

# Early Birds Private Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY250442
<b>Inspection date</b>	08 May 2008
<b>Inspector</b>	Denise Sixsmith
<b>Setting Address</b>	193 Spendmore Lane, Coppull, Chorley, PR7 5BY
<b>Telephone number</b>	01257 791 089
<b>E-mail</b>	
<b>Registered person</b>	Early Birds Private Day Nursery 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?

Early Birds Private Day Nursery is operated by a four-way directorship. It opened in 2003 and operates from a converted house and purpose-built baby room. It is situated in Coppull on the outskirts of Chorley. A maximum of 43 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 69 children aged from birth to under five years on roll. Of these, 33 children receive funding for early education. The nursery currently supports a number of children with learning difficulties.

The nursery employs 16 members of staff. Of these, 13 hold appropriate early years qualifications and three have relevant experience. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in clean premises that are maintained at an appropriate temperature, with air conditioning being available in some rooms. Children are reminded to wash their hands after using the toilet and before meals. Staff follow good hygiene procedures; for example, they ensure work surfaces are clean and table cloths are in place on the tables before children's snack and mealtimes. This practice sustains good levels of hygiene and helps to prevent the spread of infection. The refrigerator in the baby room did not have a thermometer at the start of the inspection; however, this was rectified during the day to ensure the safe storage of items. Most of the staff hold a current first aid certificate to ensure they are competent to deal with accidents in the nursery. However, some of the contents of the main first aid box have passed their use by date. Children are cared for appropriately if unwell while attending the nursery and parents receive clear information about when they must keep their children at home, owing to illness. Parental permission for the seeking of emergency medical advice or treatment is in place to enhance the welfare of the children.

Children learn the importance of healthy eating while at the nursery. They tuck in eagerly to foods such as fresh fruit and crumpets at snack time and the pork curry packed full of vegetables at lunchtime. The nursery prides itself on the fresh wholesome food provided for the children and has been recommended by the visiting Environmental Health Officer for a food business award scheme. Snack and lunchtimes are happy and sociable occasions where staff sit with children and chat about their day. Babies are held and given their bottles by staff in the comfort of the rocking chair. Children learn to become independent as they pour their own drinks in the pre-school rooms. All children drink according to their needs, and staff actively encourage them to have water, particularly while playing outside in warm weather to ensure they remain hydrated.

Children benefit from regular fresh air and exercise. They make good progress in developing their physical skills, gaining a sense of space as they move around the room and play outside. Some children enjoy the opportunity to attend weekly swimming sessions arranged by the nursery. Physical play is incorporated well into the day. Staff have begun to develop adaptable indoor and outdoor play opportunities, making best use of children's learning styles and interests. During play dough, painting and collage activities, children are becoming skilled in using rollers, brushes, glue spreaders and scissors. All children are learning that they need to have sun hats and sun cream to protect them during outdoor play in sunny weather. Children are developing their balancing skills and pedal the wheeled vehicles well and a small slide enables them to develop some climbing skills. However, opportunities for children to take risks and further develop their climbing skills are not yet in place. Children and babies are able to rest and sleep according to their needs, including sleeping outdoors in buggies to ensure they benefit from the warm weather and fresh air.

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

The provision is good.

Children learn and play in a clean and well-maintained building. Staff give good emphasis to making sure that the environment is welcoming for children and their families. For example, children's artwork is displayed and photographs of the children at play adorn the walls. Toys, resources and play equipment are accessible and the rooms are prepared ready for children's

arrival. This provides a warm, inviting and exciting play environment and enhances children's sense of belonging and security. Resources have been carefully chosen to support children's play and these are checked regularly to ensure that they remain safe for children to use. All children have access to a good range of safe equipment. This enables them to make choices safely and to initiate their own play and activities both indoors and outdoors.

Children's safety is enhanced through the implementation of appropriate security procedures which restrict access to the setting and prevent them from leaving the premises unaccompanied. Staff are vigilant in their supervision of children and consistently check that sufficient adults are present, both indoors and outdoors. High visibility jackets are worn by the children when they go on outings from the nursery to enhance their safety. Children learn about keeping safe as staff provide simple but clear explanations to help them think about why, for example, they should be careful when using the wheeled toys outside, and they understand that the floor by the water play needs to be mopped regularly so people do not slip. In addition, children inform their parents about the importance of holding onto the adult or children's banister so that they do not fall down the stairs. Staff carefully assess and supervise activities, allowing children to explore and play in a safe environment. This helps children develop their understanding of hazards and to take responsibility for themselves. Good fire precautions are in place. Children become aware and familiar with safe practices, as procedures for evacuation are carried out on a regular basis.

Staff have a sound understanding of their responsibility for the protection and care of children. They regularly access training to ensure their knowledge is up-to-date and in line with local procedures, which means that children's welfare is safeguarded. A clear policy statement is in place and contact numbers are available should the need for action arise.

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

The provision is good.

Younger children and babies are confident in their relationships with staff and have a well-developed bond with their key workers which increases their sense of well-being. They benefit from routines which are consistent with their home experiences, meeting their individual needs. The relaxed and calm atmosphere in the baby room ensures that babies are happy and content. Babies develop early communication skills as they attract the attention of staff, who respond to their sounds during play and daily routines. Young children enjoy story and musical sessions and explore with interest textures of natural materials as well as the colours and sounds of manufactured toys. Staff effectively collect and share information with parents when children start at the nursery and continue to collect and record children's work and achievements, which are shared well with parents to show development.

### **Nursery Education**

The quality of teaching and learning is good. Staff have created a welcoming and accessible learning environment for children. They have a secure knowledge and understanding of the Foundation Stage, which enables them to support and promote children's learning. They are developing the planning to ensure that they identify children's next steps and incorporate this in future plans. The staff know the children well and make ongoing observations of their development. They deploy themselves effectively and ask questions to challenge children's thinking. As a consequence, children benefit from a good amount of support and encouragement to foster their confidence and make good progress in their development.

Children are familiar with their environment and use the areas confidently, which enhances their independence. Children are eager to learn and relate well to staff. They seek out their friends as they organise playing games together to enjoy themselves and have fun. Circle time is effective in developing children's language and communication skills. Children patiently take turns when listening to others. They share their news; for example, a child showed the children the bird's egg that they found in the garden. Staff and children discussed how the baby bird hatched out of the egg and talked about being very gentle and careful when holding the egg shell. Children make good attempts at writing their name and producing recognisable shapes on their artwork or in the notebooks in the role play area. The children readily sit and look at books in the book area.

Children are confident counting and show enthusiasm as they count how many children are in that day and work out how many cups they need for the children at the table. They enjoy singing number rhymes and are beginning to solve simple number problems. However, the variety of displays of numbers around the environment to enhance learning is limited. Children are gaining an awareness of capacity and volume as they count how many jugs of water it takes to fill the containers. Children are developing a lively interest in the world around them. Planned visits from members of the hearing dogs for the deaf group and the police help children to learn about the world in which they live. They particularly enjoy the visit to the local church to attend and participate in the christening service for the nursery's baby doll. Staff ensure that children are assisted to learn about the seasons and have daily discussions about the weather. Children show good levels of concentration and persistence when using the computer.

Children initiate creative play themselves through access to the paints, creative materials, sand, water and malleable materials. Children enjoy playing imaginatively; for example, they take on different roles in the domestic play and dressing up area, which is readily available for them. They play imaginatively together in small groups or pairs with a variety of small world play.

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

The provision is good.

All children are valued and regular communication with parents contributes to children's well-being and safety. The Special Educational Needs Co-ordinator demonstrates a sound knowledge of the fundamental principles of the Code of Practice. As a result, staff work together with parents, carers and other professional bodies to organise the environment and plan appropriate activities to ensure the children take part at a level appropriate to their needs. Children develop a positive attitude to others through varied positive images displayed around the setting, visits to the local community and activities to enable them to develop a secure knowledge of the wider world. Older children thoroughly enjoyed the opportunity to meet the hearing dogs and learn to use signing for the song, 'I Can Sing a Rainbow'.

Children benefit well from staff who adopt a consistent and positive approach to the management of their behaviour. As a result, children's behaviour is good. Children are aware of the routines and procedures, and know what to expect in response to the routine changes in the session. Children know right from wrong, are sensitive to the needs of others, readily share toys and resources, and co-operate with each other. Children happily play alongside one another; for example, they use chalks to produce pictures of each other, while talking about giving their friend a lovely blue dress and a happy face. Good use of praise from staff supports children's efforts and boosts their self-esteem. Children are confident in the relaxed atmosphere and behave very well. Consistent expectations and careful monitoring of free play ensure children abide by the rules of the setting and grow in social competence and self-esteem. The

'good news tree' ensures children's achievements are celebrated by the group, for example, riding a bicycle without stabilisers and becoming a big sister. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Children benefit from open and friendly relationships between parents and staff. Time is spent talking together to ensure an appropriate amount of information is shared regarding children's welfare and to establish starting points. This enables staff to meet babies' and children's needs successfully. Younger children's information sheets ensure parents receive a regular daily record of food eaten, sleeps and nappy changes as well as activities undertaken by their children. Planned parents' meetings throughout the year enable staff to explain the Foundation Stage and discuss children's development and achievement folders. Children's records are accessible and there are clear links made to the stepping stones within the 'Curriculum guidance for the foundation stage'. Newsletters engage parents in their children's learning and encourage them to be involved in activities. For example, by collecting items to support the different topics that the children are undertaking within the setting as well as contributing items for the pre-school children's communication interest table. Parents who wish to play an active part in sessions are encouraged by staff, but this is not compulsory. The strong professional relationship that develops as a result of this meaningful partnership between staff and parents greatly influences the children's happiness and progress.

## **Organisation**

The organisation is satisfactory.

Children are cared for in a positive environment. Space and resources are organised so that children can freely express themselves. Leadership and management is satisfactory and contribute well to the promotion of the outcomes for children and children's progress towards the early learning goals. Systems are in place to monitor and evaluate the care outcomes for the children; however, these are less well developed for the nursery education. Children benefit from enthusiastic staff, who work well together and are committed to their ongoing professional development. This commitment helps to maintain and improve the quality of care and learning for children.

Recruitment and vetting procedures are sufficiently rigorous and robust to ensure children's welfare is safeguarded. There are clear and suitable systems so that staff are aware of their roles and responsibilities, such as staff meetings and appraisals. An induction programme is in place and, while it covers a variety of aspects, it does not clearly record that the required elements are completed within required timescales. A range of appropriate policies and procedures supports and guides the work of staff to promote positive outcomes for children. The documentation in place ensures confidentiality. However, the reviewing of record keeping to ensure it complies with procedures lacks rigour, which means that some aspects, such as obtaining parental signatures lack consistency. There is a high emphasis on professional development and all staff regularly attend a range of training opportunities. As a result, children benefit from practices which are in line with current ideas and legislation.

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 quality of the care was judged as inadequate. The setting was asked to improve the supervision of the children within the setting and take steps to ensure the emergency exits within the baby unit are not obstructed. Procedures were required to ensure

that staff are checked to ensure they are suitable to work with children and a record of complaints relating to the National Standards to be in place.

Procedures are in place to ensure that staff are suitable to work with children and the policy has been updated in line with requirements. The complaints procedure has been updated and a complaints file put in place that includes provider complaints and information covering completion of the record. These actions have improved the safety and welfare of the children and the shared communications with parents. The supervision of the children has been improved because the staff breaks are covered by supernumery members of staff or appropriate staff deployment. A pram store has been developed to the rear of the baby unit to store the overflow of prams and highlighted strips and signs are in place to ensure the fire exits are not blocked. This action has enhanced the safety of the children in the baby unit.

Following the last inspection three recommendations were raised relating to: children's assessment records and links to planning, the evaluation of the nursery education and improving opportunities for children to access information and communication technology. All recommendations have received attention, with staff building in next steps for children into the planning based on observations. Development of systems for assessment of the service are in place for part of the service. Additions to the information and communication technology equipment are in place, ensuring that children have access to a variety of resources including the computer, headphones and sound systems.

Overall, the action taken by the setting has improved the care, education and safety of the 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):

- review the checking system for the first aid box contents to ensure that out of date items are replaced

- ensure that staff are vigilant in following procedures with regards to obtaining parental signatures on records and ensure that clear systems are in place to show completion of the required two elements of the induction programme within timescales.

### **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 physical play to provide challenges in climbing for more able children and increase the use of numbers within the environment to enhance children's learning
- continue to develop systems to enhance the monitoring and evaluation of the quality of the nursery education.

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)