

# Stables Day Care Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY358764                                    |
| <b>Inspection date</b>         | 06 June 2008                                |
| <b>Inspector</b>               | Kathryn Mary Harding                        |
| <b>Setting Address</b>         | 20 Wemsbrook Road, Wem, SHREWSBURY, SY4 5AH |
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| <b>Registered person</b>       | Rebecca Ahmad                               |
| <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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Stables Day Care Nursery was established in 1992 and taken over by the current owner in 2007.

It operates from five rooms in converted barn buildings. It is situated in the town of Wem, North Shropshire. A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 48 children aged from three months to under eight years on roll. Of these, 10 children receive funding for early education. Children come from a wide catchment area. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 12 members of staff. Of these, seven hold appropriate early years qualifications and three are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The children are cared for in a warm clean setting where they learn the importance of good personal hygiene and personal care through the daily routines. The setting have good procedures in place to deal with a sick child, so promoting children's good health. Staff have nappy changing records so individual children's nappy changes are recorded and sleep times are also recorded. Appropriate records are in place with regard to accidents and administration of medication.

Children begin to understand the benefits of a healthy diet as they are offered healthy and nutritious snacks and meals such as different fruits, cheese and bread sticks. A four weekly meal and snack plan is in place to ensure there is a balanced range of nutritious food provided. Meals are freshly prepared on site by a trained cook and children learn about living healthily as they discuss healthy foods to eat. A food station is set up in each room so children can help themselves to drinking water and snacks throughout the day, enabling them to meet their own needs if they become thirsty or hungry. However, the recording of children's personal information with regard to allergies is not confidential.

Children enjoy a wide range of activities which contribute to their good health. There are outdoor activities to help them develop control of their bodies. They go for walks around the block and to the local park to help develop their physical skills. They can ride around on trikes and cars and can use slides, rockers and swings in the well-equipped outdoor area. They can access a wide range of equipment such as construction sets, puzzles and small world to help develop their fine control skills.

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

The provision is good.

Children and parents are warmly greeted by staff on arrival. The rooms of the nursery are made more welcoming and stimulating by children's artwork, photographs and posters being displayed on the walls. Each room has plenty of natural light and is well ventilated. The rooms are checked prior to the children arriving and regular written risks are undertaken. The entrance door is locked and sound systems are in place regarding the collection of children, so helping to keep them safe. Children are encouraged to keep themselves safe as staff give explanations about how to use scissors safely and road safety when outdoors. Older children discuss the dangers of talking with strangers.

At child-initiated times children independently select activities from a wide range of good quality toys and resources, which meet safety standards are regularly checked and cleaned. Toys and resources are regularly replaced and new equipment and toys are constantly being introduced. Resources are organised in open shelf storage units, at child height, so encouraging children's independent access.

Staff have the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. Staff have a good knowledge of child protection procedures in line with the Local Safeguarding Children Board and most staff have attended a workshop on child protection matters.

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

The provision is good.

Babies benefit from routines which are consistent with their experiences at home and staff are attentive to their individual needs. They play with the musical instruments and cars and staff spend time supporting them in their play and chatting with them so extending their early language skills. They take part in a good range of varied activities and play opportunities which they find enjoyable such as blowing bubbles, playing in the jelly and painting with brushes. Staff read stories, snuggle children in and talk about what they can see in the book. Children throughout the nursery develop good relationships with staff and each other. They learn to share and take turns from an early age. They enjoy their time in the nursery and staff have fun with the children, giving them a sense of belonging and making them feel valued as they sing nursery rhymes and help tidy up the resources.

Children are confident in the setting's welcoming and caring environment. They have opportunities to make decisions about what they want to play with, so increasing their independence. Upset children are gently and calmly comforted. They play well together as they glue their pictures and play in the sand. As they explore in the sand they find the different animals and make animal noises. As they look at the cards they name the different animals and talk about the noises they make. They have fun as they paint their pictures. They pretend to go shopping and have a party and telephone family members to see if they want to come to their party. Outdoors they play with the hoola hoops and look at how their plants have grown. They ride on trikes and scoot around the outdoor area. They become aware of their environment as they take part in recycling activities. Staff have a good understanding of child development which enables them to offer good quality care.

Staff effectively use the 'Birth to three matters' framework to guide their planning and recording of progress in the children's learning journeys which parents, if they wish, can add comments and photographs to. Planning starts from the child's interests and observations so the next steps in their development and progress are catered for.

Nursery education.

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage and an appropriate understanding of how young children learn and progress. Consequently, children are making appropriate progress towards the early learning goals. Planning has just been altered and links to the areas of learning but the learning opportunities for older or more able children are not sufficiently developed. Staff sometimes have difficulty in maintaining children's interests which results in children becoming restless. Staff are sensitive to children's interests during child-initiated play and use questions to extend their thinking.

Children access a good range of well-chosen resources which support their development across all areas of learning. Staff continually praise and encourage the children, so enhancing their self-esteem, but unwanted behaviour is not always effectively dealt with. Children confidently approach staff to ask for help to open the doctors set or put on their head dress. They concentrate well as they draw with the felt pens and as they roll out the play dough. At child-led times children choose what they are going to play with and freely choose and confidently make decisions, so encouraging their independence and self-confidence.

Children confidently talk in small groups about what they are going to play with. They spontaneously access books and ask staff to read them a story. They listen well and staff relay

stories in a lively way, so encouraging and motivating the children's interest in books. They listen well to story tapes and tell staff that it is their favourite story. They access a well-resourced writing area, so enabling them to mark make for a purpose. They are encouraged to find their own names before circle time and talk about the sounds of letters as they look at the weather board.

Children learn to count as they count with the puppet and count their fingers. They spontaneously count to 37 as they count with adult support the number in their tower. They look at the numbers as they play a number game and count the objects on the card. They talk about how tall they are in relation to the multilink towers they build. However, children have limited opportunities to look at numerals or look at shape.

Children gain knowledge of the world around them and of time and place through a variety of activities. They freely talk about their families and their lives and important events to them such as their visit to school and their trip to the zoo, so making them feel valued. They look at the weather and record their findings. To gain an awareness of the world around them they have looked at the seasons. They explore and investigate when playing in the sand. They learn how things work as they turn the compact disc player on and access the computer.

Children's large scale movement skills develop and improve through a wide variety of experiences, including activities to develop skills of throwing and catching. They competently manage to climb up and down the stairs to the pre-school rooms. They move confidently around the indoor and outdoor area and access a wide range of activities to develop their fine control skills including construction sets, play dough and jigsaws.

They explore using their senses, different textures and materials in the art area. They talk about the different colours of the cubes and the colours on their picture. They explore using their senses as they taste the different fruits after reading the story of 'Handa's Surprise'. They play imaginatively with the small world figures. However, there are limited role play activities available for children's creative development to be fully promoted. They play the musical instruments and enjoy singing different nursery rhymes.

Systems are in place that support children with learning difficulties and/or disabilities to effectively meet their needs. This includes liaising very closely with parents, external agencies and drawing up individual education plans.

Overall, children make satisfactory progress in all areas of learning.

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

The provision is satisfactory.

Children are valued, listened to and respected as individuals. Their awareness of diversity and understanding of others is extended as the nursery have a range of activities and resources to positively reflect diversity. They look at 'Children from around the world' as a topic and different festivals such as Ramadan and Diwali. They sometimes say good morning in Welsh or French. In order to gain an awareness of others and the wider world they become involved in fundraising activities such as Children in Need events.

Systems are in place such as individual education plans and staff liaise very closely with parents and external agencies to effectively promote children's learning and welfare. They ensure through the care provided, that they are inclusive to all children.

Staff have a calm, positive approach to managing children's behaviour. As a result, children generally behave well and understand what is expected of them, but at times unwanted behaviour of older children is not always effectively dealt with. Staff give lots of praise and encouragement to the children for their efforts, enhancing their self-esteem. At snack time good manners are encouraged and kindness and respect is promoted. Staff thank children for using good manners and for helping. Children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Staff, parents and external agencies all work together to meet each child's needs and ensure their protection. Parents are encouraged to share what they know about their younger child by completing a form detailing the child's routine and daily diaries are completed for younger children. This ensures consistency of care. Parents of older children are invited to parents' evenings to discuss their child's achievements and can talk with staff daily about their child. However, information is not obtained from parents about their pre-school child prior to entry into the setting. Parents can access lots of informative literature in the foyer area. Very positive comments on the service the nursery offers have been received from parents, stating that 'the children are very happy, do lots of interesting activities and feel staff treat them very much as individuals'. The nursery also canvassed parents' opinions about the service provided via questionnaires and these were very positive. A complaints procedure is in place and parents are made aware of the procedure to follow if they wish to raise any concerns.

### **Organisation**

The organisation is satisfactory.

Policies and procedures are used effectively to promote the welfare, care and learning of children. They are shared with parents to keep them well informed about the service and their child's activities and regularly evaluated and reviewed. This contributes to continuity in the children's care. Staff assess their overall strengths and have a plan for further improvement in place to demonstrate how they intend to move forward. A detailed operational plan stating how the setting operates is in place. The nursery is generally well-organised with staff being effectively deployed. However, at the start of the day all children are cared for in one room and this is not working. Senior staff carry out appraisals to ensure they are all working effectively to meet the children's needs. The setting have a good range of resources to promote children's progress in all areas of learning.

Leadership and management of the setting is satisfactory. The registered person uses effective recruitment procedures which ensure that staff are appropriately vetted and qualified. An induction procedure is in place for new staff members. Staff are friendly, dedicated and caring and work well together as a team to promote children's health, enjoyment and achievement. They attend regular training so demonstrating a commitment to developing their practice.

Overall, children's needs are met.

### **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 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 that information is gathered from parents about their pre-school child prior to entry into the setting
- ensure that children are grouped appropriately particularly with regard to when children arrive in the morning.

#### **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):

- ensure unwanted behaviour is managed effectively
- ensure activities are sufficiently challenging and stimulating to maintain children's interests
- develop further the role play area and opportunities for children to look at numerals and talk about shape.

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)