

Juice

Inspection report for early years provision

Unique Reference Number	EY357973
Inspection date	06 May 2008
Inspector	Lynda, Margaret Ronan
Setting Address	Old Town Hall, 20a Market Street, Altrincham, WA14 1PG
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Registered person	Juice Nurseries Limited
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Juice Nurseries Limited is the only nursery registered to the proprietor. It was registered in 2007 and operates from four rooms in the old town hall building in the centre of Altrincham. The nursery serves the local community.

A maximum of 82 children from birth to eight years may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 18.00, 51 weeks of the year. There are currently 92 children on roll; of these, six children receive funding for nursery education. The nursery supports children with learning difficulties or disabilities and children who speak English as an additional language.

The nursery employs 30 staff. The manager and 24 staff hold relevant Early Years qualifications. One member of staff is currently working towards a level 3 qualification in childcare. The nursery is supported by Trafford Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are very happy and well settled. Parents report that a very effective open door system is in place and they are always made welcome in the nursery. Each child is given as long as it takes to settle happily into nursery and into each new room, supported at each transition by staff and parents. Children positively thrive and effectively learn as they are happy and secure.

The excellent emphasis on physical development ensures children grow strong and confident. Children very competently climb and balance on a daily basis on the three staged climbing frames within nursery rooms. They very effectively learn to control their bodies and express themselves through movement during the weekly dance classes and drama. A link with the sports science department of Salford University provides a weekly gym session specifically tailored to the needs of young children, which staff then repeat and adapt in two further sessions that week. As a result, children have exceptional opportunities to build stamina and physical skills.

Children who become ill or have an accident receive excellent care. All staff hold a current first aid qualification and effective systems such as having first aid boxes in every room and a 'grab bag' to take out on trips ensures that all the necessary equipment is to hand. There are clear procedures identifying decision makers, resulting in children receiving prompt treatment and referral to parents and medical professionals as required.

Children learn very effectively about keeping healthy. Very secure hygiene routines which are conscientiously applied by staff ensure cross-infection is minimised. Children know when they should wash hands and why, prompted by pictures near their sinks and discussion with the staff. The nursery is introducing a clean teeth regime aided by health professionals.

Children benefit from a very healthy diet designed by a paediatric nutritionist. The nursery holds a healthy eating award. Children thoroughly enjoy snack and mealtimes, relishing the homemade foods on offer, including homemade ice-cream. Mealtimes are gregarious social occasions with even the youngest children serving themselves. Children have an excellent understanding of how food contributes to their health. They grow cress and make sandwiches with the food they have grown. Children purchase ingredients for fruit flapjacks at the supermarket and know apples and apricots count towards their fruit for the day. They follow a recipe, measure and count and produce, in their words, 'delicious flapjack', which is enjoyed by all in the knowledge that it is good for them.

Babies needs are exceptionally well met. The nursery not only supplies the formula babies have at home, but also ensure it is at the same temperature as at home. Babies are fed one-to-one, cradled in their carer's arms. Breast-feeding is positively supported by the nursery's policies and procedures.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Risk of accidental injury to children is effectively minimised because staff are generally vigilant and prioritise children's safety. Children are actively involved in risk assessing their environment, for example, staff discuss new equipment and toys with children so that children are aware of

the safety aspects. Children are exceptionally well supported to become aware of and responsible for their own safety. The building is very secure; entry is by two entry keypads, the first allowing access to a secure hallway, and there is a closed-circuit camera system. The two systems and staff's close supervision of children very effectively protects children.

Children are cared for in a child-centred environment which is very well organised to meet their needs. Base rooms for each age group provide suitable space for care and activities. The community room, which is timetabled for use throughout the day, provides children with very good opportunities to play actively, dance, play music and express themselves through drama. Children enjoy playing with and are absorbed by the high quality, thoughtfully chosen resources which are mainly made from natural materials such as wood. Every room has very good continuous provision for children to independently explore and consolidate their learning; opportunities include access to climbing frames, sand, water and paint.

All staff and management have a good understanding of the signs of child abuse and neglect as well as an appropriate understanding of Safeguarding Procedures. Management have experience of this and have strategies in place to support staff with these procedures should the need arise. Staff's awareness of safeguarding and their consistent and thorough use of processes designed to protect children, such as recording all accidents and injuries, mean that children are effectively protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children enter nursery smiling, eager to greet staff and to participate in the day's activities. Children are constructively busy; they play independently as well as enthusiastically joining in adult-led activities.

Nursery staff are skilled at making useful observations of children and their learning. Staff clearly link these observations to children's next steps in learning. An example of good observation and clear planning is an activity to help a young child to develop use of a pincer grip by removing pieces of sliced apple from set jelly. Parents are positively encouraged to contribute to children's assessment records and to plans, ensuring children are very well supported in their learning.

An effective key worker system ensures children are cared for by people who are well known to them: as a result, children are confident and secure throughout the nursery. Babies and toddlers receive very good emotional support being rocked to sleep and held whilst fed. They have a wide range of sensory activities such as listening to rice crispies in the water tray, squeezing baked beans and playing musical instruments. Babies are not adequately supported in gaining communication skills.

Toddlers gain confidence and self-esteem as they choose to play independently or access adult-led activities or access morning snack at a time that is convenient to their play. Children use their imaginations very well during an adult-led drama session. They travel on a 'bus' to the seaside and countryside, and when they are there they use their bodies in a wide variety of ways, rolling in the mud like pigs and galloping like horses. Children are very imaginative, which fully supports their ability to link ideas and concepts.

Children do not have sufficient opportunities in the nursery garden to explore all areas of the curriculum and different learning styles, as learning in the outside area is not currently planned.

Pre-school children experience a vibrant learning environment. They are excited by their learning experiences, crowding around the tadpole which now has legs, discussing and recalling that it is now a froglet. They are keen to share that they have made tadpoles from a variety of materials themselves, are hatching larvae that will be butterflies, and have grown cress and made sandwiches. Staff are very skilled in taking each part of the curriculum to where the children are and to what children are interested in. Children bring a toy zebra to nursery and this expands into a discussion of which shops sell which articles. A map on the wall that the children have drawn shows their knowledge of the world close to nursery, and children are collecting examples of the materials needed to build a house, from plastic guttering to electric wire. Children know and recognise numbers to ten and above, understand that print carries meaning and are quick to refer to plans and recipes to help them achieve their goals.

Observation and children's assessments show that all children are making very good progress in all areas of learning.

Helping children make a positive contribution

The provision is outstanding.

Children are confident, independent and behave in age-appropriate ways. Staff have a very good understanding of child development and manage behaviour in very positive ways. They have a range of very effective strategies and take time to analyse why children are behaving as they are in order to identify the most effective strategy. For example, the nursery has devised a highly informative booklet on biting, its causes and management. Children are constantly encouraged and praised as well as being given stickers for 'fantastic behaviour'. Staff talk to children with kindness and respect which is mirrored in the children's behaviour and use of manners such as 'please' and 'thank you'.

Children are listened to and their views sought and respected, each child is valued as an individual and, as a result, children have high self-esteem and treat others with respect. For example, children in the pre-school room self-register each morning and choose a face depicting a feeling to put next to their name which tells how they are feeling that morning; children can and do alter this during the day. Staff empathetically discuss with a child why they are feeling sad that morning and discuss with the child what can be done to help. Other children show sympathy.

Children learn about others and differences in very practical ways. They complete a 'toddle-waddle' in aid of research into meningitis, visit China Town and frequently visit places in Altrincham close to nursery. The nursery is developing links with a nursery in The Gambia which staff have visited, and parents are contributing services and expertise. Staff are highly effective in using observations to identify additional needs including children who are exceptional.

Parents report that the communication between nursery and themselves is excellent. They state that nothing is too much trouble for nursery, that all children's needs are exceptionally well met, that their children have 'blossomed' since being at nursery and that the nursery is 'tremendously supportive'. A plethora of exceptionally well presented, well written, easily accessed and very useful information, including a welcome pack, a parents' noticeboard, newsletters, daily diaries, policies and procedures and NHS guidelines on relevant subjects, is available to parents. Parents are very clearly recognised as the primary carers and are involved in observations of their child, the next steps in their learning, weekly sheets and diaries and planning.

Organisation

The organisation is outstanding.

Children's care and learning are very effectively supported through the thorough and detailed management of the nursery. Management have a clear vision of what they want to achieve and are highly effective in communicating this to staff. The staff communicate very well with each other, ensuring effective teamwork to promote children's well-being.

Management give a very high priority to training and all staff complete mandatory training in first aid, child protection, health and safety and food hygiene. A comprehensive and thorough induction ensures staff know and understand the nursery's policies and procedures, resulting in a consistently high standard of care for children. There is a very strong commitment from management and staff to the development of excellent practice within nursery.

Management work alongside staff and have developed very secure monitoring systems which are highly effective in ensuring that they are aware of any issues within the nursery, and that they are enabled to ensure care and educational standards, as well as children's safety, are maintained.

The nursery environment is very well organised to positively promote children's learning, play and wellbeing. A highly effective key worker system ensures children always receive care from a known adult.

The policies, procedures and an action plan for nursery combine to securely underpin the very good practice within nursery. They are regularly reviewed and amended as necessary ensuring that the organisational plan is a living document which actively promotes continual improvement.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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

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.

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):

- improve the quality of interaction with young babies, in particular in relation to supporting their acquisition of communication skills
- plan activities and resources in the outdoor space to fully support all areas of children's learning.

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