

Minnows Children's Day Nursery

Inspection report for early years provision

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| Unique Reference Number | EY359117 |
| Inspection date | 07 July 2008 |
| Inspector | Josephine Ann Northend |
| Setting Address | Wind in the Willows Nursery, 39 Turford Avenue, Middlesbrough, Cleveland, TS3 9AT |
| Telephone number | 01642 245599 |
| E-mail | |
| Registered person | Nunthorpe Nurseries Group Ltd |
| 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 inadequate - notice of action to improve.

WHAT SORT OF SETTING IS IT?

Minnows Children's Day Nursery is one of a number of provisions owned by the Nunthorpe Nursery group. It operates from a single story building in the Brambles Farm area of Middlesbrough.

A maximum of 78 children aged under five years may attend the setting at any one time. There are currently 60 children on roll, of these, five children receive funding for nursery education. The nursery is open each weekday from 07.30 to 18.00 all year round. Children share access to a secure, enclosed outdoor play area.

Children attend from within the local community. Staff also drop off and collect some children from four local primary schools. The nursery employs eight members of staff to work directly with the children, of these, seven are employed on a full-time basis and all have a suitable early years qualification. Additional staff are employed by the nursery to undertake cooking and domestic duties.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's physical development is supported appropriately, with daily opportunities to use the outdoor play area. They confidently use some wheeled toys and enjoy physical games. Children can rest or be active according to their individual needs. Cots are available for babies and older children sleep on low beds. Bedding is used for individual children and it is changed and washed regularly to prevent cross infection

The playrooms are generally clean. Children are encouraged to follow good personal hygiene routines as they wash their hands before eating; however, children who use the toilet independently do not always wash their hands as staff do not always remind them

There are clear policies and procedures in place for the recording of accidents and medication administered to children; however, the procedures for the administration of medication that require technical or medical knowledge are not sufficiently robust to safeguard children. Parents are aware of the sick children policy and there is always a member of staff on duty with the required first aid certificate; this means children's health needs are appropriately safeguarded.

Staff are aware of the need to promote healthy eating. Children receive healthy and nutritious meals and snacks which include fresh fruit and vegetables each day. Drinking water is available within the childcare rooms and staff work appropriately with parents to ensure they are aware of and meet any special dietary requirements.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm environment, where their artwork is displayed. There are clear lost and uncollected child policies in place and the security of the premises is good. The record of visitors is completed well and emergency evacuation procedures are displayed. A fire drill is practised with the children regularly and a record is maintained. Risk assessments are completed and most safety hazards have been minimised.

Resources are suitably organised in child-height furniture to encourage independent access. Children move around freely while easily accessing a satisfactory range of appropriate furniture and equipment that is generally age appropriate. However, not all of the toys and furniture are sufficiently clean, particularly in the babies and pre-school rooms.

Child protection procedures are in place which include the procedures to be followed in the event of an allegation against staff. The manager and staff have completed in-house training and they demonstrate a sound understanding of the signs of abuse and their roles and responsibilities in the event of a concern.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the nursery and separate from their carers well. They are happy and settled and have good relationships with staff and are developing good relationships with

each other. This means they are confident and developing good self-esteem. Communication skills with children are well supported through good adult to child interactions.

An appropriate range of activities is set out for children's arrival. Staff are using the 'Birth to three matters' framework within planning and assessment. There is a good balance between child-led and adult-initiated activities, and appropriate care and support is given to the younger children. This has a positive impact on their sense of security. Children receive praise and encouragement for their achievements; this develops their self-esteem.

Children that attend at the beginning and end of the school day are integrated well into the setting. They have tea when they arrive after school and then settle quickly to their chosen activities. They talk positively about what they like to do at the setting and an appropriate range of activities are in place.

Nursery Education

The quality of teaching and learning is inadequate. Systems are not in place to regularly assess children's progress within the Foundation Stage and effectively plan and provide for their next stage of learning. Although staff are developing knowledge of the Foundation Stage, children make insufficient progress towards the early learning goals. Activities are not appropriately planned to meet individual learning needs. Systems are in place to assess children's progress but they have not been completed. Staff do not use observations of children's learning in the planning of future activities. Questioning to extend children's learning is limited and resources do not fully support an effective learning environment.

Children are developing their communication skills; they communicate confidently with staff and each other. They are developing some writing skills as they use pencils, however, the mark making area is poorly equipped and mark making opportunities are not extended into other activity areas. Children have access to books; however, the book area is uninviting. Children have access to a computer and they use it confidently and children have access to other programmable toys. Counting is not used effectively as part of everyday routine, for example, how many children are present and is not extended to simple calculation.

Children are generally well behaved and they respond well to staff. They are developing some understanding of their environment and the world around them through visits in the local community. Children are beginning to use their imagination in play; they participate in role play, however, this is not sufficiently extended and role play activities are not resourced appropriately; for example, the post office did not have any paper, envelopes, or any other appropriate resources. Children have some opportunities to explore creative materials, but these are not sufficiently planned to extend children's learning.

Children develop satisfactory levels of hand-eye co-ordination, for example, as they cut with scissors. They develop some health and bodily awareness as they understand why they need to wash their hands, but they do not learn about the effects of exercise on their bodies. Children develop some self-care skills, for example, as they pour their own drinks at snack time and serve their own food. They have some opportunities to extend their large physical skills through use of the outdoor play area and physical games indoors. They ride in cars and use a small slide confidently. However, the equipment used does not offer sufficient challenge. Children are developing their small manipulative skills as they use small tools, for example, cutters in the play dough. Musical instruments are available and children join in with familiar nursery and action rhymes.

Helping children make a positive contribution

The provision is satisfactory.

Children are happy and settled. They are welcomed by staff and the playrooms are set up for their arrival. Planned activities are undertaken and good resources are available, reflecting other cultures and races. These help increase children's awareness of diversity and develop a positive attitude to others. There is a clear equal opportunities policy in place.

The setting has systems in place to support children with physical disabilities or learning difficulties. A clear special needs statement is in place and the named co-ordinator has completed some relevant training; however, this has not been updated for some time. There is a clear behaviour management policy in place. Children are generally well behaved and they learn to share and take turns. They receive praise for positive behaviour.

Partnership with parents and carers is inadequate. Information for parents is displayed on noticeboards; policy files are made available to them and they receive some written information about the setting. Parents are informed about their child's day through daily discussion. However, assessment records are not completed and parents do not receive information about their child's progress within the Foundation Stage and children's spiritual, moral, social and cultural development is not fostered. Parents are happy with the nursery and the service provided.

Organisation

The organisation is satisfactory.

Space is laid out to support play opportunities for children, which contributes to them being happy and settled. Children are able to move around confidently and initiate their own play. Adult-to-child ratios are met and there is a key worker system in place. There are robust staff recruitment and vetting procedures and clear induction procedures in place. However, the procedures for the administration of medication are not sufficiently robust to safeguard children. This is a breach in regulations.

Required documents are in place and are stored confidentially. Policies and procedures are in place; they are shared with staff and made available to parents to appropriately promote the welfare, care and learning of the children. Overall, the provision meets the needs of the range of children for whom it provides.

Leadership and management of the nursery education is inadequate. It does not promote children's learning within the Foundation Stage. Staff do not receive the necessary support and guidance in planning for children's individual learning needs. Consequently, children are not appropriately challenged and they make insufficient progress towards the early learning goals. Systems to monitor staff practice and evaluate the quality of the nursery education provision are ineffective.

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

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The quality and standards of the nursery education are inadequate - notice of action to improve.

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 systems for the administration of medication are sufficiently robust in order to safeguard children
- ensure all toys and furniture are sufficiently clean.

The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- ensure systems are in place to regularly assess children's progress within the Foundation Stage in order to effectively plan and provide for their next stage of learning.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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