

Davyhulme Day Nursery

Inspection report for early years provision

Unique Reference Number	EY347288
Inspection date	12 May 2008
Inspector	Jannet Mary Richards
Setting Address	10 Davyhulme Road, Davyhulme, Urmston, Manchester, M41 7DS
Telephone number	0161 746 7389
E-mail	
Registered person	Riley Childcare 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 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?

Davyhulme Day Nursery opened in 1992 and was re-registered by the present owners in 2007. The nursery is privately owned. It operates from a detached house in Urmston, Manchester. The nursery opens five days a week, all year round from 07.45 until 18.00. There are currently 51 children on roll; of these, 11 children are in receipt of nursery education funding. The nursery supports a small number of children with a disability or learning difficulty and a small number of children who speak English as an additional language.

There are 11 staff who work with the children. Of these, six staff hold a relevant child care qualification. The owner plays an active role in the running of the nursery.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted well in some areas. The staff use aprons and gloves when changing nappies and they keep toys and surfaces clean by using anti-bacterial spray before and after serving food. The children learn about health issues such as the importance of applying sun cream before they go out to play, as the staff talk to them about why this is important.

The dietary provision for the children is a strength of the nursery. The children have a very healthy diet with good healthy choices, including fresh fruit and vegetables each day. They enjoy varied tastes and textures, with menus including options such as lamb rogan josh and chicken supreme. Meals are nutritious and in plentiful amounts to ensure that children are well nourished. Care and attention is given to consulting with parents to ensure that children's individual dietary needs are met and that parents are happy with the meals provided.

The children benefit from fresh air and exercise every day. They have access to umbrellas and wellington boots in order to enjoy outdoor play in different weather conditions. They develop physical skills well as they have opportunities to balance on stepping stones, climb over and through the climbing frame and pedal wheeled toys. Shaded and covered areas and the use of sun hats allow the children to play safely in sunny weather.

In some aspects the nursery is less effective in promoting children's health. Staff sometimes blow on children's food to cool it, for example, and allow children to handle food then pass it to others. This means that there are times when the risk of spread of infection may be increased. In addition, the arrangements for administering non-prescribed, rather than prescribed, medication are less effective in promoting individual children's health.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery is a welcoming, child-centred environment. Children have space for their coats and belongings. Their pictures are displayed around the nursery, helping them to have a sense of belonging. Since taking ownership, the new provider has made many positive changes to the nursery environment. Play areas have been enlarged to provide toddlers with ample space to move around as they play, and access to the outdoor area has been improved. In addition, re-decoration and new furniture and carpets help to create an aesthetically pleasing space. The nursery staff have made a good start on introducing tactile and sensory spaces for younger children to explore. The well-used outdoor area offers interest and stimulation, as plenty of toys and equipment are available for the children to use in their play.

The children are supervised well as they play, in order to keep them safe. The nursery has recently had a comprehensive safety check to ensure children's safety. In addition, safety measures such as safety gates and socket covers are in place. The safety of washing lines and loose radiator guards has been overlooked, however, and these pose potential hazards to children. The staff team has a sound understanding of safeguarding procedures in order to safeguard the welfare of any children they may care for.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy in the care of the calm and friendly staff. The relationships between the staff and children are generally good. The staff get to know the children, their personalities and abilities well. They interact with the children with a warm and very caring approach. There are times, however, when the children are a little unsettled, such as first thing in the morning when parents bring them, as they do not always have the benefit of having their own key person present.

The youngest children enjoy a very wide range of interesting activities. Babies explore a tray of dry rice cereal with great interest, noticing how it falls off a spoon, feeling the texture in their fingers and listening to the crunching sound it makes. The children under three years have many similar play experiences where they can investigate using all of their senses with sand, water, paint and wet pasta, for example.

The quality of the assessment and activity planning is varied. In some areas the staff observe the children closely and carefully plan activities to encourage the next steps in their progress. When noticing babies are becoming mobile, for example, the staff plan activities and equipment provision to encourage their mobility. In other areas staff are not yet confident in observing children and planning activities, which means that children's development is not always promoted well.

Nursery education

The quality of the teaching and learning is satisfactory. The children enjoy a broad range of activities which helps them to make sound progress in the six areas of learning. They are settled and happy, play well together and make positive relationships with each other. They are confident speakers and listen well at story time. They enjoy books and have favourite stories, joining in with the familiar phrases. The children are able to practise some early writing skills as they paint, draw and make marks in the sand. They have fewer play opportunities to practise writing for a purpose.

Children confidently count as they play. They count the number of plastic balls as they put them away and the number of wheels in the construction kit. They learn about weight and measure during baking activities. At other times there is an over-emphasis on the formal teaching of number and letter recognition skills, using worksheets, for example. This means that some focused activities are less meaningful for the children and have fewer learning benefits.

A suitable range of media and materials is provided, for the children to create in two- and three-dimensions. They make models from boxes and collage materials, for example. They are not always confident in selecting the materials independently, as they wait for adult direction during the activity. The children sing regularly and enjoy exploring sounds with a good range of percussion instruments. They enjoy some opportunities for imaginative role play, though access to resources for promoting imaginative play are limited at the present time.

The children explore the natural world as they spend a good deal of time outdoors. They plant and grow sunflowers, for example, and search for mini-beasts in the garden. They have appropriate opportunities to explore and learn: they investigate the properties of magnets and objects which float and sink, and have access to a computer each day. As the children play they

use tools which help them to develop their fine motor skills generally well, such as pencils, scissors and spatulas.

The staff observe the children and plan for their progress, though a lack of confidence in how children learn leads to a weakness in this process. This means that many play-based learning opportunities are missed.

Helping children make a positive contribution

The provision is satisfactory.

Children behave well in the positive nursery environment. They respond well to the praise and encouragement they receive from the staff team. They learn why some behaviour is not acceptable as the staff explain to them calmly. The children's spiritual, moral, social and cultural development is fostered. The children enjoy a suitable range of activities which helps them to become aware of differences. They regularly taste foods from different cultures, for example, and discuss where foods come from. However, they have limited access to toys and books which have positive images of race, culture, gender and disability, to help them develop a strong awareness of diversity.

Children's individual needs are met well. The staff discuss dietary needs and children's routines with parents and carers, for example, and ensure that care is consistent with familiar home routines. The staff have a sound awareness and approach to including all children.

Partnership with parents and carers is satisfactory. Parents are informed about what the children have been doing and the progress they make during the informal exchange of information each day. They are aware of what the children are learning and are encouraged to support this, by bringing things from home, for example. There are effective procedures in place to ensure that parents are well consulted. Questionnaires are used, for example, to seek parents' views and to inform future changes. Feedback from parents and carers confirms they are very happy with the care and education provided by the nursery.

Organisation

The organisation is satisfactory.

The nursery is effectively organised to ensure that children are safe, happy and enjoy a range of interesting activities. There are good employment and vetting procedures in place to ensure that adults working with the children are suitable to do so. Revised induction procedures are planned for new staff, as the owner has rightly identified that these have some weaknesses at present, leading to new staff being unaware of some procedures. Since taking ownership of the nursery the current proprietor has made many positive changes for the children. The proprietor, manager and staff have a sound commitment to future development and have action plans in place to ensure the continued development of the provision. The enthusiastic staff team works well together. They attend training on a regular basis in order to develop their childcare knowledge and ensure an up-to-date understanding of current issues and policies.

The leadership and management of the nursery education provision is satisfactory. The staff have a clear understanding of strengths and areas for development. They work closely with the local authority early years team in order to develop the provision for the children.

The documentation relating to the care of the children is suitably recorded, though current arrangements mean that some documentation is not stored securely. The comprehensive nursery

policies and procedures have been revised recently. The staff team has been consulted fully on new policies, offering their views and ideas. This ensures that they have ownership of the policies and are able to implement them effectively in practice.

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):

- further promote children's health by ensuring that children are normally only given medication which is prescribed for them, and by implementing more effective measures to reduce the risk of the spread of infection
- complete a risk assessment relating to radiator covers and the washing line and take action to minimise identified risks
- continue to develop the key person systems to ensure that children settle quickly and develop a close relationship with a key person in the nursery
- continue to develop observation and planning systems to ensure that children's learning and developmental progress is encouraged and planned for (also applies to nursery education)
- develop the range of resources which reflect diversity and promote equal opportunities
- develop the organisational procedures to ensure that confidential information is stored securely, and that staff are introduced to emergency procedures at an early stage in order to keep the children safe.

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 the staff's confidence in the planning and delivery of the Foundation Stage curriculum and how children learn, to ensure that children have stronger challenges in each area of learning
- develop the opportunities for children to write for a purpose and develop number skills through play experiences, particularly role play.

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