

Holme Garth Nursery

Inspection report for early years provision

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| Unique Reference Number | 400081 |
| Inspection date | 05 August 2008 |
| Inspector | Ingrid Szczerban |

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| Setting Address | Holme Garth, Holme Lane, Sutton-in-Craven, KEIGHLEY, Yorkshire, BD20 8BU |
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| Registered person | Educare NY 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Holme Garth Nursery is a privately owned setting that has been registered since 1985. The nursery operates from three rooms on the ground floor of a dormer bungalow. It is situated in the village of Sutton-in-Craven, near Keighley. A maximum of 32 children may attend the nursery at any one time. The nursery is open five days a week from 08.00 until 17.30 all year round. Children have access to an enclosed outdoor play area.

There are currently 36 children on roll. Of these, 6 children receive funding for nursery education. The setting serves the children within the local and wider community. Children attend for a variety of sessions.

There are 10 staff who work directly with the children. This includes the manager who is also the registered provider. She is qualified to degree level and has attained the Early Years Professional Status and nine of the staff hold appropriate early years qualifications. The nursery receives support from the local authority and are members of the National Day Nurseries Association, the Pre-School Learning Alliance and the National Childminding Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and adequately maintained environment where effective procedures and practices ensure that children's physical, nutritional and health needs are addressed. The staff provide sufficient support and guidance to ensure that children develop a relatively good understanding of hygiene. For instance, children know they wash their hands to 'get rid of the germs'. They are well protected from cross infection through the use of good hygiene practices, a sickness policy, use of individual paper towels, and the regular washing of toys and equipment. The hand-washing message is reinforced for children through laminated pictures displayed above the wash basins. Children rest and sleep according to their individual needs so that they remain healthy.

Satisfactory arrangements are in place for administering first aid and fully stocked first aid kits are available. There are sufficient staff who hold a current first aid certificate. Written policies are in place regarding sickness, accidents and the administration of medication. These are implemented and shared with all parents.

Children are suitably nourished. Although the same meals are provided each week, these are rotated to ensure that children who only attend on certain days do not have the same meal each week. Healthy snacks are provided, such as fresh fruit. Main meals are satisfactory and include foods such as fish fingers, beans and chips, mince, pasta with tuna and cheese and a picnic lunch with food items including sausage rolls, cheese, bread, crisps and raw vegetable sticks. Young children are offered drinks regularly and older children can access water throughout the day, which further promotes their all-round good health.

The children have appropriate daily opportunities for fresh air and exercise. They play outdoors in the garden with a reasonable range of equipment, such as slides, bikes, balls, skittles and climbing frames.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm and welcoming environment where space is organised suitably to meet their individual needs. Children's independence and decision-making is encouraged by providing some storage of toys at child-height. However, children in the 2-5s room do not have continuous access to role play items to enable them to spontaneously act out familiar scenarios from home. Posters and eye-catching displays, especially one of the Olympics, create a pleasant visual impact. Staff have created a designated pre-school room to ensure that children who receive the nursery education grant can take part in more specific activities that may not be suitable for the youngest children in the group. Activities are well spread out in the rooms to enable children to move around safely and freely.

Children use a satisfactory range of developmentally appropriate toys and equipment which foster all areas of their development. Resources within the playrooms are age related. Generally, suitable risk assessments are in place to keep children safe, but there is no written risk assessment for outings, and insufficient toilets are currently available in the 2-5s bathroom, as one is broken. Children learn well about safety. They practise regular fire drills and are reminded by staff where they may safely ride their wheeled toys outdoors. Access to the

provision is monitored sufficiently well, the door is kept locked and staff can see through the window before they admit any adults.

Children are safeguarded because staff understand their role in child protection. The designated person is clear about her responsibilities to pass on child protection concerns in a prompt manner and is able to identify a range of possible signs and symptoms of children at risk. Most staff have completed online child protection training. The child protection policy is shared with parents prior to commencement.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are greeted on arrival by a warm and affectionate staff team who ensure children feel secure and confident in the setting. Babies are happy and settled. Suitable activities are planned in line with 'Birth to three matters' and the Early Years Foundation Stage (EYFS), and babies have their care needs met. Regular routines provide emotional security for children and their individual needs for feeding and resting, are respected. Babies are developing appropriate physical skills, such as walking. With help from staff to hold their hands, they delight in taking steps across the room and receive enthusiastic praise for their efforts. Their language and pre-literacy skills are being developed well. The babies sing with gusto as they perform the appropriate actions to Row your boat and they love having stories read to them, one to one, as they sit on the adults' knees.

Nursery education

The quality of teaching and learning is satisfactory. The staff have a sound understanding of the Foundation Stage and planning covers all areas of learning. Activities are a reasonable balance of adult-led and child-initiated play which enables the staff to respond to children's individual interests. The staff ask children some open ended questions to encourage them to think and express their own thoughts. Records of children's development are kept, these include observations and assessments of children's achievements and identify the next steps for learning. However, they do not identify the individual starting points of children's abilities, which results in lack of clarity in tracking the extent of the progress made. Staff spend a good amount of time sitting directly with the children to support their learning, for example, through talking about what is happening.

Overall the children are making sound progress in most areas of learning. They are happy to attend the setting, enter the playroom confidently and seek out friends they like to be with. They operate relatively independently within the nursery, seeing to their own personal hygiene, helping staff to tidy activities away and to set out new ones. Children show an awareness of the behavioural expectations of the setting. For example, they sit patiently at the table waiting for lunch. Children are confident speakers. Older children use complex sentences. They talk activities through, reflecting on what they are going to do, and talk of events at home. Children use language to reflect their ideas, for instance, they stretch out both arms at right angles from their body and say 'I'm an aeroplane'.

Some of the children recognise familiar letters and can attempt to write their own names. They see letters and words displayed around the play rooms and can identify those more familiar to them, such as their named place mats. The children enjoy books, they are able to listen attentively and respond enthusiastically to stories and songs.

The children are beginning to develop an interest in number. They can count and join in with number songs and rhymes. Older children can count to 10 easily, they know their own age and how old they will be next birthday. However, opportunities to include calculation in everyday situations and routines are limited. For instance, children are not involved in helping to set tables. Children enjoy looking at the world around them. They occasionally visit the library, the local school and the park, and have been visited by hairdressers, police, doctors and the Royal Air Force. They are currently doing a topic about the Olympics. They learn about information technology and can use simple equipment on the computer.

Children enjoy exploring a range of creative materials, such as paint, play dough, chalks, water and sand. They freely express their ideas with paints and chalks creating their own pictures, without adult intervention. Children move freely with pleasure and confidence both indoors and outdoors. They are developing good fine coordination skills, and can use the mouse on the computer and cutlery with good control. Older children can use pedals on bikes very well and can adjust their speed and direction to avoid obstacles and manoeuvre around cones.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from a suitable range of resources which help them value diversity, such as dressing up clothes, books, dolls and posters. They develop a sense of their own community and learn about the similarities and differences between themselves and others through a good range of activities. For example, children take part in charity events and celebrate different festivals. Additional topics, such as the Olympics, help children learn effectively about the wider world. Children are valued and included and have their individual needs met sufficiently because staff work satisfactorily in partnership with parents.

Partnership with parents and carers is satisfactory. The nursery's policies and procedures are shared with parents and all necessary written permissions are sought. To promote continuity, information regarding the children's care is shared daily both verbally and in writing, and regular newsletters and notices provide up-to-date information. Annual parents meetings are held.

Parents of children receiving nursery education are informed about the Foundation Stage in the handbook, and development files are always accessible to them. There are suitable opportunities for parents to be involved in their child's learning. Regular notices are prominently displayed to highlight what children are learning and to suggest activities which parents may wish to use to extend their child's learning at home. Staff meet with the parents of funded children each term to discuss their child's development.

Children are polite and very well behaved. The children understand their boundaries, they cooperate willingly and help with clearing away their toys. Children learn to respond to appropriate expectations for their behaviour because staff act as good role models and use effective strategies to support children. Children develop good levels of self-esteem because staff acknowledge their achievements, such as a painting or listening well at story time, through verbal praise and encouragement. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

Recruitment and vetting procedures ensure children are sufficiently well protected and cared for by staff with sound knowledge and understanding of child development. Induction procedures are in place to ensure that new staff have a satisfactory awareness of policies and expected practice. All required documentation is in place.

Staff enhance their skills by attending regular training courses. They work well together as a team and each has a clear understanding of their roles and responsibilities. The managers give support to the staff, through constant guidance, staff meetings and appraisals. Staff support children well in their play and attend to all their care needs. The organisation of space is generally sufficiently well organised to meet children's needs. Staff implement good routines to ensure that children feel secure and they organise their time suitably to ensure that children can be active, indoors and outdoors, as well as have time to relax. Children have a key person who is mainly responsible for their well-being on a daily basis and for ensuring that information about the child is exchanged with the parent.

The leadership and management is satisfactory. Adequate systems are in place to monitor the overall nursery education provision. However, the starting points of children's abilities are not recorded which results in a lack of clarity regarding their progression. The planning of activities is done by the nursery manager in conjunction with all the staff. Strengths and weaknesses of the provision are identified through observation, discussions with staff and advice from the local authority. Good arrangements are made to ensure a smooth transition for children from the setting to school. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the care element of the setting was judged as inadequate. Actions were raised regarding registered numbers and documentation.

The provider has fully addressed the actions raised to improve outcomes for children. The registered numbers are adhered to at all times and the attendance records show arrival and departure times of children and staff. There are now suitable systems in place to record all medicines administered to children.

Recommendations were raised regarding the nursery education. These were to promote the physical development needs of older children, improve assessment records, involve parents and to develop children's awareness of health and bodily awareness. These, on the whole, have been met sufficiently well to promote positive outcomes for children. More able children are encouraged to use suitable equipment to extend their physical development, such as balls of different sizes, quoits, skittles, and by playing football, cricket and tennis. The assessment records are now generally sufficiently informative and show the progress children are making, however, they do not clearly show the children's starting point. Parents are now included in the assessment process. They attend parent evenings each term and are provided with suggestions of how to extend their child's learning at home. Children have a sound understanding of health and bodily awareness in relation to hygiene. They use the toilet independently and know to wash and dry their hands afterwards.

Complaints since the last inspection

Since the last inspection 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):

- devise and implement a written risk assessment for outings
- ensure that all toilets are in safe working order for children.

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):

- devise and implement a written system for making baseline assessments for children receiving nursery education
- promote the children's use of calculation in everyday activities, such as setting tables.

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