

# Armthorpe Daycare Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY291424
<b>Inspection date</b>	21 May 2008
<b>Inspector</b>	Angela Howard
<b>Setting Address</b>	Church Street, Armthorpe, Doncaster, South Yorkshire, DN3 3AH
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<b>Registered person</b>	Armthorpe Daycare Nursery
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Armthorpe Daycare Nursery is a privately owned nursery which opened in 2004. It operates from a modified building on the main street in Armthorpe, in the borough of Doncaster. The nursery is open each weekday from 07.30 to 18.00 all year round, except for statutory bank holidays and one week at Christmas. All children share access to three secure enclosed outdoor play areas.

A maximum of 70 children may attend the nursery at any one time. There are currently 70 children aged from a few weeks to under eight years old on roll. Of these, 35 children receive funding for early education. The nursery currently supports some children who speak English as an additional language.

The nursery employs 20 staff. Of which, all have or are working towards a childcare qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's health is promoted very well. This is due to the staff placing strong importance on children's personal hygiene practice within the setting. They talk to the children about personal hygiene and help them to understand the reason why we need to wash hands and to cover our mouths when coughing and sneezing. Children receive good support and guidance from staff and are moving towards independence in attending to their own personal care. A detailed, well-written policy to exclude children who are ill is routinely shared with parents. This ensures that cross-infection is minimised. Children's health is clearly supported by staff who have a good knowledge of health and hygiene procedures. The setting is very clean and effectively well maintained. Staff implement good hygiene practices, such as wearing aprons when preparing and serving food and use antibacterial spray to ensure tables and changing areas are suitably clean. Good documentation is in place for managing accidents.

Children are beginning to understand the importance of a healthy diet. They enjoy a very wide range of nutritious snacks and meals, which develops their awareness of healthy eating. However, children do not have free access to fresh drinking water. Snack and meal times are an opportunity for children to enjoy their food and are a social occasion where children sit with their peers and staff, joining in conversations. They enjoy cereals and fruit for breakfast, and spaghetti bolognaise, chicken curry, homemade pizza and casseroles at lunch times which are all made from fresh wholesome ingredients. At snack time children enjoy a wide variety of fruits and vegetables and for light teas jacket potatoes, homemade quiche or a selection of sandwiches. Children's needs are met very well as staff find out from parents about children's individual care, such as dietary needs and sleeping routines. They use the information to make sure children eat, rest and play according to their needs.

Children aged birth to four years enjoy a good range of physical activities. They thoroughly enjoy energetic, imaginative running-around games, as they pretend hobby horses are broomsticks. They ride bikes and scooters, climb steps to the slide, balance on tyres and logs, catch and throw balls with skill and control their bodies well. The children love to take part in action songs, which require wide arm movements, and jump and clap in time to the music. This results in children having a positive attitude towards physical activities as they develop confidence in their own physical capabilities.

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

The provision is satisfactory.

Children are cared for in safe, secure and appropriately maintained premises. Appropriate risk assessments are routinely completed ensuring all equipment remains safe and that the building remains safe and secure. There are thorough and effective procedures in place to gain access to the building, which ensures children's continual safety. Staff use clear explanations and discussion to teach children about keeping themselves safe, such as not to throw sand, not to run indoors and to be careful near children on wheeled toys. This results in children having the opportunity to practise what they can do in safe surroundings and are actively encouraged to be aware of their own safety.

Children access a visually attractive learning environment which is enhanced with photographs and children's art work. Resources are of good quality, age appropriate and presented in an

appealing and interesting manner. Resources are checked on a regular basis to ensure they remain safe and conform to safety standards. This gives children the opportunity to self-select equipment and enjoy a wide variety of different play experiences safely.

Staff have a sound understanding of the signs and symptoms of abuse and give a high priority to ensuring children remain safe. Successful recording systems and carefully planned procedures ensure that staff act in the best interest of the children. However, there is some inconsistency in staff's understanding of what to record if children arrive at the setting with an existing injury.

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

The provision is good.

Children arrive at the setting happy and relaxed. They receive a very warm welcome and are eager to play and explore the stimulating environment. Each child receives an individual greeting from staff and the resources are set out attractively to encourage children to participate. Children make informed choices about their play and choose from a very wide range of good quality activities which provide challenge, direction and motivation. For example, they have access to a wide variety of activity based and sensory play resources, such as exploring the use of glue and the use of a wide range of collage materials to make pictures. They become excited as they make patterns and sandcastles in the sand with tools. Children use their imagination well as they pretend to go to the seaside to fetch strawberry milkshakes and jump into the sea and say 'I made a splash'.

Babies are becoming competent and independent learners; they show wonder as they explore the texture of sand on their hands and feet, they try to catch sand as staff sprinkle it over their fingers and thoroughly enjoy painting with their hands experimenting with different mediums. They become confident in what they can do as they successfully post shapes, link bricks and discover their own facial expressions as they study their reflections in the low level mirrors. This results in children being confident, enthusiastic learners.

Children are becoming very independent as they choose between a wide variety of toys and equipment that appeal to all ages. They love the treasure baskets which contain many different kinds of textures and materials. The metal pots and spoons are used with such enthusiasm banging them together, hitting them with spoons and exploring them with their mouths. Staff use the 'Birth to three matters' framework effectively to promote children's learning through everyday experiences. This ensures children are stimulated, motivated and provides good levels of challenge appropriate to their age and stage of development.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children make acceptable progress towards the early learning goals. This is due to staff having a sound knowledge and understanding of the Foundation Stage curriculum. A flexible approach to planning and a reasonable balance between adult and child-led activities allow children to generally explore, create and learn at their own pace. Children are generally eager to learn, self assured in their play and are happy to try new experiences. The High Scope method of teaching of 'Plan-Do-Review' is being implemented but is in its infancy. Therefore, some staff are not fully confident with some elements, such as small group work. The practical daily activities vary in quality and interaction which leads to some inconsistency in teaching.

Assessments of children's progress are clearly linked to the stepping stones. This is recorded with the use of notes on stepping stones statements displayed around the room. However, ongoing profiles are not routinely completed to show how the stepping stones are reached. Therefore, assessments lack sufficient detail and do not fully inform staff about the child's next step or ensure there are no omissions in the curriculum.

Children's personal and social skills are good. They are extremely independent as they move around the nursery. They self select equipment from open sided cupboards and put on their own coats, socks, shoes and aprons with ease. They play cooperatively and share experiences from home with staff. For example, they talk about 'when I went swimming I jumped off the side' and 'my mummy says I can't have chicken nuggets so I will make toast' as they play in the role play area.

Children have plenty of opportunities to engage in conversations; this is extended by staff as they listen and question children during their play. For instance, 'What do we need to do to make the dinner?' Children reply, 'Get some chicken nuggets' and they confidently join in at review time, answering questions about what they have done in the morning. Children enjoy an environment that is rich in print, listen appropriately to stories and write for a real purpose in their role play. For example, taking messages when answering the telephone as they make holiday reservations. Children self-select books and are beginning to show some interest in print as they sit and re-tell the story, talking about the pictures in a book. They retell a favourite fairy story, describing the porridge as lumpy, hot and salty. At the end of the story they say with a strong voice 'the end'. Children make sensible and confident contributions to group time conversations and listen to each other as they contribute to the discussion about the sounds they can hear around the nursery.

Children show interest in simple information and communication technology. They confidently use telephones as they pretend to book holiday reservations and are adept in using the mouse to complete basic computer programs. Therefore, they use everyday technology with ease and confidence and are developing sound skills. Children use mathematical language freely during their play as they talk about the square window and that they are positioned behind someone when queuing to go outdoors.

Children's creative development and imagination is promoted well. They freely access paint and have free access to a wide range of collage material. The children thoroughly enjoy using their hands and feet to paint with brown sauce, cocoa powder, vinegar and spices to make a smelly picture. They use the hobby horses to ride in the sky on broomsticks chasing ghosts away and communicate their ideas successfully encouraging each other to take part: 'Come on it's fun. Put your hand in here; it's only vinegar.'

The range of physical activities for children aged three and four years old encourages them to move their bodies and use tools appropriately. They are confident and safely negotiate manoeuvring wheeled toys around outdoors. They persevere to achieve success and show confidence and pleasure as they manage to make the wheeled toy go fast enough to enable them to lift their feet off the ground and glide along. However, the more-able children can move scooters, pedal bikes and catch balls with ease, therefore, there are few challenges for them. Children are provided with an inclusive environment where they feel safe, included and are stimulated to learn.

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

The provision is good.

All children receive an individual warm welcome into the nursery each day. They develop a strong sense of belonging as they become familiar with routines and participate enthusiastically in the activities. They are all treated with equal concern and their individual needs are met well. Staff ensure that resources and activities positively reflect the wider community, helping children to develop a positive attitude towards others. This inclusive and enabling approach means that each child's individuality is valued and nurtured. Children's social, moral, spiritual and cultural development is fostered.

Children's behaviour is good and reflects the high expectations of staff, who provide them with clear and consistent boundaries and explanations. As a result, children are aware of what is expected of them and are learning right from wrong in a warm and caring environment. Children are developing good self-esteem and self-confidence which is supported by highly positive relationships with staff. This is due to staff giving plenty of praise and encouragement. Firm, caring friendships are evident as children seek out familiar friends and staff for support, cuddles and reassurance. In return, children respond with enthusiasm to requests from staff, such as at tidy-up time when they all eagerly take part in clearing away toys and sweeping the floors. Therefore, children develop a strong sense of belonging and become familiar with daily routines and expectations.

The partnership with parents and carers is good. This contributes successfully to children's well-being and education. Staff actively seek out parents' views and keep them well informed about how their child is progressing and developing. Parents communicate with staff informally daily and formally on a regular basis at open nights. This ensures parents can be involved in their child's learning in meaningful ways. Children are clearly settled in response to this very positive and friendly partnership as it supports links with home and increases the children's sense of belonging.

## **Organisation**

The organisation is satisfactory.

Effective and robust recruitment procedures are in place. This ensures children are cared for by suitable staff who are appropriately vetted. The appropriate deployment of caring, sensitive staff increases children's feelings of safety and security. Good team work makes sure all staff work together in an effective manner to promote children's health, enjoyment and welfare. Therefore, children are comfortable in the predictable environment and move around with confidence making decisions about their own play.

A wide range of policies and procedures, which contribute effectively to promote children's health, safety and well-being are in place and are regularly reviewed. However, the administering of medication documentation lacks clarity. Children move around the premises confidently and are clearly at ease within the calm and friendly environment. Space is used well in most areas and ensures children are able to access a good variety of play opportunities and experiences.

Leadership and management of the setting is satisfactory. Clear aims for children's care and education are shared appropriately with staff and parents. However, the systems in place to evaluate and monitor the quality of the educational provision is basic. The continual review, monitoring and evaluation of routines and daily activities since introducing the High Scope approach is not rigorous. Therefore, children's learning is not fully monitored to ensure they

make appropriate progress and that there are no omissions in the curriculum. There is a keen commitment to continuous improvement, which is reflected in the positive relationship with other professionals, such as the local community teacher and early years development workers. The staff team are committed to the improvement and care and education for all children and eagerly attend relevant training. 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 three recommendations were made. These related to developing a structured curriculum, to review children's achievements and to develop creative activities.

The setting now has in place a structured curriculum and children's achievement records are routinely reviewed. The range of creative activities and the use of a variety of media on offer has been extended. This promotes children's enjoyment and learning.

### **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 satisfactory.

### **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 children have access to fresh drinking water at all times
- improve consistency in relation to the recording of existing injuries children may arrive at the setting with
- improve documentation relating to the administration of 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):

- ensure assessment records contain sufficient detail to fully inform staff about the child's next step and monitor the content to ensure there are no omissions in the curriculum

- develop opportunities for older and more-able children to develop their gross physical skills
- implement careful and rigorous monitoring and evaluation of the teaching methods used to ensure a relevant curriculum is offered by practitioners who fully understand the principles and are able to implement them.

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)