

Cranleigh Lodge Day Nursery

Inspection report for early years provision

Unique Reference Number	EY361917
Inspection date	08 April 2008
Inspector	Samantha Powis
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Registered person	Joanne Elizabeth Luke
Type of inspection	Integrated
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 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?

Cranleigh Lodge Day Nursery opened in 2007 and operates from rooms on the ground floor of a converted building in Tuckton. The nursery is privately owned, and is managed by the owner. Rooms are used for specific age groups, shared facilities include sleep room, dining/creative area and toilet/nappy changing facilities. There are secure outdoor areas to the front and rear of the premises to provide opportunities for physical play.

The nursery is registered to provide care for up to 20 children. There are currently 34 children on roll, 11 of these are in receipt of funding for nursery education. The setting supports children with learning difficulties and disabilities and those for whom English is an additional language. The nursery is open each weekday from 08.00 to 18.00, throughout the year.

Including the manager, there are seven staff who work directly with the children. The manager is qualified to level 4 in childcare, with all other staff qualified or working towards a level 3 qualification. The setting receives support and advice from the local authority and are linked to the local Children's Centre.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Hygiene routines help to promote children's health. For example, all children are supported in washing their hands, using separate or disposable cloths and towels to prevent the spread of infection. Effective nappy changing procedures are followed by staff, promoting health and ensuring children are comfortable. Children are supported in the event of a minor injury as most staff are first aid trained and have access to a well stocked first aid kit .

Some documents are not used effectively to ensure children's ongoing health is fully supported. For example, parents give written permission to allow staff to administer medication, however, details of medication which is administered is not always recorded accurately. This is a breach in regulation.

Children enjoy the freshly prepared meals and snacks. Fresh fruit and water or juice is offered mid-morning with choices such as spaghetti bolognaise and jacket potato with beans and cheese offered for lunch. Food is prepared and offered according to children's individual stages of development and according to individual routines. However, some children's records are not updated regularly to ensure that individual dietary needs are consistently met. Older children can ask to have a drink during the day if they become thirsty and drinks for younger children are more freely accessible.

Children benefit from being outside in the fresh air daily. They use the suitable range of equipment in the outdoor area to develop strength and control. For example, children practise throwing the balls, seeing how high they can throw them. They climb up the steps on the climbing frame, and enjoy sliding down the other side. They access resources indoors which promote their small motor skills and co-ordination. For example, the pre-school children carefully guide their small magnetic fishing rods over the game to catch a fish.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Good practices are followed throughout the nursery to ensure children's safety is maintained. Staff are responsible for carrying out detailed risk assessments, which ensure that safety issues are addressed before they become a problem. Outdoor areas are fully checked before children use them to ensure they are free from hazards. Documents such as accident records are monitored to identify any particular safety issues. Staff are vigilant about safety throughout the day, taking positive steps to keep children safe. Good supervision ensures that children are well supervised at all times. The layout of the nursery means that staff are able to assist and support each other throughout the day. Staff and children are familiar with emergency evacuation procedures, as these are practised regularly. This helps to promote the children's safety in the event of an incident on the premises.

Equipment is generally well maintained and suitable for the ages and needs of children accessing it. Checklists are used to ensure that toys are checked and cleaned frequently, to confirm their continued suitability. Safety equipment such as stair gates, socket covers, baby monitors and radiator guards are in place to further promote children's safety.

Staff have a good understanding of child protection procedures and are fully aware of the roles of individuals within the setting. They are familiar with possible signs and symptoms and know

what to do if they have a concern. The written policy is known to staff and parents which ensures consistency. This helps to support children's safety and welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are settled and happy within the setting. They benefit from being cared for by familiar staff, which is supported through the effective key worker system. Staff are kind and caring towards children's needs. The children join in enthusiastically with singing time, clapping their hands and giggling as they hear their name mentioned. Some activities capture the children's interest, such as when they play with the shaving foam. However, at times, activities are not fully appropriate for the ages of children they are aimed at. For example, younger children find it difficult to use the resources provided for the sticking activity, and need considerable adult support to participate. Babies have a specific room, which contains toys and equipment suitable for their age group. Play mats and activity centres are enjoyed by these younger children, encouraging them to reach out and focus. Although there is a large selection of toys available, these are mainly plastic, with little evidence of natural resources or materials being used regularly to allow children opportunities to explore these objects. Children's individual routines and preferences are well known and respected by staff, helping children to feel secure.

Nursery Education

The quality of teaching and learning is satisfactory. Staff use some useful methods to support children's learning. On a one-to-one basis, effective use of questioning encourages children's thinking and learning. However, many activities are overly adult led and directed, limiting opportunities for children to initiate their own play and ideas and make independent choices. Some basic observation and assessments are completed, however, these are not always used successfully to enable staff to plan activities which challenge children sufficiently and encourage them to take the next step in their learning. Planning does not clearly identify learning aims and intentions, to allow staff to evaluate if these have been successful. Children are offered experiences throughout all six areas of learning.

Children are confident and are developing a clear understanding of right and wrong. They are beginning to build friendships and seek out others to join in their play. They are learning to concentrate as they participate in small group times, and are developing the confidence to share news and their achievements with others. They are proud and develop a sense of belonging as they see their own work displayed on the walls of the nursery. They enjoy books, and are learning how books are used. Children confidently use the story bag to help them recall the story of the hungry caterpillar, which they have enjoyed in relation to their project about life cycles. They are beginning to develop an awareness of print and letter shapes and sounds. They identify their own name card at the snack table, and some children talk about the letter sound their name begins with. One child proudly announces that a shape made out of the construction equipment looks like the first letter of their name. However, children have limited opportunities to use these skills and knowledge as they are not actively encouraged to engage in mark making independently during their play.

Children often use numbers as they play. They talk about the numbers of children and adults present, and some are able to recognise that when another child arrives, there will be one more present. This demonstrates that they are beginning to understand number value enabling them to engage in simple problem solving. Children have some access to a computer, allowing them to develop skills in using ICT equipment. Children enthusiastically participate in activities which

support them in learning about the natural world. They talk about frogspawn and tadpoles as part of an adult led activity, however, the related creative activity does not allow the children to use their own ideas or imaginations to create their own pictures. There are few opportunities for children to become involved in role play, to act out their own experiences.

Helping children make a positive contribution

The provision is satisfactory.

Children are learning about the world around them. They participate in activities which raise their awareness of other cultures and beliefs and go for outings locally to learn about their own community. For example, they joined in with activities to celebrate Chinese new year, tasting typical foods and looking at clothing. The nursery environment includes some resources that reflect the diverse society in which the children live. Staff encourage settling in periods for children, which helps to reassure both children and parents. It allows key workers time to build relationships with each child and family. Staff understand about children's likes and dislikes and routines, to help each child to feel valued. Written records include information about children's individual needs and parents preferences, however, these are not regularly updated to ensure information is accurate and ensure children's needs are always met. Staff are keen to develop their own skills to enable them to support children's individual needs. Systems are in place to ensure effective liaison between parents and outside professionals to support the needs of children with learning difficulties or disabilities.

Children are generally well behaved and overall, effective strategies are used to encourage them to manage their own behaviour appropriately. They understand the consistent boundaries which are applied throughout all areas. Staff use lots of praise and encouragement to reward children for being kind, taking turns and behaving well. Children's social, moral, spiritual and cultural development is fostered.

Partnerships with parents and carers are good. They are provided with detailed information about the setting and the policies and procedures, which allows them to make an informed choice. Effective arrangements encourage staff to work closely with parents to better understand children's needs and individual routines, which helps the youngest children feel settled and secure. Written information is shared with the parents of younger children, helping to keep them well informed. Parents are made aware of their child's key worker, and have opportunities to share information with this familiar person. Parents open evenings are arranged to offer parents the opportunity to discuss their child's progress and learn a little more about the activities offered to their children. Plans of weekly activities are on display, and ideas of how parents can further support their children's learning at home are included. This helps both staff and parents to work together to support children's learning and development. Parents are encouraged to comment on how the nursery is operating through questionnaires. In the most recent survey parents' feedback was very positive and demonstrated a confidence in the provision. This helps staff and management to develop the provision to better meet the needs of the families using it.

Organisation

The organisation is satisfactory.

Children benefit from being cared for in a welcoming and safe environment. Arrangements for staff recruitment and vetting help to ensure children's safety and well-being are maintained. Most documentation is used to support children's care needs, for example, the daily register

is accurate and includes times of attendance. However, the medication record is not used effectively and individual records are not updated when information is changed, meaning they cannot be relied upon to consistently support children's ongoing welfare. The setting meets the needs of the range of children for whom it provides.

Space is used well to support children's needs. Separate areas for the youngest children ensure their safety and a sleep room provides a quiet and comfortable environment for children to rest in. All areas are well maintained. Children benefit from being supported by qualified staff who work well as a team. Effective deployment of staff during the day means that children are well supervised at all times. Policies have been updated and staff are fully aware of these, ensuring a consistent approach.

Leadership and management is satisfactory. Children benefit from the manager and staff working closely together. Since taking over the provision in 2007 the new owner has implemented, monthly staff meetings and has drawn up action plans for improvement. The ongoing review of these plans demonstrate a commitment to improvement and show positive changes that have benefited the children's care needs. Staff speak positively of the improvements made by the new management. Appraisals and supervision allows the manager to identify staff strengths and areas for development. Systems to monitor the effectiveness of sessions in supporting children's learning have not been fully implemented. This means that at times, children are not sufficiently supported or challenged. Some activities are overly adult led, restricting children's ability to make choices and initiate their own play. The provider has good links with the local authority and works with them to further develop the provision.

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.

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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):

- maintain an accurate record of any administered medication
- ensure records of children's individual needs are regularly updated and are used to support children's ongoing health and well-being
- develop the systems of planning and assessment, to ensure all children are sufficiently supported and offered appropriate challenge to promote learning (Also applies to nursery education)

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):

- provide increased opportunities for children to make choices and initiate their own activities

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