



Princess Christian Day Nursery - Birmingham, Aston

Inspection report for early years provision

Unique Reference Number	229181
Inspection date	20 October 2005
Inspector	Susan Rogers
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Registered person	Nord Anglia Nurseries Limited
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?

Princess Christian Day Nursery is one of a large group of nurseries run by Leapfrog and Nord Anglia Nurseries. The nursery operates from a purpose built single storey building. Aston Locks Day Nursery operates five days a week all year round and is open 07:30 until 18:00. Four rooms are used for the care of children. All children share access to a large enclosed outdoor play area. The nursery is placed just outside of Birmingham city centre and is set within business parks and

developments.

There are currently 49 children on roll. Of these 5 children receive funding for nursery education. The nursery provides care for children with special educational needs. The setting receives support from the local authority partnership and from other nurseries in the group.

Eighteen staff currently care for the children; of these ten staff hold a relevant child care qualification and four staff are working towards a suitable qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are generally protected by routines that are effective in preventing illness and infections. For example the rooms are mostly clean and the nappy changing procedure is effective, but some of the younger children are not encouraged to wash their hands prior to eating, and are therefore not encouraged to learn about the importance of personal hygiene. Children eat well and enjoy meals that have a good nutritional balance. Staff facilitate different mealtimes to suit the children's individual needs. Children's specific dietary requirements are adhered to and they enjoy a variety of foods as the menu reflects different cultures. Children sit together during meal times but do not always behave well and good table manners are not always encouraged.

Children who are ill or become sick whilst in the care of the setting have good care as there is a comprehensive policy. Staff are prompt in contacting parents if they have concerns about their child's health. Several members of staff are first aid trained, therefore children have suitable protection if there are accidents. Children are well protected if they play in the sun as protection cream is provided and children wear hats and spend limited time outdoors during the hot weather.

Children have good opportunities to experience the challenges of outdoor play the outside area is used frequently by all age groups. Children use larger equipment such as wheeled toys with good skills and negotiate these around the garden.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for within a secure environment, all entrance doors are locked throughout the session, and the gates to the play area are locked prior to taking children outdoors. Children are protected as a consequence of thorough risk assessments, which utilise the expertise of professionals in nursing, health and safety and fire prevention. Children are kept safe in their environment, as staff are mostly effective in their supervision of children.

Children are beginning to understand that they need to make the equipment safe prior to using, for example by drying off large play equipment so that they do not slip or get wet. Children are well protected if there are concerns regarding any aspect of their care. Staff have a good understanding of child protection issues, understand their responsibilities, and have good knowledge of issues that would concern them.

Children benefit from sufficient suitable furniture and equipment so all children can sit and enjoy activities and meals together. They have sufficient space to explore and play as children of a similar age are cared for in their specific rooms where the environment is organised, furnished and arranged to suit the needs of that specific age group.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Younger babies and toddlers enjoy suitable stimulation and staff interact well with the children offering cuddles and working at the child's level. There is a good response to children's needs when they are tired. For example in the toddler room all children enjoyed an animated story time followed by a singing session where children were confident enough to sing on their own. Most of the children enjoy varied activities that suit their levels of concentration. However some of the older babies do not always enjoy the same levels of stimulation and are sometimes bored, at times there are limited toys available for them and some of the staff interaction is lacking in enthusiasm.

Children mostly relate well to staff, most of whom are skilled at meeting their general developmental needs. Staff in the baby room encourage babies walking skills with active but gentle stimulation, and are knowledgeable regarding their individual needs. However older babies sometimes find it difficult to attract the attention of staff, which results in limited communication and staff not appreciating their developmental needs.

Children are interested and enthusiastic when activities are changed and they are able to initiate their own play at varied times throughout the day.

Nursery Education

The quality of teaching and learning is satisfactory. Children's different stages of development, abilities and the approaches required for learning are considered during teaching, for example individual children are given one to one attention during some activities. Children are interested and enthusiastic when activities are changed and frequently initiate their own play. Staff have some knowledge of the Foundation Stage but often demonstrate limited enthusiasm in their teaching. This results in children being inconsistently challenged in their learning and missed opportunities for spontaneous learning that may provide further challenge and interest during activities. Assessment profiles for the children have not been updated for six months and therefore these are not effective in planning for the next steps in children's learning.

Children identify numerals, use their mathematical knowledge and are able to use numbers to solve practical problems. For example, during singing sessions children were confident in using their knowledge of number to progressively take one away. Children identify mathematical shapes during craft activities. Children sit well together, accommodate each others need for space and are starting to work cooperatively during organised activities. Children are confident and can organise their own play needs. They are able to put on shoes, dress themselves and wash their hands independently.

Children do not always share, are not always kind to each other and staff lack the appropriate skills when devising strategies to encourage positive behaviour. Some of the equipment chosen does not provide the best opportunities for children's developmental needs.

Children have a good awareness of different aspects of society, for example the children talk about a child in hospital during story time and relate this to their own knowledge and experiences. Children speak very well and use a varied vocabulary to enjoy a variety of play experiences that involve other children in their play. Children are careful in their choice of vocabulary and effectively ask questions that will further their learning. They work cooperatively with each other during role play, and are able to explain a story to each other as the role play progresses. Children appreciate that their imaginative play is considerably enhanced when they involve their peers.

Helping children make a positive contribution

The provision is satisfactory.

Children are becoming aware of the needs of others through excellent displays that positively represent minority groups and staff promotion of interesting activities that further promote equality of opportunity. Children who have English as a second language have opportunities to continue to develop their skills, as some of the staff have additional language skills. The younger children do not always benefit from effective communication between parents and staff as not all information gained from parents is used to achieve the care that meets with the parental requirements. For example, not all of the parent's requests in respect of their child's breakfast are implemented.

Children with special needs have their specific needs well met. For example, staff are skilled in providing strategies that enable children with special needs to have appropriate support and supervision. Staff ensure that all children participate and are fully included in all activities. Children do not always benefit from praise that will raise their self-esteem, for example pre-school children paint pictures, but staff do not comment on their achievements. Consequently children do not always behave well and although they are kind to each other they sometimes resort to negative behaviour, which is not always observed or corrected by staff. Therefore children are not always advised on how they should behave.

Partnership with parents and carers is satisfactory. The setting shows commitment in moving on by seeking parental opinions through questionnaires and a suggestions box. Information regarding children's stages of learning and the Foundation Stage is

displayed so that it is readily available to parents. Children's spiritual, moral, social and cultural development is appropriately fostered.

Organisation

The organisation is satisfactory.

Generally the organisation provides care that benefits the children. Staff are effective in planning sessions that children enjoy, organising meals and nappy changes. However, the children in the pre-school room and some of the older babies do not always enjoy the benefits of sufficient staff attention as staff are sometimes preoccupied in cleaning or paperwork.

Children receive adequate care from staff who have had the benefit of a satisfactory induction. For example the induction documentation is very comprehensive and informative. Staff have information days where they are expected to assimilate the policies and procedures. Children benefit from the extended support of the larger organisation, which aims to ensure that there are sufficient staff available to work with the children, although some of the staff support is not effective in creating optimum play opportunities for the children. The setting mostly ensures that Ofsted is informed of staff changes. Overall, the needs of the range of children are met.

The leadership and management are satisfactory. Children benefit from staff having some understanding of the Foundation Stage through previous training, and also benefit from additional staff support, which is provided through some of the sessions. Information regarding the progress of the children is available to parents on a verbal basis, when they collect their child each day. There are named key workers for all of the children, which helps staff monitor their progress.

Improvements since the last inspection

At the last inspection the provider was asked to improve the induction process for all staff and information sharing with parents relating specifically to staff changes. They were also asked to ensure that resources were sufficient and positively reflected racial and cultural backgrounds and disability and that the menu also reflects the cultural diversity of the children attending. The safety of the outside play area was to be maintained and reviewed. Behaviour management and child protection policies and procedures are to be made available to all staff. They were asked to ensure staff working with younger children are familiar with the children's individual needs and stages of development.

Since the last inspection all new staff receive suitable induction training, covering policies, procedures and practices. Behaviour management procedures are made available to all staff, however these are not consistently applied as children do not always benefit from praise, consequently children do not always behave well, and are not always advised on how they should behave. The menu now reflects cultural diversity and offers children varied and interesting food. The safety of outdoor play area is now regularly reviewed, and its maintenance is of a suitable standard.

Some of the staff working with younger babies are familiar with their individual needs, however older babies do not enjoy the same level of interest from the staff and are sometimes bored. Children now benefit from sufficient resources and activities that positively reflect minority groups. Children are protected if there are concerns regarding any aspect of their care as the setting now has a copy of local authority child protection procedures and staff are skilled in identifying concerns. The setting mostly ensures that Ofsted is informed of staff changes and keeps a written record of accidents on the premises, which is signed by parents. Children now enjoy greater safety as the written accident policy has been revised which includes procedures to follow when alerting the emergency services. The setting has also complied with Health and Safety Regulations including notifying Ofsted of any serious injury to a child on the premises.

Complaints since the last inspection

Since the last inspection Ofsted has received three complaints relating to Standard 2: Organisation Standard 3: Care Learning and Play, Standard 6: Safety, Standard 7: Health, Standard 8: Food and Drink Standard 12: Working in Partnership with Parents and Carers. Concerns were raised regarding an unexplained injury to a child, and failure to inform parents of all the details of how the injury occurred. Ofsted made an unannounced visit to the setting to investigate the concerns raised. The inspector raised six actions; to ensure that Ofsted is informed of all staff changes and staff caring for children, to forward a copy of the risk assessment to Ofsted, to keep a written record, signed by parents of accidents on the premises, to revise the written accident policy and procedure to detail procedure to follow including alerting the emergency services, to comply with Health and Safety Regulations including notifying Ofsted of serious injury on the premises, and to provide details of what action has been taken, to ensure that all staff are made aware of revised policies and procedures. The registered provider addressed all the actions raised.

Concerns were raised regarding the quality and quantity of food served, staffing ratios and the lack of suitable activities for some of the children. Ofsted made an unannounced visit to the setting to investigate the concerns raised. The inspector made one recommendation, to ensure that practitioners monitor, support and value children's progress with greater effect and that staff are more active in their support of children's day to day activities to extend children's learning opportunities. Ofsted is satisfied that the registered provider remains registered.

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):

- ensure that correct staffing ratios are maintained at all times, and that the relevant documentation is completed in respect of the designated manager so that the relevant checks can be completed
- ensure that hygiene procedures are monitored so that children enjoy effective protection against illnesses and infections.

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 that practitioners assess, monitor, support and value children's progress, and that staff are more active in their support of children's day to day activities to extend children's learning opportunities
- ensure that leadership and management are effective in supporting staff deliver an effective service to all of the children that attend
- ensure that children's behaviour is managed effectively so that they are able to appreciate and take into consideration the needs of others.

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