

# Country Garden Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY360366
<b>Inspection date</b>	11 July 2008
<b>Inspector</b>	Jan Healy
<b>Setting Address</b>	Uplands, Dunkerton, BATH, BA2 8BR
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<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 good.

### WHAT SORT OF SETTING IS IT?

Country Garden Day Nursery registered in 2007. It operates from two rooms in a purpose built building and was formally the premises of a registered childminder, now the current proprietor. There are two fully enclosed outdoor play areas. The nursery is situated in the village of Dunkerton, Bath, North East Somerset.

A maximum of 24 children may attend the nursery at any one time, from 18 months to under eight years. Currently, there are 22 children on roll with seven receiving funding for nursery education. The nursery is open each weekday from 07:45 to 17:30 51 weeks a year, closing for one week at Christmas. Children come from a wide catchment area, including the local towns and villages.

There are three members of staff who work directly with the children, with a contingency plan in place, in the event of staff absence. All the staff hold a relevant qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The staff protect the children's good health, by promoting high standards of hygiene. The playroom and conservatory are clean and tidy, as there is a routine in place, with the cleaning taking place in the children's absence, so not to detract the staff's attention from the children. The bathroom facilities are child friendly, with low-level toilets and sinks. The children are taught about the importance of maintaining personal hygiene when being shown how to wash their hands thoroughly and to dry them using individual paper towels. An effective nappy changing routine prevents the spread of infection, as the staff wear gloves and aprons and the mat is cleaned after each use. There are pictures on the walls, which are at the children's physical height, to enable them to appreciate them. Sleep mats enable the children to rest in comfort when necessary. Paper tissues are readily available for the blowing of the children's noses and children are reminded to cover their mouth when coughing. The staff hold first aid certificates and are confident to deal with an accident, should one occur. Medication records are detailed, for the good health of the children.

The children have the option of eating a hot home cooked lunch, which is healthy and nutritious. There is a vegetable patch, attended by the children, who pick items which they wash and prepare for lunch. The crockery and cutlery is age appropriate, allowing the children to feed themselves. The younger children join the older children with the use of highchairs, making for a sociable occasion. A fresh drinking water dispenser is within the children's reach and so they help themselves to water whenever they wish, contributing to their hydration, which results in them being able to concentrate. Children who suffer with a food allergy or intolerance are protected, for their good health, as such information is sought from the parents.

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

The provision is good.

The playroom and conservatory are bright, clean and well ventilated. There are pictures of the children's artwork adorning the walls, making for a child friendly atmosphere. Blinds are fitted to the windows in the playroom, to protect the children's eyes from direct sunlight. Both rooms are very well organised, being divided into different areas. The floors are wooden and, therefore, easily cleaned, and there are carpeted areas, for example, in the quiet corner, for the children's comfort.

The staff have given careful consideration to the provision of age appropriate and comfortable furniture. There are low-level tables and chairs and the toys and resources are stored at the children's height, to enable them to choose what they require, without the aid of an adult. This helps to further the children's autonomy. The bathroom facilities are within the playroom, therefore, the older children go when necessary, developing their personal independence. The books are pleasantly displayed and entice the children to make use of this area, which they frequently do, making themselves comfortable on the cushions and large cuddly bears.

The staff ensure the children remain safe at all times, both when indoors and when outdoors. The smoke alarms are regularly checked, so the staff are swiftly informed of impending danger. The children take part in a fire evacuation procedure, so they are familiar with the necessity to leave the premises without delay. There is a procedure for uncollected children and an effective

system is in place for the times the children arrive and depart. The children are taught to keep themselves safe, as they help to keep the toys off the floor after play, to prevent falls.

The staff have good knowledge and understanding about child protection procedures and keep details about the Local Safeguarding Children Board, which they refer to if necessary. They are very familiar with the possible signs and symptoms of abuse and are capable of recording suitable details. Therefore, the children in their care are protected and their welfare a priority.

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

The provision is good.

The children and staff share a warm and secure relationship and show kindness and affection towards each other. The staff value what the children have to offer and are respectful of their views and opinions, which helps to further the children's self-esteem, as they are listened to with care. Activities are organised to enable the younger children to take part in all that is taking place, with the older children being proud to aid the younger ones in their learning. The staff help the children to co-operate with their peers, which has a positive impact, as they learn to treat each other's views, cultures and beliefs with respect.

### **Nursery Education**

The quality of teaching and learning is good. The staff have many years' experience of caring for young children and hold appropriate qualifications. They create a calm and relaxed atmosphere, with the noise level being low. This not only helps the children to concentrate, but also allows them to be heard clearly, without the need for raised voices. The methods of teaching meet all the needs of the children, as the staff plan for differentiation and work in partnership with the parents, therefore, they share the children's achievements and concerns. This also allows the staff to plan for appropriate, interesting and challenging activities. The staff sit at the children's level, spending the majority of their time playing with the children. They do, however, have the expertise to recognise when a child requires help and when they are persevering, therefore, need to be left to wallow. The staff have a good understanding about the Foundation Stage of learning, contributing to the children attaining the early learning goals. The staff know the children very well and build on what they already know, incorporating the children's interests at home within the group. They evaluate the activities, using this information to inform future planning. Assessments take place regularly, subsequently, the staff know exactly the stage of development the children have reached. The next step of learning is then given consideration.

The children are making good progress in their personal, social and emotional development. The children and staff share a warm and secure relationship, with the children turning to them for comfort when required. They arrive confidently and are ready to participate in an activity, which they do so with eagerness. They are interested and are motivated to learn, for example, when a parent allowed the children to investigate a classic steam car. The children are confident to speak in a group situation, for instance, when discussing the exciting items the children bring in from home to talk about. The older children enjoy helping the younger children put on their apron before painting and pretend to read to them. They take turns and share the toys, as the staff teach them about agreed values and codes of behaviour.

Strong progress is being made in the children's communication, language and literacy. The younger children make marks on paper, whilst the older children are adept at writing their name clearly. However, the staff do not always teach the children to write from the top left hand

corner. They chat easily to each other, with the younger children learning to take turns in conversation. The children enjoy singing their favourite songs and rhymes and are learning about the concept of poetry. The children are very polite and remember their social graces most of the time, without being reminded. There are plenty of dressing up clothes within the children's reach, as well as accessories, which they choose independently. They make up stories, pretending to be characters of their choice, and engage fantasy play.

The children are making consistent progress in their physical development. There is a fully enclosed outdoor play area, which contains static apparatus, which the children climb, enhancing their strength and stamina. They ride wheeled toys, which helps them to learn about the concept of space, and to avoid bumping into each other. There is also a larger fully enclosed outdoor area, where the children have the opportunity to play team games using parachutes and ring games. They move with confidence and travel under and over and balance competently. The children are learning about the importance of keeping their bodies healthy, through the playing of games and the provision of healthy and nutritious snacks. The children manipulate play dough and pummel plasticine, making shapes of their choice. They are learning to make use of scissors with increasing control.

Extensive progress is being made in the children's mathematical development. They count with confidence and recognise and name various numerals. The staff extend their mathematical thinking when the children are playing in water, for example, they ask them how many cups it will take to fill a jug. Clocks are used to help the children with their concept of time. The children name shapes, including a rectangle, square, circle and triangle. The children use dice and play mathematical games, including hop scotch. Baking activities give the children the opportunity to weigh and measure ingredients.

The children are making successful progress in their creative development. Imagination is extended with the use of musical instruments, as they listen carefully to the changing sounds and patterns. They dance to music and take part in action songs and rhymes. The staff encourage role play, exposing the children to a wide range of stimuli by providing a broad variety of materials. The children feel different textures, blow bubbles and taste various foods, such as bread, which they make themselves. Painting and printing takes place, with the children using natural objects, such as corn on the cob, as well as free painting using various size and shape brushes. The children make their own jigsaws, cutting up pictures and sticking them back together again.

Effective progress is being made in the children's knowledge and understanding of the world. The children build using recyclable materials, creating televisions and penguins. They find out about and identify features of living things when exploring and investigating the insects in the outdoor play area. They plant seeds and bulbs and harvest vegetables from the garden. The children show interest and ask questions about how things work, including programmable toys and telephones. There are small tools, which the children choose independently, for instance to shape and assemble objects of their choice.

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

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. The children are taught to give consideration to the feelings of their friends and to the feelings of the younger children in the group. Their behaviour is exemplary, as they are happy and content to be in the care of the staff. They share a close relationship with the staff and are kind to their friends, taking

pride in helping them. The staff treat the children with respect and speak to them with kindness, which the children emulate, making for a harmonious atmosphere.

The staff are aware that there are some children who have a learning difficulty or disability. They work in partnership with the parents, to enable them to seek details about the children's individual needs. The staff are courteous towards each other, with the children emulating their behaviour, therefore, they learn to respect that everyone has similarities but are different. Due to the staff having vast experience of caring for children, positive behaviour management strategies are successful and are shared with the parents to ensure consistency is applied.

The staff spend a considerable amount of time and effort to seek an understanding about each child's specific needs, as they are fully aware of the importance of equality of opportunity. Therefore, they seek such information to ensure they plan a suitable range of activities, to enable all the children to advance in their development, and encourage all the children to access all the resources on offer. Resources are well organised and there are some which positively reflect different cultures and disabilities.

Successful relationships are formed with the parents, for the benefit of the children. The parents are made to feel very welcome upon arrival and share a friendly relationship with the staff. A negotiable settling in period is in place, for the good of all. Relevant information is sought from the parents, which helps the staff to make use of their experience and expertise.

Partnership with parents is good. The staff take account of the needs of the parents in their understanding of the Foundation Stage curriculum. They keep them informed about policies, routines and the activities the children take part in and about how such activities aid the children to develop in their learning. Advice is readily available about how to continue the children's learning at home. Effective informal and formal channels of communication allow the parents to discuss their children's progress and to talk about any concerns they have.

## **Organisation**

The organisation is good.

Leadership and management are good. The person in charge holds a relevant qualification and is committed to the importance of seeking and attending training courses, to help extend her vision for the continual improvement of the quality of care and education. She inspires the work of her staff, which has a positive influence on their self confidence, which in turn inspires their methods of teaching. The staff work well as a team and have a strong understanding of their roles and responsibilities in developing the children's learning. The staff are dedicated and identify any weaknesses within the group, whilst seeking professional development to improve the children's potential.

The setting meets the needs of the range of children for whom it provides. There is a thorough recruitment process in place, with checks being made to ensure the adults are suitable. The adult:child ratio is high, with a contingency plan in place, for the event of staff absence. An induction takes place, which includes reading and digesting of all the group's policies and statements. All records are readily available for inspection and are stored confidentially, to protect both the children and the staff's personal details.

## **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 good.

## **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):

- extend the range of resources, which reflect positive images of diversity

### **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 the children understand the organisation of print

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)