

# Il Nido Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY362554
<b>Inspection date</b>	10 April 2008
<b>Inspector</b>	Carole, Jean Craven
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<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 outstanding.

### WHAT SORT OF SETTING IS IT?

Il Nido Private Day Nursery opened in 1993 and was registered to the present individual owner in 2007. It operates from a single storey detached building in a residential area of Edgerton, Huddersfield. A maximum of 23 children may attend the nursery at any one time. The nursery opens weekdays from 07.30 to 18.30 and is closed bank holidays. All children share access to an enclosed outdoor play area.

There are currently 48 children on roll attending full and part time. Of these, 11 children receive funding for early education. The nursery supports children with English as a second language and systems are in place to support children with learning difficulties and disabilities.

The nursery employs 11 members of staff, eight who work with the children and three support staff. All of the childcare staff, including the manager, hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a very clean and hygienic setting. They are protected from illness and infection because the nursery is maintained to a high standard and staff follow effective hygiene routines. For example, protective clothing is worn when changing nappies and staff use individual facecloths for children and fresh bedding which is laundered after use. This reduces the risk of cross-infection. There are very comprehensive cleaning and sterilising routines in place which include cleaning of skirting boards, light switches and windows. Good personal hygiene procedures are in place for staff. They wash their hands after handling raw food and money or emptying bins. Staff ensure that children learn simple, good practices, such as washing their hands at appropriate times, safe disposal of used tissues and the importance of fresh air and exercise. Children have a good understanding of personal hygiene and they are developing some independence with their care needs, such as cleaning their teeth after meals, trying to put on their own coats and taking themselves to the toilet.

Children are well nourished by very healthy and nutritious snacks and meals. Staff ensure that children get five portions of fruit and vegetables a day and introduce new tastes by pureeing vegetables into sauces. All food is made from fresh ingredients and is prepared daily. The children all enjoy their meals and are able to have second helpings if they wish, which promotes their independence. Children come to the kitchen hatch during the morning to ask the cook what is for lunch and are able to see the food being prepared. Meal times are a happy social occasion and staff eat with the children and encourage them in good table manners. Babies are supported by staff who sit with them to eat and are attentive to their needs, for example, allowing them to try to feed themselves, and taking into account individual stages of weaning. Children's health and dietary needs are successfully met and drinks are always available. However, there are no systems in place to allow older and more able children to help themselves to drinks of water.

Children have good opportunities for outdoor play, whatever the weather, and their physical health is very well promoted. The outside area has canopied areas to provide shade from the sun and shelter from the rain. Children can access outdoor play directly from playrooms. They show confidence at negotiating space as they ride bikes, cars and run around and change direction to avoid collisions. Plans and rotas are in place to ensure outdoor play covers all areas of development and there is a good variety of activities using different resources and equipment to extend gross motor skills, balance, large scale construction, races, ring games, bean bags, balls and hoops. The use of scooters promotes balance, steering and the ability to stop and start. Children can rest, sleep or have quiet times as they need and comfy seating and cushions are provided in each room.

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

The provision is good.

Children's safety is given a high priority in a safe and secure environment. Risks are identified and minimised, both indoors and outside, by regular risk assessments of the building and resources, and a wide range of safety measures, such as security of external doors, regular fire equipment checks and visitors signing in and out. Staff wear uniforms so are easily identifiable. There are very comprehensive safety measures taken in the kitchen to identify the risk of contamination, growth of bacteria, checks on date codes and safe storage of food.

Children are able to develop a good sense of belonging through the warm and welcoming environment where bright posters and photographs are displayed in the entrance hall. They are able to find their names on their coat pegs and their art and craft work is exhibited throughout the building. Children experience a sense of pride in seeing their work displayed for others to admire. They benefit from having lots of space to move around in and have free access to all areas of the playrooms, hallway and the outdoor area. This allows them to explore their environment and take risks. They have access to a wide and stimulating range of very good quality toys and natural resources that conform to British Safety Standards. They are able to make independent choices about their play as toys and resources are easily accessible from low-level shelving and drawers labelled with their contents. This leads to children gaining confidence and learning independence skills. Babies are provided with tactile and sensory experiences as they crawl around the room and explore the different textures and resources provided. There are low-level mirrors so that the babies can see themselves and stimulating mobiles and strings of fairy lights hang from the ceiling.

Children's welfare is further protected as staff have a good understanding of safeguarding issues and their responsibility under the Children Act to keep children safe. Information is shared with parents to ensure that they understand that the staff's first responsibility is to the child. Staff have received training in child protection procedures and they are aware of the signs and symptoms to look for. The children's welfare is paramount.

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

The provision is good.

Children arrive happily and are eager to chat to the staff and other children. They confidently join in group activities or choose their own play. They are all extremely happy and settled in the secure, caring environment and there is lots of laughter and giggling throughout the day. Their communication skills are well supported through good adult to child interactions and they have lots of attention from the staff, which increases their sense of well-being and security. The well presented toys and resources ensure a vibrant and lively environment and are very easily accessible allowing children to make independent decisions about their play and initiate their own learning. Children are making extremely good progress in all areas of development. They develop physically through indoor and outdoor play, intellectually through very well thought out focussed activities and socially through expectations of good behaviour and values, such as sharing, taking turns and caring for their friends. Children have superb opportunities to discover different textures, such as different fabrics, shaving foam, sand, dough and jelly, which they explore with interest and fascination. They squeeze the jelly through their fingers and notice the change in texture as it starts to melt and finally, taste it.

Staff are skilled in providing activities to suit the developmental ages of the children and understand children's need to cut, stick, paint and experiment with no expectation of an end product. Children are extremely involved, stimulated, interested in the activities provided and all children have access to the full range of resources. The 'Birth to three matters' framework is used very well to provide a wide range of activities and learning experiences for young children. For instance, during imaginative play, a two-year-old checks teeth with a dental mirror and then 'writes it down on the paper' and washes his hands before making a cup of tea in the home corner. Another child shows great concentration skills as he rolls out dough and decorates it with pasta, rice, shaving foam and makes a pattern round the edge exclaiming 'it looks like pizza!'.

Staff have a sound knowledge of how children learn and make progress. They have a good awareness of the different frameworks to support children's learning and development. Children benefit from the highly skilled interaction from the staff. Their expert knowledge of child development and recognition of each child's uniqueness ensures children feel valued, settled and secure. The very effective planning, reviewing and assessment systems ensure that children's individual needs are well met.

## Nursery Education

The quality of the teaching and learning is outstanding. Children are highly motivated and keen to learn due to the interesting, fun and well thought out activities. Children are making extremely good progress towards the early learning goals because all staff have a secure knowledge of the Foundation Stage. The planning systems are clear and well detailed. They include very clear, well written observations which recognise children's individuality and identify their next steps in learning. Children's progress is clearly identified in their individual records of achievement.

Children enter the nursery with confidence and are learning self-help skills. They are able to carry out simple tasks, such as hand washing, hanging up their coats, blowing their noses and putting on their coats to play outdoors. Children respond well to the literacy rich setting where staff have mature conversations with the children. Many words are displayed throughout the setting and staff encourage children to choose books to look at together. They have good listening skills and are able to look at a book and re-tell the story in their own words. Staff take every opportunity to extend their language skills and ask open-ended questions to gently challenge the children and extend their thinking. Children are beginning to recognise their own names on flash cards, coat pegs and on their artwork. There is an exceptionally well resourced and well kept mark making area which includes rulers, hole punch, set squares, tape measures and protractors as well as envelopes, sticky labels, treasury tags and a variety of pens and pencils. All children are able to develop their fine motor skills when cutting as left and right handed scissors are readily accessible. Children are constantly encouraged to develop their language skills as they listen to descriptions of objects and guess what they are. They use words such as squishy and squelchy when describing how jelly feels when they squeeze it through their fingers. Children count spontaneously in play and can accurately count to 20 and beyond in English and French. They count backwards as they sing songs. Staff use mathematical language in play, and children are beginning to understand portions and fractions, for example, when cutting fruit into halves and quarters and as children arrange objects from the smallest to the largest. They are learning the concept of time as they take turns on the computer; a timer is set and rings after ten minutes. Children understand it is time to let someone else have a turn.

Children are learning about the community they live in and the wider world, allowing them to develop a sense of place. They have an excellent awareness of other cultures and ways of life as they celebrate festivals around the world with fortune cookies, noodles and prawn crackers for Chinese New Year, paint their hands with Mendhi for Eid and also learn about Sikhism and the festival of Vaisaki, Saints days, Easter and Christmas. They also learn about people who are less fortunate and bake buns to sell for fund raising efforts. They are able to identify birdsong from a tape and speak knowledgably and confidently about the tank of African land snails they have as nursery pets. They use words such as spiral, swirls, antennae, as they describe the snails and relate that the snails love to eat cucumber. Children select and carry out activities themselves. They operate independently and are confident in asking questions about how things work. Children show an interest in everyday technology and they have a wide range of computer games to encourage keyboard and mouse skills.

Children are very well behaved and are developing good social skills and manners. They help to set the table for lunch and tidy away toys. They ask 'please may I have some more' and 'please may I leave the table' at meal times.

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

The provision is outstanding.

Children are developing a good awareness of their local community and other cultures and ways of life through a very comprehensive range of planned topics and a good range of resources. They celebrate festivals such as saints days and cultural festivals such as Easter, Eid, Diwali and Vaisaki. There are lots of posters and photographs, throughout the nursery celebrating diversity and which promote positive images. The older children have the opportunity to take part in weekly French lessons with an external teacher. She speaks to them for extended periods in French. Children respond very well, remembering names of animals, insects, colours and use of nouns. They are beginning to construct short sentences in French and understand instructions to put objects in, on, behind, in front of the table, chair or bag. The children understand that some people communicate in different ways. They are learning Makaton sign language which they use in songs and at circle time. Children's spiritual, moral, social and cultural development is fostered

Children are extremely well behaved and staff have high expectations of them. Staff are very good role models for children, offering praise and support, which increases children's self-esteem. Children learn to respect and consider the needs of others. Children remind each other not to push, and say 'excuse me' when reaching across another child for resources. Children take turns and negotiate well with others when playing games. All children, including the babies, are encouraged to be responsible for their environment by staff who give praise for small tasks, such as tidying toys away and putting rubbish in the bin.

Partnership with parents is outstanding. All parents receive comprehensive information about policies and procedures, the 'Birth to three matters' framework and the curriculum. Staff are very aware of children's individual needs and capabilities from information received from parents at intake. This ensures a smooth transition from home to the nursery and enables children to feel secure. Very good systems are in place to keep parents informed of their children's progress, such as development files which are always available to parents, a notice board, daily diaries for younger children and an annual parents evening. Children's records of achievement are extremely well kept. Photographs, detailed observations and art work give parents a very clear picture of their child's progress and tell exactly what they are learning from each activity. Parents spoken to expressed great satisfaction with the service and the amount of information they receive about their child's progress and development. Parents are given information about current themes and invited to send in related items, and they have opportunities to add to their child's records of achievement.

### **Organisation**

The organisation is outstanding.

Children are extremely well cared for. The very happy atmosphere of the setting contributes to the children's confidence and independence skills. They benefit from the exceptional organisation and the care of a very enthusiastic staff group and excellent leadership of the manager. Space is very well organised to ensure maximum play opportunities and staff deployment contributes to children's safety, enjoyment and achievement. Activities are regularly

reviewed to extend children's understanding and learning. The staff work extremely well as a team and are diligent in the care and well-being of the children. All staff have paediatric first aid qualifications. Their commitment to further improvement is reflected in their willingness to attend further training, regular staff meetings and participate in an annual appraisal system. This ensures a very high standard of care and learning for all children.

Children's well-being is further maintained by robust recruitment and vetting procedures and all staff are qualified. Records detail the individual needs of each child and include all relevant consents and contacts. Positive outcomes for children are assured through a comprehensive range of policies and procedures which are currently being reviewed and updated. Documentation is very well organised and excellent consideration given to confidentiality. Policies and procedures work well in practice to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution.

The leadership and management of the nursery is outstanding. There are clear induction procedures for new staff and monitoring procedures for student placements. The manager provides strong leadership and other senior staff have clearly defined roles, such as mentoring staff and ensuring routines are upheld. Systems are well developed to evaluate and monitor staff performance and to ensure that staff have a secure understanding of the learning outcomes of focused activities. There are effective systems in place to continually review and evaluate all aspects of the education provided and to ensure that all stepping stones are sufficiently covered to offer a broad and balanced curriculum. Staff meetings take place regularly to evaluate practice and staff have time away from the playrooms for planning and keeping files up to date.

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 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 outstanding.

## 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 there are systems in place to allow older and more able children to help themselves to drinks of water.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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)