



Whitwick Day Nursery

Inspection report for early years provision

Unique Reference Number	EY301356
Inspection date	09 November 2005
Inspector	Lynn Dent
Setting Address	Market Place, Whitwick, Coalville, Leicestershire, LE67 5DT
Telephone number	01530 830499
E-mail	
Registered person	Magic Nurseries A 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?

Whitwick Day Nursery opened in 1994 and has been under the current ownership since 2004. It operates from five rooms in a converted school in Whitwick in Leicestershire. A maximum of 71 children may attend the nursery at any one time. The nursery opens each weekday from 7.30 to 18.00. All children share access to a secure outdoor play area.

There are currently 101 children from 3 months to 4 years on roll. Of these, 28

children receive funding for nursery education. Children come from a wide catchment area, as most parents

travel to work in and around Whitwick. The nursery currently supports a number of children with special needs.

The nursery employs 20 staff of which 11, including the manager, hold appropriate early years qualifications and 3 members of staff are working towards a qualification. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are beginning to learn about healthy living and good hygiene by participating in daily routines. For example, they regularly wash their hands and brush their teeth. Parents provide all nappies, creams, tooth paste, tooth brushes and the daily diary informs when replenishment is necessary. Consequently, children's personal care needs are met. A clear policy and guidance for the care of sick children ensures parents are informed of action to be taken when a child becomes ill at the setting. Children are made comfortable and parents are informed to collect child as soon as possible. Detailed policy and information about infection and exclusion are given to parents on entry and are available for referral at the setting. Guidance for communicable disease is used to ensure children do not return to the nursery until 24 hours after sickness has ceased. Consequently, children are generally protected from the risk of infection. Clear systems are in place to record all details for children's medication and accidents and to obtain parents signatures when this happens. Following accidents children receive appropriate care as practitioners are trained in first aid. Written consent for emergency medical advice and treatments, medication and sun cream is recorded on children's registration forms.

Children are well nourished because they receive a balanced diet. They clearly enjoy their meals and ask for second helpings. Babies are held when feeding from a bottle and older children are encouraged to feed themselves. Therefore, they learn to use cutlery. Individual dietary needs are recorded on children's files and effectively met as practitioners are aware of these and provide an alternative diet. Older children recognise the needs of their own body. They independently access drinks throughout the day, ask to go to the toilet and know they need to wear a coat when the weather is cold. Babies routines for sleep are maintained well because practitioners work closely with parents. All children have opportunities to rest and sleep during the day. Therefore, their emotional well-being is enhanced. Children's physical development is supported well because they have daily opportunities to play on outdoor climbing equipment and wheeled toys. Therefore, they develop balance and coordination skills. Most children join in dance sessions which are provided by an external dance teacher. Consequently, they learn about how their body moves. Children's hand-eye coordination is promoted by using toys and resources. For example, they competently use tools to fill plant pots and use jigsaws and construction equipment to develop manipulative skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is effectively maintained within the setting because the health and safety policy clearly outlines the role and responsibilities of adults in the setting and takes account of current legislation. Consequently, practitioners undertake risk assessments of the indoor premises each day. Subsequently, children can move safely around their rooms. Practitioners are deployed well to work with children. Robust security procedures are in place to ensure unauthorised adults do not enter and children cannot leave unsupervised. The main entrance is locked at all time. Parents and visitors access the premises by ringing a door bell. A record of visitors is in place, kept up to date and informs practitioners of who is on the premises at all times. The safe arrival and collection of children is effectively maintained by secure systems. Collection of children by different adults includes a password and other information recorded on children's registration forms. Therefore, children are protected from unknown adults. Children safely access a wide range of appropriate toys and equipment which are in good condition and meet safety standards. Sufficient child sized furniture and the appropriate safety equipment are in place in the nursery to keep children safe. Children have daily access to a spacious outdoor area which includes climbing equipment placed on a safety surface. Consequently, this helps to protect children from the risk of injury if they fall. However the outdoor environment gives access to some hazards. For example, bricks, old furniture and a loose drain cover.

Children are kept safe during outings because comprehensive procedures are in place. Risk assessments are completed before visits and care and first aid first aid arrangements are in place. Children are beginning to learn how to keep themselves safe through routines. Practitioners sometimes miss opportunities to use routines and incidents to help children become aware of their safety and the safety of others. For example, a child jumped off a slide and bumped into another child, showing little regard for their safety. Children's welfare is protected by robust policies and procedures. Most practitioners are aware of signs, symptoms and reporting procedure within the nursery. However, some do not demonstrate an understanding of their responsibilities in line with the local Area Child Protection Committee guidance. Imminent training is planned to develop practitioner's knowledge and understanding of this.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are settled and confident. Therefore, they are happy to leave their parents. They enjoy themselves and are making progress in learning, leisure and personal development. Good systems ensure practitioners are aware of children's individual needs and personalities and they respond well to these. Children happily engage in a range of planned activities. For example, sand and role play, musical instruments and craft activities. However practitioners rely heavily on pre-printed pictures and prepared templates for art and craft ideas and displays. Consequently, opportunities

for children to use their imagination and be creative are limited. Practitioners are beginning to implement the 'Birth to three matters' framework for babies. Consequently, their development is progressed through a range of suitable activities, experiences and interaction with their carers. 'Birth to three matters' is not yet implemented for all children under three years. Therefore, these children have limited opportunities to develop their own learning and curiosity through free play. However care is appropriate and adult led activities are planned. Practitioners interact and support children in their play by giving praise and encouragement. However they do not always actively encourage conversation or ask appropriate questions. Therefore, language development is not always effectively supported and developed. Children play harmoniously alongside and with their peers. They receive lots of cuddles and are treated with kindness by practitioners. Subsequently, they have good self esteem.

Nursery Education

Teaching and learning is satisfactory. Practitioners have completed training and understand the foundation stage of learning. Consequently, children are making satisfactory progress towards the early learning goals. They persist and resist distractions when playing and participating in activities. For example, a child spent time making a figure out of shapes. He persevered until he had matched the hair to a picture. Children's personal, social and emotional development is good. They interact well, take turns in conversations and are confident to talk in groups and to adults. Children's knowledge and understanding of the world is developing well. Children explore and use their senses to learn about their local environment. For example, they clearly explain that a magnifying glass makes mini beasts look bigger. They know that plants need compost and water to grow. Children are engaged and working confidently at their current stage of learning. However opportunities to choose free activities to independently extend their own learning are limited. Consequently, more able children are not always challenged. This means opportunities for linking sounds to letters and writing for meaningful purposes to become independent writers are limited. Everyday routines are not always used effectively to help children learn to count.

Children receive a range of activities and experiences as practitioners plan a balanced curriculum which covers all areas of learning. However planning does not currently take account of children's individual progress. For example, more able children and children with special needs. Assessment of children's learning begins when they enter the setting and when they move rooms. However this tends to be a developmental assessment which does not always identify the children's current stage of learning. Parents are not actively encouraged to share information about their child's capabilities when entering the foundation stage. Children's achievements are monitored through regular observations. However these are brief and do not always inform next steps for learning. Children's achievements are shared with parents through parents evenings. Children's records are available for parents to see at all times.

Helping children make a positive contribution

The provision is satisfactory.

Children are made to feel welcome in the friendly environment. Consequently, they have well developed self-esteem. All children have equal opportunities to participate in a range of developmentally appropriate activities selected by the practitioners. Therefore, making choices and creativity are limited. Children with special needs are identified and practitioners are currently working with specialists to meet their needs. Children learn about their local community through a range of visits to the park and local places of interest. They learn about the wider world from visitors to the setting, eating an international diet, celebrating religious festivals and events throughout the year. For example, children are practising a nativity play for parents. Therefore, they learn to respect differences in those around them. Consequently, children's social, moral, spiritual and cultural development are fostered. Children show good behaviour. They play harmoniously together for sustained periods of time, sharing and taking turns. Younger children play alongside their peers and are encouraged to share from an early age. Practitioners manage behaviour very well. They remain calm and consistently use praise and positive encouragement which children respond to positively. Behaviour management strategies take good account of children's age and stage of development. Children are treated with respect and kindness. Consequently, they show this to others.

Partnership with parents and carers is satisfactory and contributes well to children's care. Parents receive comprehensive information about the setting, its policies, procedures and information about 'Birth to three matters' and the Curriculum guidance for the foundation stage. However some parents indicate they do not have information about the foundation stage of learning as they have not received the recently updated information. Parents are kept informed of their children's day through informal discussions and diaries. Although some diaries contain general information, they do not always inform parents of children's involvement in daily activities and routines. Parents of children who are learning through the foundation stage have meetings with practitioners to discuss their children's achievements. However they are not always informed of their children's next steps for learning or how to help them at home. Procedures to maintain confidentiality with parents are well maintained by using the manager's office. The complaints procedure is very comprehensive, robust and in line with current legislation. This includes keeping a record of all complaints.

Organisation

The organisation is satisfactory.

Children's welfare and safety is protected well because clear recruitment and induction procedures are implemented. Therefore, they are cared for by suitable practitioners who are deployed well to work with the children. However records do not always identify staff attendance. Most policies and procedures are comprehensive and support the efficient and safe management of the setting. Some policies are in the process of being reviewed to include current legislation. Imminent training is planned to ensure all staff understand their responsibilities and can implement these. The environment is well organised to provide space for activities, rest and active play to take account of children's individual stages of development. For example, babies

under one year are cared for in a separate room and other children are cared for taking account of their age and stage of development. Therefore, children feel safe, secure and are happy to be there. Practitioners work well as a team and are good role models for behaviour. Children are making satisfactory progress because the practitioners are involved in planning and beginning to implement the 'Birth to three matters' framework.

Leadership and management are satisfactory. Deployment of practitioners takes account of their individual skills. For example, practitioners working with babies have relevant experience. Qualified practitioners act as mentors for unqualified and inexperienced colleagues. The setting shows a strong commitment to continuing practitioners professional development. Individual training needs are identified at supervision meetings. Key worker systems ensure that children are known personally to a member of staff and this provides a consistent link for parents. The Curriculum guidance for the foundation stage is planned. The management are currently working to improve planning and observations to develop systems to enable children to make good progress towards the early learning goals. The management have clear expectations of their staff and clear views for further development of the setting. For example, implementing the 'Birth to three matters' framework for all children in this age group. Therefore, enabling children to achieve their full potential in an environment where every child matters. Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration Ofsted has received two complaints. Concerns were raised about the care of a child who was unwell. Ofsted childcare inspectors visited the nursery to discuss the concerns raised, to observe practice on the day of the visit and to review relevant documentation under National Standard 2 (Organisation), National Standard 7 (Health) and National Standard 12 (Working in Partnership with Parents and Carers). Based on the information and evidence obtained at the visit there was no evidence to suggest there was a breach in these National Standards. However the provider was given three recommendations. Ofsted are taking no further action in this matter and the provider remains qualified for registration.

Concerns were raised with Ofsted regarding supervision of children whilst at the toilet and the management of children's behaviour by a member of staff. An Ofsted childcare inspector conducted an unannounced visit to the provision to discuss the complaint in relation to National Standard 1 (Suitability), National Standard 2 (Organisation), National Standard 3 (Care, learning and play), National Standard 11 (Behaviour) and National Standard 13 (Child protection). The provider had already implemented a revised procedure regarding toilet times in that all children would be supervised. An action was raised for the provider to provide evidence of how they will ensure they follow child protection procedures at all times. The provider reported

back and we are satisfied that appropriate steps have been taken to address the concern. Ofsted are taking no further action in this matter and the provider remains qualified for registration.

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 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 that hazards in the outdoor play area are made safe or inaccessible to children
- develop and provide activities and play opportunities which allow children under three years to build on their natural curiosity as learners by incorporating 'Birth to three matters'
- ensure that the daily record is accurate and up to date with regards to the staff hours of attendance.

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):

- improve planning and assessment systems to ensure children's individual learning needs are identified and supported to ensure the next steps for learning are identified
- improve opportunities to develop children's understanding of number using everyday activities
- develop children's understanding of letters and sounds and provide meaningful opportunities for children to become independent writers
- ensure all parents receive information about the foundation stage of learning, are fully informed of their children's next steps for learning and ways to support this at home.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk