

# Victoria Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	302874
<b>Inspection date</b>	09 June 2008
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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 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?

Victoria Day Nursery opened in 2000 and is run by a private provider. It operates from a two storey building close to Barnsley town centre. All children share access to an outdoor play area.

The nursery is open each weekday from 08.00 to 18.00 throughout the year, with the exception of bank holidays.

A maximum of 42 children may attend the nursery at any one time. There are currently 79 children under five years on roll. Of these, 29 children receive funding for early education.

The nursery employs 14 members of staff, most of whom hold an appropriate early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in a warm, clean and well maintained environment. Hygiene routines followed by staff ensure the premises are clean and protect children from infection and illness. For example, they wipe tables with antibacterial spray regularly and consistently wear disposable gloves for nappy changing. Children receive appropriate support and guidance from staff in understanding the importance of good hygiene as they discuss the importance of washing their hands with staff. Children manage their personal needs, for example, they readily help to apply their own sun cream in preparation for outdoor play. Although most required documentation is in place, there is no permission for parents regarding sun creams. Babies and children have their own individual cloths for use after meals and snacks, which maintains high levels of cleanliness. There are clear details for the exclusion of sick children to prevent cross contamination.

Children enjoy well balanced meals and snacks. They choose from a variety of fruit, which encourages children to have an awareness of a healthy lifestyle. Children are developing some independence as they feed themselves, using child size cutlery. However, the organisation of meal times does not fully promote independence for older children. Staff take account of parents' wishes so that children's individual health and dietary requirements are met effectively, for example, these are recorded and displayed in the kitchen to ensure children's needs are met. Staff react to the facial expressions young babies make in response to their affectionate attention as they feed them their bottles of milk. Children are well rested and alert and so enjoy their play. This is as a result of staff finding out from parents about their children's individual needs, such as sleep times and health care. For example, parents tell staff on arrival if their child has had a restless night or may be teething.

Children are active and enjoy regular outdoor play, which contributes to their general good health. They learn good hand and eye coordination as they throw and catch balls successfully. Children move with coordination and control as they adjust speed and change direction to avoid obstacles, for example, as they manoeuvre wheeled toys around the play area. Babies explore their immediate environment, encouraged and supported by staff.

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

The provision is good.

Children are cared for in a safe, secure and welcoming environment. They are protected from potential hazards as vigilant staff make daily checks of the premises. Regular risk assessments are completed and appropriate steps are taken to minimise any identified risks. This enables children to move around freely and safely, indoors and outdoors. Children learn to keep themselves safe as staff involve them in discussions and teach them safe practice. For example, topics and themes about fire safety and regular practise of the evacuation procedure.

Children access a wide variety of safe, suitable toys and play materials. There is child sized furniture and resources for older children are organised in low-level storage, making them easy to reach and promoting choice and independence. Play materials for babies are placed nearby, encouraging them to move towards them. Furniture is of a suitable design, conforms to safety standards, and helps to create an accessible and stimulating environment. Children's welfare

is protected as staff fully understand their responsibilities for protecting children. Policies and procedures are in place and follow the Local Safeguarding Children Board guidelines.

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

The provision is satisfactory.

Children settle happily and develop confidence to explore the environment. Staff achieve a balance between supervised activities and allowing children freedom to independently select activities from those available to them. Children enjoy a collage and model making activity. They realise tools can be used for a purpose as they use utensils and cutters to create patterns in the play dough. Staff listen and value what children say, they talk with them about what they are doing and help them to learn what is right and wrong. Children are happy within the familiar environment.

#### **Nursery education**

The quality of teaching and learning is satisfactory. Children enjoy coming to the nursery, supported by staff. Staff have a sound knowledge of the early learning goals. The management and staff team are revising the long, medium and short-term planning in order to meet children's needs. They are developing an observation system to assess children's progress through the stepping stones. This information is used to plan activities, although this does not consistently provide appropriate challenge for more-able children. Children are self-assured in their play and are confident to try out new experiences. They learn to concentrate and persevere with activities they enjoy, for example, when playing with the cup and ball children continue to try to get the ball in the cup until they succeed.

Children benefit from appropriate interaction and the use of questioning techniques to encourage them to talk and think about what they are doing. They initiate conversations and make notes of their discussions. For example, when outside they talk about the smell of the mint and rosemary they planted. Children access books and are aware that print carries meaning, telling each other the story. Although children access notebooks and pencils in the role play area, where they can write lists and make notes, there are missed opportunities for children to use writing for a purpose, such as when writing their names on pictures and their work.

Children use increasing control over an object by rolling, touching and patting. They press cutters into the play dough and show pride in their achievement. Children count to 10 and use numbers, for example, they count how many children are present today. However, children who are more able do not extend and develop their mathematical understanding within everyday practical activities. Children skilfully manoeuvre wheeled toys when enjoying outdoor play, which promotes their gross motor skills. Overall children make satisfactory progress in all areas of learning.

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

The provision is good.

Children have a strong sense of belonging and feel at ease within the nursery environment. Children know they are valued, as staff listen attentively to what they say and ask questions about their experiences and interests. For example, they make sure they greet each child individually on arrival and talk to them about what they have been doing at home. This contributes effectively to children developing self-esteem. Staff who are sensitive to their needs and value their individuality warmly welcome children. Staff work closely with parents

to find out what is important to children, such as family customs and special events in their lives.

Children's spiritual, moral, social and cultural development is fostered in the nursery. Children play harmoniously together, as they are aware of their own needs and show consideration for the needs of others. For example, older children assist younger children when playing on the slide. Children confidently share information about themselves and listen with interest when others share their news. This is due to staff planning opportunities for them to be together in group times and independent play. Children talk about family celebrations at group time. This helps children appreciate each other's similarities and develop an understanding of different lives.

Partnership with parents and carers is good. Parents are confident in approaching staff and regularly share their views. Parents know what their children are doing and learning, through good quality information that ensures they are well informed. This includes regular newsletters, photographs, written details of the nursery's activities and daily discussions. Parents see their children's assessments and comment on their progress. This encourages parents to become involved in their children's learning in meaningful ways.

## **Organisation**

The organisation is satisfactory.

Leadership and management is satisfactory. The manager leads a cohesive staff team who are suitably qualified and are developing a clear awareness of their roles and responsibilities. The management team acts as a good role model and frequently works alongside the staff.

Organisation of the planning is a team effort and a system is developing for the recording of observations. This commitment supports the continuing development of the educational provision.

The children are comfortable and at ease within the familiar environment. This means they are confident to initiate their own play and develop their independence. The nursery is organised to promote children's welfare, enabling them to participate actively within the environment. Children have the opportunity for both indoor and outdoor play activities. They benefit from the cohesive staff team who provide appropriate levels of care and supervision to ensure children are supported in their learning and care.

Most required documentation is in place. Although there are appropriate recruitment systems in place, details of the vetting completed on staff lack sufficient information. Written policies and procedures are available which support the care of the children and comply with regulations. All records are in place with parental signatures. Documentation is stored to maintain confidentiality and security. 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 asked to address several issues relating to hygiene procedures. The provider has reviewed the policies and processes have been introduced to ensure children's good health and prevent the spread of infection. All the staff have completed foundation training regarding child protection and further training is planned.

At the last inspection of nursery education the provider was required to address issues relating to the planning and assessment of children's learning. All staff attend weekly meetings and they are developing a planning framework. They are also developing an assessment system that records children's achievements and informs planning for children's next steps.

The provider was also required to provide further resources and activities for children to understand the concept of writing for a purpose. Children now access notebooks and pencils in all areas of play, such as in the role play area, where children now can write lists and make notes both indoors and outdoors. However, there are still missed opportunities for children to use writing for a purpose.

The provider was also required to develop opportunities for children to explore natural materials, explore colour, use musical instruments and show an interest in information and communication technology. This area has been integrated into the planning and children now regularly and independently access information technology and use colour in a variety of activities.

The provider has also started to review all information available to parents about their children's achievements towards the early learning goals. This ensures that parents are kept up to date and enables them to support children's 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 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 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 permission forms are in place
- plan further ways to encourage children to demonstrate their preferences and support their developing independence
- ensure all required documentation contains the necessary information.

#### **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):

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

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)