



Good Manors Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	EY289526
Inspection date	14 September 2005
Inspector	Lisa Jane Cupples
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Registered person	Good Manors Day Nursery
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 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?

Good Manors Day Nursery registered in 2004. The setting is one of two privately owned nurseries, the first being established in 1998. It is located in a purpose built building in a residential area of Fareham in Hampshire. A maximum of 40 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 until 18:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 42 children aged from 3 months to 5 years on roll. Of these, 8 children receive funding for nursery education. Children come from a wide surrounding area. The nursery supports children with special needs and those who speak English as an additional language.

The nursery employs 12 members of staff. Of these, 6 are qualified and experienced in early years childcare, undertaking regular training and 4 are working towards qualifications. The setting works closely with the Early Years Childcare Partnership, Health and Portage Services. They also have close links with neighbouring schools.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of personal hygiene through consistent routines and daily discussions, they are encouraged to wash their hands at appropriate times. Staff implement stringent procedures to ensure hygiene levels are good, for example, staff wear disposable gloves during nappy changing, tables and high-chairs are wiped with anti-bacterial spray after each use and a colour code system is used for cleaning cloths, helping to prevent the possible spread of infection.

Staff are fully aware of the systems to record all accidents and the administration of medication, helping to keep the children healthy and ensure the parents are well informed. Parents sign all records to acknowledge the entries and give written consent prior to medication being administered. Children are protected because at least one member of staff who is qualified in first aid attends each session. This ensures the children will receive immediate treatment in the event of an accident.

Children benefit from a nutritious diet and are beginning to understand the importance of healthy eating. Staff help children to learn about healthy eating through daily discussions. They use meals as a social time, talking about which types of food are good for the children and encouraging the use of good manners. The nursery prepares a wide range of healthy snacks and cooked meals on site. Children's individual needs and parental preferences are clearly displayed for staff to ensure their individual needs are met and respected at all times.

Children have ample opportunities to develop their large muscle skills, climbing and balancing on the climbing frame in the outdoor play area, riding tricycles and matching large movements to music. Children move around the setting freely with confidence from one play area to another. They move with imagination pretending to be animals during free-play and outdoor play time. Children are developing good spatial awareness, for example, they move their chairs closer together to allow others to sit down and they ride tricycles round the outdoor roadway with precision. Younger children are given plenty of space to crawl and practice walking in the baby room. They are able to use tools independently and are becoming competent learners. Children enjoy the use of the ball pit and taking part in craft activities, using paints and glue sticks with little or no assistance. All the children enjoy the use of the garden, a separate range of equipment is available for each age group, which is

suitable for their stages of development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from an extremely safe and secure environment because the staff are vigilant and remove any possible hazards, for example, they move tricycles from the roadway in the garden and clear up spillages quickly and efficiently with little fuss to prevent children slipping. Children are made aware of dangers through general conversation and consistent rules, for example, they know they must not run in the nursery. Children learn how to keep themselves safe by practising regular fire drills, they know exactly what they must do if they hear the fire alarm. Comprehensive risk assessments are in place covering all aspects of the nursery. All staff are aware of their individual roles and responsibilities towards the safety of the children and the premises. The front door is kept locked and visitors have to sign in and out of the building, keeping the premises and children secure and ensuring that no unvetted visitors have access to the children.

The premises are bright and welcoming and children's work is displayed on the walls, making them feel valued. Children benefit from using a wide range of safe resources because procedures are implemented effectively to ensure all equipment is checked regularly. Staff complete detailed risk assessments and sign the forms when tasks have been completed, providing the children with a safe play environment.

Children are well protected because all staff have an extremely clear understanding of child protection and the procedures to follow if concerns are identified, keeping the children safe. Detailed policies and procedures are in place and shared with parents to ensure they are aware of the settings responsibilities. All existing injuries and incidents are recorded and parents sign to acknowledge the entries, helping to keep children safe and protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly on arrival as they are met at the door by a member of staff. Children are encouraged to hang up their coats and bags, increasing their independence, while staff and parents ensure younger children are assisted as necessary, building their self-esteem. Children are extremely happy and they laugh and giggle throughout the activities, for example, singing and dancing to nursery rhymes. Staff interact with the children exceptionally well, talking to them all the time, making eye contact, playing at their level and showing affection. Staff hold the children when giving them bottles and talk to them when they are in their high-chairs, ensuring they are comfortable and relaxed. Younger children enjoy experimenting and exploring the materials during craft activities. Staff praise and encourage the children helping them to learn different skills.

Staff are beginning to use the Birth to Three Matters framework effectively to observe

the children's progress and plan specific activities, ensuring the needs of the younger children are being met fully. Babies playfully babble and copy sounds learning to communicate with one another. Staff give the children time to learn about themselves, for example, children investigate their own fingers and toes on the play rugs, smiling and cooing.

Nursery Education

The quality of teaching and learning is good. All staff have a very clear understanding of the Foundation Stage. This enables them to plan a stimulating well-balanced programme overall, which effectively covers the six areas of learning. Activities are closely linked with the stepping stones to ensure the children's progress can be monitored and the activities are purposeful. The challenges for children are sufficient and aimed at each child's level and stage of development. Observations of children's progress are ongoing, all staff record individual achievements clearly and they collate the information to inform the curriculum, ensuring the needs of all children are being met. Most of the curriculum is organised well to promote learning in all areas, however staff miss some opportunities to encourage children to develop their skills, for example, writing their own names on their work and using writing for a variety of different purposes. Staff ask open-ended questions encouraging the children to think about what they are trying to achieve. Staff allow the children time to think about their answers and value their responses, providing additional resources or ideas to help and support their learning.

Daily routines are balanced and allow opportunities for children to focus on one-to-one tasks and in large and small group activities. Some parts of the sessions are structured, others allow the children to express themselves freely, using their imaginations well during free-play and role-play. Staff have a clear understanding of the development needs of all children, they know when to stand back and let play develop naturally and when to step in, offering guidance and support as necessary to help children reach their full potential. Most resources are used effectively throughout the day and children have some opportunities to self-select resources, developing their independence, although this is not actively encouraged throughout the day. This limits the children's opportunities to explore their freedom of choice and develop their decision making skills.

Children's social skills are developing well, they are keen and eager to join in the activities, asking questions to learn more, showing curiosity. Children show high levels of concentration and become engrossed in the activities provided, confidently suggesting new ideas, co-operating well and sharing their feelings. Children's vocabulary is developing well and staff introduce new words at every opportunity during practical activities. Children are beginning to understand that text has meaning as they handle books independently and make good use of the comfortable book areas. Children hold the books correctly and pretend to read stories to each other. Children count confidently up to and above 10 throughout the day using one-to-one correspondence with everyday items. Children use mathematical language with confidence, talking about shape, size, position and quantity during their play.

Children have many opportunities to use and handle an extensive range of natural and manmade materials. They use everyday technology and are developing sound

computer skills, choosing programmes and using the mouse with increasing control. Children have a good sense of time and place, as they recall past events and activities. They use their imaginations extremely well during role-play, musical movement and art and craft.

Helping children make a positive contribution

The provision is good.

Staff have a clear understanding of equal opportunities and implement the comprehensive policies and procedures effectively. Children are treated as individuals and feel valued, therefore the children's spiritual, moral, social and cultural development is fostered. Children have access to an extensive range of multi-cultural resources throughout the nursery and positive images are displayed around the walls, developing their understanding of the world around them.

The nursery supports children with special educational needs. The owners employ a special needs co-ordinator who works between their two settings. She has attended training and has an exceptionally clear understanding of her role, liaising with parents and other agencies effectively to support the children and their families. Staff continually praise and encourage the children throughout the day, recognising their efforts and focussing on their positive behaviour. Clear rules and boundaries are in place so the children behave extremely well and are polite because they know exactly what is expected of them.

Children benefit from well established relationships with parents and carers, which help to secure the relationships they build within the group. Staff develop strong relationships with the parents and take the time to get to know each family well. Parents complete detailed registration forms about their children and are required to request amendments in writing for the nursery records, this helps to ensure that children's individual needs are fully met. Staff complete daily diaries, which include details about each child's diet, sleep patterns, activities and general well-being. Parents feel staff are friendly and approachable, they are able to discuss issues with the staff at any time. Parents receive newsletters every two months and the nursery have a website which is kept up-to-date for parents who have access to the internet. The notice board is used effectively to keep parents informed and they have access to the settings full policies and procedures.

The partnership with parents is good. The information about the setting is comprehensive, it covers the settings detailed policies and procedures and includes additional information about the curriculum. Parents are extremely well informed about their children's progress through daily discussions with the children's key workers, home link diaries, access to their achievement records and annual parents evenings. They are actively encouraged to share what they know about their child and have the opportunity to add comments about their children's learning at home to their records. Information about current topics and themes are displayed and included in the newsletters, helping to build strong links between the children's homes and the nursery.

Organisation

The organisation is good.

Daily routines are organised well and run smoothly. The children move freely from one activity to another, never having to wait around. This ensures they are fully occupied and stimulated throughout the day, which has a positive effect on behaviour. The ratio's are maintained at all times and staff deployment is effective, enabling staff to provide good quality support and supervision for all the children. The setting meets the needs of the range of children for whom it provides. Clear procedures are in place to ensure all adults are checked and new staff complete an in depth induction programme, ensuring children are safe. Children are well protected because all policies and procedures are implemented effectively. All the required paperwork and documentation is maintained to a high standard and is readily available for inspection at any time.

The leadership and management of the setting is good. The owners play an active role in the nursery, providing strong support for the whole staff team. Clear roles and responsibilities are defined, ensuring that procedures are followed to protect the children and the staff effectively. The staff team work closely together providing a stimulating and exciting environment for all the children. The manager and staff team continually review and evaluate routines and daily activities to ensure they work well and the aims and objectives of each activity are met. They adapt activities and change resources as necessary to improve the overall programme. Staff appraisals are completed annually and the staff draw up the following years training programme, providing them with the skills to deliver the curriculum to all the children appropriately and successfully. The entire staff team are strongly committed to the improvement of care and education for all children. Children benefit from the experience and qualifications of the staff team because the staff have a clear understanding of their individual needs.

Improvements since the last inspection

At the last inspection the setting was asked to ensure written risk assessments and fire evacuations are fully evaluated to ensure children's safety. The manager now ensures that all fire drills are evaluated and practice is amended if issues are raised to ensure children are evacuated quickly and safely from the building. The risk assessments are continually reviewed and staff record when checks have been carried out, ensuring that all procedures are implemented effectively, helping to protect the children and keep them safe.

Complaints since the last inspection

There are no complaints to report.

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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):

- make improvements as indicated in the nursery education section below

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):

- provide more opportunities for children to self-select resources and activities to promote their independence and freedom of choice throughout the day (also applies to the care section)
- ensure writing materials are readily available for children to increase their emergent writing skills and begin to use writing for different purposes

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