

Alderley Day Nursery

Inspection report for early years provision

Unique Reference Number	EY362077
Inspection date	17 June 2008
Inspector	Debra Elizabeth Jean Dahlstrom
Setting Address	Alderley Day Nursery, Congleton Road, Nether Alderley, Cheshire, SK10 4TD
Telephone number	01625 584428
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Registered person	Alderley Day Nursery Limited
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Alderley Day Nursery registered in 2007, adopts the Montessori approach to care and learning. The nursery operates from five rooms in a purpose-built building situated in Nether Alderley, a rural area outside Macclesfield. All children have access to a secure enclosed outdoor play area, a separate area for each age grouping. A maximum of 62 children aged from birth up to five years may attend the nursery at any one time. There are currently 52 children on roll, of which five are in receipt of nursery education funding. Staff at the nursery are experienced in caring for children with learning and physical disabilities, they also care for children who have English as an additional language. The nursery is open each weekday from 08.00 to 18.30 throughout the year apart from bank holidays. Arrangements to receive children from 07.30 can be made with prior agreement. The nursery employs a total of 10 members of staff, nine of which work directly with the children. Of these, five hold appropriate early years qualifications and four are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff consistently promote high standards to maintain children's good health. Thorough routines and procedures are in place to reduce risks of cross infection. Staff ensure protective disposable clothing, such as gloves and aprons are used when preparing foods or carrying out nappy change, to ensure any risks are minimised. Children from a young age are supported and encouraged to carry out simple tasks which promote their good health. They readily access tissues to wipe their noses and safely dispose of them in the bin near by. As they grow, children become increasingly more independent, washing their hands as they come in from outdoors without prompting.

A detailed sick child policy and procedure ensures parents are kept fully aware of the group's responsibilities. Documentation in respect of accidents and medication administered is robust with almost all staff holding a recognised first aid certificate. Therefore ensuring staff are competent to deal with accidents effectively.

Children's physical development is well provided for overall, as staff are committed to ensuring children have lots of opportunities throughout the day to play and work outdoors. They develop confidence when using the variety of equipment offered to them. Staff are able to skilfully balance the supervision of children and equipment with the need to allow children to take risks and develop new skills. Babies for example are provided with a wealth of interesting environments to explore, staff sensitively ensure they are close by but encourage balance and co-ordination. Babies reach for toys or equipment placed strategically, thus promoting confidence and exploration. From a young age children learn to use a range of small tools, thus developing their fine motor development. They carefully use scissors, rakes, trowels in well practiced movements to carry out their tasks, with perseverance and determination. Lots of opportunities to develop large motor skills as older children carefully negotiate around the outdoor road track on scooters and tricycles. They hop and skip in their play, they throw and catch, although opportunities to climb are limited.

A healthy and nutritious range of meals and snacks are provided to promote children's growth and development. All meat, fish, fruit and vegetable produce is organic and where possible, grown or bought locally. The menu is varied and attractively presented, thus engaging children's interest and promoting their appetites. Milk and water are offered at meal and snack times and children independently access drinking water regularly throughout the day, further promoting their good health and overall development. Children's interest in where foods come from is fostered by the newly established vegetable plot.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming, brand new environment. Rooms are bright and airy, with plenty of space for children to move freely. Outdoor play space is also designed well with careful consideration given for all age groups. Equipment is of a high standard and checked regularly for safety and hygiene. Children of all ages are independent learners, as they make choices and self select toys and equipment from attractive low level shelving.

Staff are vigilant about safety. The use of security code pads on the main doors and CCTV ensure access to the setting is monitored closely. They have a clear understanding of how to achieve a balance between freedom and setting safe limits for children. Children are encouraged and supported in the use of tools and using equipment, and they know for example, that running indoors, can cause accidents. This enables children to learn some sense of danger and gain knowledge as to how to protect themselves from harm.

Staff are clear about their commitment to protect children and there is an identified member of staff with responsibility for child protection issues. This staff member along with several other staff has undertaken further child protection training out of house. As part of the induction process all staff undertake child protection training in-house. Detailed policies are in place outlining the child protection procedures to follow in the event of any concerns being raised. However, small, yet relevant details require changing to improve clarity.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages are warmly greeted by staff as they arrive and are able to settle quickly into the routine of the day and older ones move off to choose what they want to do. Staff working with younger children are skilled and secure in their knowledge of the 'Birth to three matters' framework. They use this knowledge to inform their planning and practice. This then has a positive effect on the quality of children's learning and overall wellbeing. Warm and caring staff, spend considerable time with children as they recognise each child as an individual, increasing their sense of trust and help children develop a strong sense of self. Early language skills are consistently encouraged and promoted in babies and toddlers, as staff listen to children and acknowledge their utterances, their smiles and body language.

Each room is set out with a broad range of activities and resources for children to choose from. These are selected to reflect the range of children's interests as staff find out about interests through talking to them, observing them as they play and work and of course by asking parents. Young children are becoming confident and independent learners. They enjoy smelling the fresh flowers, brightly coloured around the setting. Encouraged to smell and touch the seedlings, they discover a small spider hiding in the pot brought in from the garden. They lean closely to see it and are anxious when it falls on to the table and are keen for it to be returned outside to its 'rightful home'.

Nursery Education

The quality of teaching and learning is good. Staff's teaching motivates the children, encouraging their persistence and eagerness to learn. In line with the Montessori approach children, are enabled and supported, children are therefore self assured in their play and work and confident to try new experiences. Children access a broad range of quality resources, which supports them across all areas of learning. Staff are calm and extremely patient, they are skilled in posing questions or challenges to enable children to make good progress.

Planning covers all areas of learning and there are systems in place to review how activities benefit children. As a new setting, staff are revising their existing planning and looking forward to how it will be used once the Early years foundation stage is fully implemented. Staff throughout the nursery, find out about children's skills, interests and needs. They use this information and build upon it, to help children achieve at their own pace and to reach their own potential.

Children benefit from an environment rich in language, where they develop good speaking and listening skills. They confidently talk at group times, tell their friends about their families and significant events both past and present. From a young age children know how books are 'read' as they turn pages correctly. They are often seen modelling adult behaviour as they show the open book to others and move it around so all the children in the group can see. They happily show their writing skills, with many examples attractively displayed around the setting. They instantly recognise their written work and confidently explain to the inspector about their display of the giant African snails. The words were clearly written and the 's' was for snail, however, they weren't yet 'giants' as they were 'still small'. Children were evidently, very familiar with size, shape and number, they confidently talked about 'faster' and 'slower' as they spin the small globes on the table looking for Africa.

Children are creative in their thinking, they mix colours at the painting easel to get the correct shade of brown for 'spiky hair'. They are also quick and curious learners, fascinated by how things work. Children have access to electronic equipment, such as a laptop computer and compact disc player. They were recently introduced to digital cameras and digital photo frames. They quickly established the correct position for the batteries and the extreme care needed when handling the 'memory chip'. They confidently took numerous photographs of their work, chronicling the day to put on the photo frame to show parents and others visiting the room. They would eagerly watch the changing pictures predicting the next scene and instantly recognising who took what picture, when. Children are developing a greater understanding of the wider world and caring for their environment. They are in the early stages of growing a wide range of vegetables to use in the kitchen and talk with confidence about their herb pots and using the cress in sandwiches.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. All children are welcomed and play an active part in the setting as staff value and respect their individuality and the wishes of the family in respect of their child. Staff work hard in the short time the setting has opened to meet children's individual needs, they are committed to working closely with parents to achieve this. Children have access to a varied range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences. They have good opportunities to learn about themselves, each other and the world around them through planned activities or spontaneous events. Staff work closely with parents and outside agencies to ensure that children who have learning difficulties and disabilities are appropriately cared for. Thus children are supported effectively to enable them to participate fully in all activities.

Children behave well, from a young age they learn about 'gentle hands' to be aware of their actions and how they may effect others. Staff are good role models, as children grow older, they develop good social skills, they are polite, showing respect and consideration for others. Staff clearly value the children, therefore, children receive lots of praise and encouragement for their efforts, their 'good tries' as well as their achievements. As a consequence, the development of children's confidence and self-esteem is consistently recognised and promoted to benefit children.

Partnership with parents and carers is good. Strong effective relationships between staff and parents ensure children's well-being and development is therefore enhanced. Parents have access to and receive good information about the setting and what it has to offer in terms of care and education. Since opening the staff at the setting have produced a newsletter and

provided an open evening for parents. Those parents spoken to on inspection were very positive and supportive of the provision and what it offers their children. They are pleased with the progress their children are making and the information they receive daily about their children's day.

Organisation

The organisation is good.

Children are happy and settle quickly in the calm, yet warm and friendly well organised environment. Indoor and outdoor space is laid out to provide children with realistic and challenging play opportunities. The key worker system is effective in enabling staff in the short time the nursery opened, to build good relationships with children. Children, therefore, feel secure with their carers and confidently explore the play and learning opportunities afforded to them. They receive lots of support, encouragement and attention from the enthusiastic, motivated and caring staff team. Thus promoting their overall well being.

All legally required policies and procedures are of a good standard overall, are individual to the setting and support the practice of the nursery. The leadership and management of the setting is good. There is strong and effective communication between management and staff as the provider takes an active role within the nursery. Daily discussions and regular team meetings, since opening, enable the staff team review, evaluate and develop their practice. Comprehensive induction procedures ensure all new staff benefit from support in implementing the operational plan and ensuring good quality care and education for children.

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.

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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):

- make small yet relevant changes to the child protection statement

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):

- develop more opportunities for children to develop climbing skills.

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