



Arnold House Day Nursery

Inspection report for early years provision

Unique Reference Number	253203
Inspection date	19 October 2005
Inspector	Susan Riley
Setting Address	Mansfield Road, Daybrook, Arnold, Nottinghamshire, NG5 6HW
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Registered person	Janet Barbara Budden
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?

Arnold House Day Nursery opened in April 1999 and operates from a large detached property in Daybrook, on a main route into Nottingham City centre. The nursery has separate areas for each age group. The nursery also has a large enclosed outdoor play area and indoor soft play room.

There are 90 children on roll between 4 months and 6 years. This includes 31 children receiving nursery grant funding. Children attend for a variety of sessions.

The nursery opens Monday to Friday all year round. Closing only for all main bank holidays.

Sessions are from 07:30 until 18:00. The nursery also offers after school and holiday care and collects children from the local schools.

There are sixteen staff who work directly with the children. Eleven staff hold a recognised early years qualifications. There are three staff currently working towards a recognised early years qualification. The nursery is a member of The National Day Nurseries Association and receives support from the Nottinghamshire Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted as practitioners are vigilant about preventing cross-infection. Health and hygiene procedures are rigorously followed in all areas of the nursery with staff taking appropriate steps, such as wearing protective clothing, when changing children. The daily routines teach children about good personal hygiene and they take increasing responsibility for this as they grow.

Children eat a range of healthy foods and snacks throughout the day. Menus are devised to offer a nutritionally balanced diet and provide children with a range of tastes and textures. Children eat their meals enthusiastically with additional helpings if they require. All children benefit from meal times being pleasant, social occasions where their independence is fostered according to their age. Children begin to recognise foods that are good for them as the 'five portions of fresh fruit and vegetables a day' is actively promoted within the nursery.

Children in all areas of the nursery are active. They enjoy the use of the outdoor and indoor play areas and benefit because they can be physically active daily. Developing their large and small muscles. Children enjoy a wealth of physical opportunities outdoors, such as riding wheeled toys, playing with bats and balls, learning how to skip and weave in and out of the apparatus. This ensures they are developing co-ordination and control of their bodies. Pre-school children additionally play some traditional games and take part in planned ring games. Younger children have good opportunities to rest and relax according to their needs. Babies' individual routines for sleep and feeding are noted and respected, so offering continuity of care and supporting their emotional well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children remain safe within all areas of the nursery because there are effective systems in place to identify and minimise any risks, and thorough policies and procedures that guide practice. These are understood by all practitioners so that

children are kept safe in line with health and safety requirements. Access to the nursery is closely monitored; ensuring only known adults are allowed entry. Rooms are thoughtfully organised to allow children space to play, whilst providing cosy areas for quiet times and relaxation. Throughout the nursery arrangements for children to sleep ensure they do this in separate areas where they are not disturbed, so promoting effective rest. Sleeping babies are carefully monitored and checked at regular intervals. The outdoor area, with its safety surface, offers a stimulating and safe environment where children can run and play. Indoors, all children access the soft play area where they can practise their climbing skills in safety. Children access a good range of developmentally appropriate resources, many of which are stored at their height to promote independence and choice.

Children are learning to keep themselves safe through regular fire drills. Pre-school children learn about various aspects of safety through topic work and benefit from visitors, such as the police and fire service, who reinforce these messages. Children are well protected by practitioners who have a clear understanding of their role within child protection and who to contact if they have concerns about a child. This ensures children's overall welfare is promoted.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery and achieve well. Practitioners know the children as individuals and offer high levels of support to ensure they develop independence and confidence. For example, the youngest children take delight in operating activity toys and quickly learn that they move or make sounds when touched. Practitioners support this play sensitively, offering guidance and praise and this encourages children to practise their new skills. Children make good progress in developing communication skills as practitioners spend time talking to them and providing activities that extend their use of language. Children sing a large repertoire of songs and enjoy story times. All children benefit from a range of sensory activities, appropriate to their age and ability that encourage them to explore.

Practitioners maintain warm and friendly relationships with the children and spend their time closely involved with them. Children are cared for in developmentally appropriate base areas, each of which is well-resourced with a good range of toys and activities that help children explore and make sense of their world. The transition between rooms is planned and thoughtfully organised to ensure children are developmentally ready to move and are supported to settle in their new group. Babies and young children are beginning to benefit from planning and assessment systems based around the 'Birth to three matters' framework. Practitioners are currently attending training to enhance their knowledge in this area.

Nursery Education.

The quality of teaching and learning is good. Children are interested in the wide range of activities provided, which ensures they remain engaged and are motivated to learn. The broad range of resources and activities available each day ensures that they make good progress in all areas of learning. Children's personal and social skills

are a particular strength as they rapidly develop confidence and independence. They make decisions, for example deciding which activity they wish to use, and select resources independently.

Children are confident and skilled speakers, using words effectively to share their experiences in a small group or to negotiate roles within their play and learning. They enjoy listening to stories and select books to look at for their own enjoyment or to locate information. Children enjoy mark making and older children are making progress in linking sounds to letters. All children use numbers and mathematical language confidently within their play because this is readily encouraged by the practitioners. Consequently children count competently and begin to solve number problems as they recognise how many cups are left. Older children are starting to calculate as they use the computers to aid their learning. Children are curious and like to explore and question. They show interest in living things by daily caring for the birds and recall during discussion a recent visit to a farm park. The use of such activities and experiences helps them to make sense of the world in which they live. Children enjoy using the computer.

Children's physical skills are well developed through the daily use of a range of outdoor and indoor equipment that promotes their awareness of space and movement. They have good imaginations which are encouraged through the use of role play, small world play, creative materials, music and movement. Children act out a scenario relating to visiting the hairdressers, demonstrating how they make up their own stories based on what they know and have heard.

Effective planning covers all areas of learning and regular observations of the children inform the assessment records. This means practitioners have a good idea of what children need to learn next. The assessment system is currently being change to be inline with the stepping stones and early learning goal's.

Good levels of support means children receive a balance of child-initiated and adult-led activities which means children learn through play. Practitioners generally use a good and varied range of teaching techniques that promote children's enthusiasm for learning. They use effective questioning techniques that help children think and reason within their play, so promoting their learning.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the nursery where a variety of positive steps are taken to help them settle. For example, children see lots of displays and photographs that reflect the activities they have undertaken and they use individually named coat pegs. This helps children develop self-esteem and a sense of belonging. Children behave very well and exhibit good manners at all times. They learn to play harmoniously with others, understanding the need to share and take turns. Older children begin to show care and concern for others, for example, by hugging and helping a younger child. This positive approach ensures children's spiritual, moral, social and cultural development is fostered. Children's behaviour is fostered through the practitioner's use of sensitive techniques to help children deal with their emotions

and reward systems that reinforce when they behave well. This helps children acquire appropriate attitudes and values. Older children are beginning to learn some basic sign language, such as saying good morning, which helps them to communicate in additional ways.

Children benefit from the positive partnership practitioners develop with parents. Babies settle well because practitioners work closely with parents to ensure they follow the home routine and make time to exchange information daily. Practitioners continue to share important information throughout the nursery and provide daily feedback sheets indicating what each child has eaten and the activities undertaken during the day. A variety of further ways to involve and inform parents about the nursery, such as clear information displays, open days and newsletters, helps to keep parents informed.

The partnership with parents of children who receive nursery education is good. In addition to all the other positive measures in place for the whole nursery, parents receive good information on the Foundation Stage and this helps them to be involved in their children's learning.

Organisation

The organisation is satisfactory.

Children benefit from effective recruitment and vetting procedures that ensure suitable practitioners work with them. Clear and supportive induction processes help practitioners settle into the nursery and to understand the policies and procedures. High priority is given to on-going training, which means children benefit from practitioners having up to date knowledge. Appropriate arrangements are in place to ensure sufficient practitioners work with the children and that unexpected absences can be covered. Effective use is made of ancillary staff to enable childcare workers to concentrate on their primary roles. The clear policies and procedures are known by practitioners so that children benefit from appropriate practice. Management take swift action to review these in the light of changing requirements. For example, having recently updated the recruitment and vetting procedures to reflect current regulations. A couple of the accident records have not been signed by parents, thus not ensuring that parents have been formally informed of what has happened to their child.

The leadership and management of the nursery education are good. The manager has effective systems in place to ensure children make good progress along the stepping stones in all areas of learning. Staff working with the pre-school children are supported by the manager and receive appropriate training so that children's learning is promoted. Good systems are in place to monitor and evaluate the effectiveness of the nursery. The provider and manager have a clear vision of future developments. This means the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider agreed to review the accident and medication policies to be in line with the National Standards. Both policies have been reviewed and all practitioners have made themselves aware of them. This ensures the good health and safety of children.

At the last nursery education inspection the nursery was asked to make more effective use of reference books available for children to enable them to locate information and support their learning. This has been successfully completed by practitioners providing a range of information and reference books that are easily accessible to the children.

Complaints since the last inspection

There have been two complaints made to Ofsted since 1 April 2004.

In August 2004 Ofsted received a complaint about several aspects of the care of an individual child, in relation to National Standards 2; Organisation; Standard 3: Care, learning and play; Standard 6: Safety; Standard 7: Health; Standard 8: Food and drink; Standard 11: Behaviour and Standard 12: Working in partnership with parents and carers. We wrote to the provider and asked them to respond within 7 working days. The provider reported back and we are satisfied that the National Standards have not been breached and that the provider has acted appropriately. The provider remains qualified for registration.

In October 2005 Ofsted received a complaint which raised concerns in relation to National Standards 2: Organisation; Standard 3: Care, learning and play; Standard 7: Health and Standard 11: Behaviour. We conducted an unannounced visit to the provision on 17/10/2005. As a result of the investigation the provider was given an action under National Standard 2: Ensure that staff and children's attendance is recorded, showing hours of attendance. The provider remains qualified for registration.

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 all accident records are signed by the parents.

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):

- continue with the development of the new assessment system and use to help children to move on to their next stage of learning.

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