

High Bank Nursery

Inspection report for early years provision

Unique Reference Number	EY259723
Inspection date	23 November 2005
Inspector	Elizabeth Blenkhorn
Setting Address	Cleasby Road, Stapleton, Darlington, County Durham, DL2 2QE
Telephone number	01325 365885
E-mail	lesley@highbankfarm.co.uk
Registered person	High Bank 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 inadequate - notice of action to improve. The registered person does not meet 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?

High Bank Nursery opened in September 2003. It operates from four rooms in a fully renovated building on a working farm close to Darlington. The nursery serves the local and surrounding communities.

There are currently 143 children from 12 weeks to 8 years on roll. There are 10 children receiving nursery education funding. Children attend for a variety of sessions.

The nursery opens 5 days a week for 51 weeks a year. Sessions are from 07.30 to 18.00.

There are seven part-time and eight full time staff working with the children. Twelve have early years qualifications. The nursery receives support from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted within the nursery by staff following effective procedures and practices that meet the needs of all children. Most staff have relevant first aid training. Staff offer support and guidance, this helps children gain an understanding of hygiene routine and begin to become increasingly independent in personal care. For example, they know washing hands stops germs spreading. Good procedures, such as staff wearing disposable aprons for nappy changing and washing hands after each nappy change, ensures high levels of hygiene are maintained to prevent the spread of infection.

Children enjoy a wide range of activities which contribute to their good health. Each day there are both indoor and outdoor activities to help children learn the importance of physical activity in maintaining a healthy lifestyle. For example, as they ride on wheeled toys, take part in music and movement and enjoy P.E. sessions. This promotes all children's physical development, gives them confidence to try out new skills, set their own limits and know when to ask for help. All children are able to rest and be active according to their individual needs

Children benefit from a healthy diet and enjoy fresh fruit at snack time. Meals are varied and nutritious and enjoyed by the children. Younger children are offered drinks regularly while older children usually help themselves to drinks throughout the day. Children are beginning to understand the benefits of a healthy diet through topic's and activities. Children's individual needs are taken into account to ensure children remain healthy.

Staff are beginning to use Birth to three matters guidance to adapt a range of activities and play experiences to promote younger children's learning.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a well-organised setting where risks are identified and minimised. This means that children are able to move around safely, freely and independently. There are clearly defined procedures for emergency evacuation and fire drills are carried out on a regular basis. Staff give high priority to helping children understand how to keep safe and to maintaining children's safety, both indoors and outdoors. For example, children line-up in an orderly fashion when waiting to go outdoors and children follow safety rules when observing a digger at work.

Children select activities from a wide range of good quality, safe and developmentally appropriate resources. They are well-organised at child-height to encourage safe, independent access. Staff explain to children safe practices. For example, when playing outdoors they are gently reminded to be aware of where each other is so they do not bump into each other when riding on wheeled toys. This helps children learn to take responsibility for keeping themselves safe.

Children are well protected. Staff have a secure understanding of child protection procedures in line with the local Authority Child Protection Committee procedures and have a sound understanding of their roles and responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

All children enter the nursery confidently and settle quickly. They are eager and keen to learn and show enjoyment and excitement in the well planned activities. Children are confident and have a strong bond with staff, this increases their self esteem and well being. They play happily together and staff encourage them to take turns, share and respond to each other, for example, as they use the baking utensils, take turns with the wheeled toys, painting and creative play. Babies benefit from routines which are consistent with their experiences at home. Younger children become confident communicators as they share resources in their play, for instance, using story sacks and role play. Older children improve their communication skills in singing and musical activities. Children achieve well because staff are skilled and use their experience of early years guidance such as Birth to three matters and the Curriculum Guidance to the Foundation Stage to provide good quality care and education.

Children become independent as they choose between a variety of toys, equipment and activities which appeal to all. Children begin to make sense of the world and express their ideas as they join in a diverse range of exploratory and sensory experiences. For example, playing in the Italian Café.

Nursery Education.

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage and how children learn effectively. Staff plan interesting activities which they adapt to meet individual children's needs and interests and link them to the areas of learning. Assessment records are used effectively to identify the next steps in children's learning.

All children show a strong sense of belonging as they greet each other and staff enthusiastically on arrival. They are eager to learn and they are able to work on their own and as part of a group taking turns and sharing, for example, when baking. They display a positive self image and are beginning to develop personal and independence skills. All children separate well and with confidence from parents and all have formed good relationships with adults and their peers. Older children communicate confidently and initiate conversations, listen and respond well to what others are saying.

Staff provide good opportunities and make good use of resources to extend children's progress in mathematical development. For example, numeral wall displays and at circle time counting number of children in the circle. Children show an interest in numbers and counting with older children counting reliably to 10 and beyond. They use fingers to represent numbers, for example, counting the number of white boards they need at circle time. Children are beginning to use language to compare size and position and older children can correctly name different shapes. Children are beginning to show an interest in living things and their surroundings through a variety of topics and they are gaining an awareness of their own culture. Children have good access to books and imaginative play to further develop and support their learning.

Children move with confidence and control. They use a range of large and small equipment well and climb with confidence. They use simple tools for a purpose and join in first hand experiences, for example, playing in sand and water. Children are gaining an understanding of personal hygiene. Children use their imagination in play and have opportunities to experience

music and dance. They sing and join-in action songs and rhymes enthusiastically from a good repertoire of songs.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed into the setting and very good relationships are formed between children and staff. Staff take positive steps to promote the welfare and development of all the children attending. They ensure that the resources positively represent the children who attend as well as individuals from the wider community, for example, other cultural and religious festivals are celebrated. This enables children to develop a positive attitude towards others.

Children are very well behaved and show concern for others, for example, when baking the children wait patiently to take turns to mix and measure ingredients. They respond well to the staff's calm and consistent approach and there is a strong emphasis on respect and consideration for others. Effective use of meaningful praise and encouragement ensures children's spiritual, moral, social and cultural development is fostered.

Positive relationships are established with parents to ensure children receive good quality care, for example, parent's are warmly welcomed at any time into the nursery, their views, experience and knowledge of their child is acknowledged and valued, this information is used as a starting point for their child's care, teaching and learning. The staff have a two-way sharing of information with parents and regular written and verbal communication keeps them well informed about all aspects of their child's care, achievements and progress which enhances children's learning. Parent's are kept well informed about the policies, routines and activities of the nursery. Partnership with parents and carers for children who receive funded nursery education is good.

Organisation

The organisation is inadequate.

All children are settled and relaxed and staff work well together as a team to provide a warm and caring environment for children and their parents. Rooms are well organised to enable younger and more able children to initiate and extend their own play and learning. Space, both indoors and outdoors, is laid out to maximise play opportunities for children.

Leadership and management is good. The management and staff ensure the smooth running of the nursery and are well aware of their roles and responsibilities in developing children's learning. There are designated staff to work with children under 3 years of age and committed qualified staff to work with all children working towards the early learning goals. The manager ensures that staff who work with the children in receipt of funding for nursery education have a sound knowledge and understanding of the curriculum, to enable them to help all children achieve well. The management continue to evaluate staff and their practice, policies and information gathered from parents to continue making improvements to children's care, teaching and learning.

All records, policies and procedures for the safe management of the nursery are in place. However, the manager has not completed the suitable person procedure which is a requirement of registration. Induction training for new staff and on-going training in child protection, first aid and Birth to three matters help staff keep children healthy and safe guard their welfare.

Overall the needs of children are not met.

Improvements since the last inspection

The last Children Act inspection recommended that the nursery should; ensure all records of accidents and of administered medication are signed by parents and improve procedures for identifying babies individual feeding utensils.

The nursery management have made significant improvements which promote children's safety and good health. The accident and medication records contain parent signatures and babies individual feeding utensils are clearly labelled.

Complaints since the last inspection

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. 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, the registered person **must** take the following actions:

- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of any significant changes.

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

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):

- use daily routines to develop and promote older children's independence, for example, at meal times.

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