

Childsplay Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY234154
Inspection date	23 May 2008
Inspector	Hilary Mary Mckenning
Setting Address	21 Thornhill Road, Dewsbury, WF13 2SN
Telephone number	01924 488808
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Registered person	Lynda Quigley
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 satisfactory. 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?

Child's Play Private Day Nursery registered in 2001. It operates in premises which were originally a church hall, situated in Dewsbury. The provision is situated on two levels with the funded children cared for on the ground floor. There are separate all weather outdoor play areas for the age groups and an additional portable playroom where children of two to three years are based. The nursery serves families who live or work locally.

The nursery is open between 07.30 and 18.00, Monday to Friday all year round except for Bank Holidays. There are currently 60 children on roll, of which 25 children receive funding for nursery education. There nursery supports children and families where English is an additional language and children with disabilities and learning difficulties.

The nursery employs 14 members of staff including a cook, most of whom have recognised early years qualifications. The nursery is a member of the Private Day Nursery Association and works with the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and maintained environment. Hygiene routines followed by staff ensure the premises are clean. For example, they wipe tables with anti-bacterial spray regularly. Children are encouraged to manage their own personal hygiene through appropriate practice and daily routines. For example, children wash their hands before eating and after outdoor play. Most of the required documentation is in place, such as accident and medication records, however, these are not consistently countersigned by parents.

Children enjoy a balanced and nutritious range of snacks and meals to meet their individual dietary needs and requirements, essential for their well being, healthy growth and development. Snack times are social occasions where staff encourage children to choose from a selection of fruit and join in their conversations. They discuss their favourite fruits and the different colours. Younger children are developing some independence as they feed themselves, with support from staff, using child-size cutlery. However, organisation of meal times does not fully promote independence for older children, for example, with opportunities to serve themselves.

Children are developing a positive attitude to physical exercise, as they enjoy outdoor activities, such as ball games, trundle toys and equipment for climbing. This contributes to their general good health. Children move confidently and safely, indoors and outdoors, negotiating space and obstacles. They learn good hand and eye coordination as they manoeuvre wheeled toys around the playground. Babies use furniture to pull themselves up and have toys to push along. They are effectively supported and encouraged by staff to develop and extend their physical skills. Babies' access to outdoor experiences as they enjoy snack times in the garden.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and well-maintained environment. The play areas are organised to create a child-friendly environment with clearly defined areas, such as construction area, creative area and a quiet area. Children move confidently around the space available, developing their independence. They understand not to run indoors and take care when climbing, as staff sensitively remind them of good practice. Regular discussions and topics help children learn about keeping themselves safe and build on their awareness.

The risk of accidental injury is minimised, as staff conduct clear daily risk assessments to reduce potential hazards. The nursery has effective safety and security precautions, such as door security buzzers and visitor's book. Staff ensure that it is a safe place where children can play and learn. Children are reasonably well protected as staff have a clear understanding of their responsibilities regarding child protection issues. There is a child protection policy that follows Local Safeguarding Children Board guidelines.

Children are learning to keep themselves safe as staff involve them in discussions about safety and teach them safe practice. For example, children are gently reminded that they need to look out for other children when riding on the bikes. Staff are skilled in allowing a good balance between freedom and safe limits. Children are able to self-select equipment and activities from a range of resources, which meet safety standards.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the nursery. They arrive happy and eager to participate. Close and caring relationships increase children's sense of trust and help to develop children's self-esteem. Children show a sense of belonging and make their own choices about their play from a wide range of good quality resources and activities. Children feel comfortable and secure in their surroundings and they move around freely accessing activities that interest them. They show enthusiasm and anticipation for the day's events. Children choose between a variety of toys, books and activities, which appeal to all. They enjoy exploring a wide range of activities that contribute to their curiosity, such as when they take their buckets into garden to see what can find.

Younger children enjoy many pleasurable experiences. For example, they laugh with delight as they have fun playing peek-a-boo with staff in the tunnel. The 'Birth to three matters' framework is used to promote younger children's learning with activities that are stimulating and achievable, such as singing, story telling and mark making. Children easily engage in conversation with their peers and adults as their language skills are developing well. Staff encourage communication as they echo babies sounds and talk through their actions.

Nursery Education

The quality of teaching and learning is satisfactory. This ensures children make steady progress in all areas of learning. Children are sufficiently confident and assured to work and play independently or in groups. They show interest in an acceptable range of resources, however, the activities available do not always provide sufficient challenge to sustain their interest. Children show acceptable levels of independence, curiosity, imagination and concentration. They collect different types of leaves to make a climbing frame for the snail and wood lice they found in the garden.

Children are becoming good communicators and use language to make their own needs known. For example, at snack time children discuss their favourite fruits and they join in action rhymes and songs. Children access books and are aware that print carries meaning. They use the self registration board and they see labels around the nursery. Children gain confidence in using numbers and they have good counting skills. However, opportunities are missed for them to attempt simple number problems in everyday situations, such as working out how many cups are needed at snack time.

Staff are aware of children's interests and needs. They give priority to getting to know children and their families well. They gain an acceptable understanding of children's interests as they are beginning to make their own observations when children play. They interact appropriately with children to stimulate curiosity. Assessments of progress are being developed. Staff observe children's daily achievements but do not use this information to plan sufficient challenge for more able children. Staff make appropriate use of early years guidance, such as 'Birth to three matters' and 'Curriculum guidance for the foundation stage', to provide satisfactory care and education. Overall children make satisfactory progress in all areas of learning.

Helping children make a positive contribution

The provision is satisfactory.

Children are developing a sense of belonging to the nursery. They become familiar with routines and expectations. They have friendly relationships with the staff that are aware of their needs. Praise is given freely to children, ensuring that they develop confidence and self-esteem.

Children's spiritual, moral, social and cultural development is fostered. Staff treat all children equally and are committed to inclusion enabling all children's needs to be met. Children encounter experiences to learn about themselves and each other. There is a written equal opportunities policy in place, which is consistent with current legislation and guidance. The nursery supports children and families where English is an additional language, however, most information is presented in English.

Partnership with parents is satisfactory. The nursery values and respects parents involvement. Staff work with parents so that children's individual needs are understood. Parents have their own notice board where they can access information, for example, forthcoming events and staff details. Parents have a prospectus and a welcome pack. Personal information is sought and recorded by the staff to ensure they follow the child's individual routine as closely as possible.

Organisation

The organisation is satisfactory.

Leadership and management is satisfactory. The manager leads a committed staff team who have a regard for children's welfare. She acts as a role model as she works alongside staff. Organisation of the planning is a team effort and a key worker system is developing for the recording of observations. Team meetings are held regularly to enable staff to evaluate their practice and identify areas of training. For example, staff recently attended training regarding behaviour management. This commitment to improvement ensures the continuing development of the educational provision.

Children are cared for in an environment where they can move around and explore freely. Deployment of familiar staff and good use of the premises promotes children's well-being. This contributes to children feeling secure and content in the setting. Staff have a secure knowledge of how children learn and use this to encourage children's participation within the group. Staff work well together and are aware of their roles and responsibilities. They are appropriately vetted and have suitable skills to work with children. Their details are recorded and kept up to date. Most documentation is in place to support children's welfare and is shared with parents. Parents' wishes regarding their child's care clearly influence day-to-day practice and clear written agreements are recorded. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was required to address issues relating to the deployment of staff and the notification of the changes to the person in charge. There is now a system in place to ensure Ofsted is notified of changes to the person in charge. The management has also completed a review of the staffing arrangements and adjustments have been made to ensure that the required staffing ratios are maintained at all times.

At the last inspection of the nursery education, the provider was also asked to address several issues relating to the planning of activities, improving opportunities for children's creative development, the quality, accessibility and presentation of resources to support children in their progress towards reading and to enable them to attempt writing for a variety of purposes. The provider has undertaken a review of the planning and is beginning to develop a process that includes an evaluation of children's learning. This will enable staff to identify and plan the next steps in children's learning. The planning provides children with a variety of opportunities for their creative development.

The provider was also asked to develop ways to share information with parents about what their child is learning. Some aspects of this area has been addressed. There is now in place a notice board for parents displaying information regarding events, daily routines and topics. There is a welcome pack for parents that gives an overview of the policies and procedures. However, this remains an area for further development.

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):

- ensure all required documentation is countersigned by parents
- consider further ways of communicating with parents where English is an additional language.

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 the use of observation and assessment to guide planning and teaching, in particular to increase challenge for more able children
- provide more opportunities to introduce three year olds to simple number problems and pose more complex problems for four year olds in daily routines and practical activities.

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