, we're not sharing'. They are becoming increasingly independent and they access resources by themselves. Children are supported in their communication, language and literacy, however, not always effectively. They enjoy the books that are read out. However, staff provide little challenge for the older children after or during the story to build on their speaking and listening skills. Staff help children in recognising the letters of their name but only some links are made between letters and sounds. Children use language imaginatively with their peers during role-play. They have regular opportunities for mark-making, both in and outdoors, such as painting the fence with water. This helps them to develop the skills for formulating letters and numbers.

Mathematical development is supported in games and in everyday activities. For example, children count in songs and play with shapes. Staff support children in counting and recognising

numbers and introduce them to simple mathematical language. Children have opportunities to learn and understand about the world around them. For example, they can explore technological equipment, such as a camera and the computer. However, little use is made of spontaneous learning opportunities about the immediate surroundings. For example, when a group of children spot a snail in the garden and look at it with interest, they are not encouraged to find out more or ask questions. Children benefit from the creative activities at the nursery. They regularly act out little scenarios and staff allow them to take dolls or other props outdoors so their imaginative play is uninterrupted. Children enjoy singing and they like dancing and jumping to the music.

Helping children make a positive contribution

The provision is good.

Children are learning to make a positive contribution to the wider society. For example, by taking part in fundraising events the nursery helps them to become aware of how individuals can make a difference. Staff regularly build children's confidence with a good amount of praise and children visibly enjoy this affection. Staff encourage them to use good manners. Children are helpful towards others at the nursery and their behaviour is generally good. Unwanted behaviour is dealt with promptly and children are encouraged to think about their actions. This helps them to take responsibility for their own behaviour.

The setting caters well for children with learning difficulties and/or disabilities. They understand the important role of the parents and external agencies in meeting their additional needs and aim to work in close liaison with all involved. The majority of staff have had training in using signs and symbols which serves a sound basis of alternative communication. To help children from different cultures or countries settle in, staff find out some key words and record their religion. At the nursery they celebrate multicultural festivals, which help children become aware of different traditions. All children are treated with equal respect which ensures inclusion and equal opportunities are promoted. Children's spiritual, moral, social and cultural development is fostered.

Parents are very positive about the care and learning of their children. The setting works successfully with parents and carers in partnership and values their opinions. For example, staff discuss how children progress with their potty training. Valuable information is shared on a daily basis about individual children, such as their food intake, interests and health information. Parent boards are informative and explain about the frameworks used in childcare. Partnership with parents and carers of funded children is satisfactory. There are some systems for parents to become involved with their child's learning, such as keeping them informed of the topics. Parents can access children's development records at any time. The setting holds annual open weeks for parents to find out more about the play and learning opportunities available.

Organisation

The organisation is good.

Children are relaxed and happy in the setting. They are safeguarded as recruitment and vetting procedures ensure children are well protected. Children are cared for by committed staff who have a sound knowledge and understanding of child development. All staff hold recognised childcare qualifications and one is working towards a Level 2 qualification. This helps to provide a secure basis for children's care. The setting supports the staff's progression and uses appraisals to identify further learning needs.

Sessions are generally well organised with routines which help children settle and become confident. However, at times children on the first floor of the nursery are not effectively organised because the age range of children is very wide. At such times, staff lack the supervision to ensure that the younger children receive the necessary attention levels. Overall, staff work together as an effective team to support children's care, learning and play.

Policies and procedures are effective, easy to understand and evident within daily practice. They promote children's good health, safety, enjoyment and achievement and ability to make a positive contribution. The operational plan is well organised, clearly detailing the running of the provision and is readily available to parents. The required documentation is in place to promote the welfare of children attending. Overall, children's needs are met.

The leadership and management of funded children is satisfactory. Suitable systems are in place to evaluate the effectiveness of the provision, leading to some improvements. The planning of the curriculum is generally balanced although improvements are needed to two of the six areas of learning to ensure children achieve their full potential in all areas. Adequate recording systems are in place to monitor children's achievements. Staff ensure that the range of needs of children for whom nursery education is provided is met.

Improvements since the last inspection

At the last inspection the setting received a number of care recommendations to help improve outcomes for children. Staff meet the needs of all children, including those aged two and three. However, there is currently still room for improvement in the organisation and grouping of the children in this age group. It is evident how staff now observe children closely and successfully plan the activities according to the children's needs and interests. As a result, children of this age group are well engaged in their play. The manager ensures staff ratios are met at all times, including the mornings.

It is evident that positive steps have been taken since the last inspection in the provision of nursery education. For example, staff meetings take place to evaluate the effectiveness of the provision, assessments of children have improved and appraisals have taken place. The majority of recommendations raised previously, however, are currently still areas for improvement.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- promote children's safety by ensuring the items they bring from home are suitable
- organise the children according to their needs so they receive the attention levels to ensure they are suitably challenged and supervised. This also relates to nursery education.

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):

- help children to further develop their knowledge and understanding of the world and build on their interest in nature and the world around them
- review the provision of communication, literacy and language to ensure children's existing development in speaking, listening and recognition of letters is extended.

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