

Newbank House Day Nursery

Inspection report for early years provision

Unique reference number	EY289347
Inspection date	07/07/2010
Inspector	Shirley Leigh Monks-Meagher
Setting address	Newbank House, Oldham Road, Heyside, Royton, Oldham, Lancashire, OL2 6NE
Telephone number	01706 882 397
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Newbank House Day Nursery is owned and operated by NHD Limited and was registered in 2004. The nursery consists of two buildings set in their own grounds, in the residential area of Royton, Oldham. The children are cared for in 12 base rooms and are grouped by age and development stage, with pre-school children having their base rooms on the first floor of the main house. All children have access to enclosed outdoor play areas which include soft safety surface, a woodland area and a grassed area. Toilet facilities are located on all levels of the properties. There is also a kitchen, office, laundry and staff room. Entrance to the main house is via three steps. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. They close for one week at Christmas and take all other statutory holidays.

The nursery is registered on the Early Years Register. A maximum of 97 children may attend the nursery at any one time. There are currently 124 children aged from birth to under five years on roll, some in part time places. Of these, 48 children are in receipt of the nursery education grant. The nursery supports children with special educational needs and/or disabilities.

The nursery employs 29 staff including six ancillary staff. All staff who work directly with the children hold appropriate early years qualifications equivalent to levels 2, 3 or 4. The nursery receives support from the local authority advisory teams and holds a current healthy eating award from Oldham NHS Trust.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A warm, caring atmosphere and an enabling environment contributes significantly to the children's confidence and their steady progress given their age, ability and starting points. Practitioners are enthusiastic and work well together as a team to create a safe, secure, child friendly nursery where every child is valued and respected. Children's welfare needs are generally well met because they are given high priority. Practitioners, parents and others involved with the children actively work together to enhance all aspects of children's care, learning, welfare and well-being. A shared vision, realistic evaluation and targeting areas for development, creates continual improvement in the outcomes for children.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure parental permission is consistently requested at the time of the child's admission to the nursery, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and children's
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welfare).

To further improve the early years provision the registered person should:

- extend the observations and planning systems to track individual children's progress to ensure their learning experiences challenge them appropriately
- develop induction processes and procedures for new staff to help them understand how the nursery operates and their role within it.

The effectiveness of leadership and management of the early years provision

A strong emphasis is placed on safeguarding children with many robust policies and procedures in place. These are understood by practitioners who recognise their responsibilities under the Children Act to safeguard children's welfare. Rigorous recruitment and selection procedures ensure the suitability of adults employed and systems to ensure sustained suitability are in place. However, the induction procedures for new staff are limited and not recorded. Detailed risk assessments and daily checks are carried out ensuring children's safety in the environment and entrance to the nursery is effectively monitored. The deployment of practitioners, ensures children are well supervised. All the required documentation is in place and available for inspection. However, there are inconsistencies in the parental consents for emergency medical advice or treatment constituting a breach of requirements.

The providers have a clear sense of vision about what they wish to achieve. They employ a well established and cohesive team, who share their aims and enthusiasm. Regular team meetings, support sessions and appraisal systems effectively review practice and motivate practitioners. Their professional development is well supported and currently they have a number of practitioners studying for an Early Years degree qualification. Reflecting on practice and evaluating their nursery is realistically addressed and the input from staff, children, parents and other professionals ensures future plans take account of the views of all users. Effective action plans are used to tackle priorities and monitor their effectiveness. For example, since the last inspection the nursery has taken very successful actions based on the recommendations. This has resulted in children being much better safeguarded and being cared for in warmer, more stimulating surroundings, where they can play, and learn indoors and outdoors. The team have recently identified that their observations and planning systems are not effectively tracking individual children's progress or clearly indicating gaps in their learning.

Practitioners recognise and value the importance of working with parents and others involved with a child's care and learning. Clear information is sought from them to enable key workers to have a clear understanding of the children's backgrounds and needs. They establish children's starting points and recognise each child as unique. A recently introduced 'weekend journal' successfully keeps key workers up-to-date with children's current and emerging interests, and they

use this information well within their planning to stimulate and engage children. Parents are provided with a wide range of information through a variety of sources to keep them up-to-date with their children's achievements and to help them be involved in their children's learning. Very positive feedback from parents acknowledges the supportive working partnerships that are established and how well their children progress at the nursery.

The quality and standards of the early years provision and outcomes for children

The nursery is a stimulating and exciting place for children to spend their time. Plentiful resources are thoughtfully organised to ensure different learning areas are created. For example, somewhere to play on computers, nooks and crannies full of treasure baskets, where children can learn using their senses, role play areas and sufficient space and sturdy furniture to help babies develop mobility skills. Children form good relationships, both with significant adults and their peers. The individual support children receive results in children, who are eager to learn and demonstrate good levels of self-awareness. Children are happy and secure. They spend their time engaged in many meaningful activities, either alone, with friends or with the adults. They know what to expect next, because routines are in place. Practitioners systematically observe and assess children and keep themselves up-to-date with children's interests. They use the information to identify next steps in learning and to inform their planning. However, the systems do not reliably track children's individual progress or identify gaps in their learning. As a result, some planned group activities, such as baking and jelly making do not offer children appropriate levels of challenge or keep them interested.

Children of all ages are confident communicators, they talk to each other and adults using varying levels of vocabulary, signs, gestures or baby babble. Interaction from the practitioners is of good quality. They encourage children to talk about events or what they have created or are doing, using open ended questioning to encourage children to think things through. Rhymes, songs and simple games, such as peek-a-boo with babies encourages them to find their voice. The environment is rich in print and full of books helping children to develop an understanding of the written word. Children are encouraged to solve simple problems. They count out sufficient plates and cups for children at snack time, fix track pieces together to make a layout for trains, nest boxes, complete jigsaws and correspond shapes to post them successfully. Older children group objects by colour, recognise one more in a group and can identify, and correspond objects to numbers.

Children are developing an awareness of the wider world. They try cultural foods, celebrate festivals and dress up in sari's. They engage in activities, where they explore similarities and differences, looking into mirrors and using a wide selection of media to create a picture of themselves. They learn about their feelings and those of others and how to recognise if someone is happy or sad by the expression on their face. They learn about change as they plant and nurture seeds. Babies and toddlers explore their environment with pleasure and determination. They climb through tunnels, tents and over small soft play equipment. They access

mark-making equipment at their own level and explore a myriad of textures. Babies pull themselves up against sturdy walkers and hold out their hands to practitioners as they learn to steady their walk. They crawl into small spaces and enjoy peek-a-boo games and look quizzically into low level wall mirrors at the baby they can see.

Good emphasis is given to promoting children's health and safety. Very effective hygiene measures are implemented by practitioners who are good role models. As a result children are beginning to understand about germs and their role in making them feel poorly. They know to catch their sneezes in a tissue and to wash their hands at appropriate times. Menu's reflect a good balance of healthy foods and children of all ages enjoy their dining situations. They tuck into meals and snacks with healthy appetites. Visits from community workers, such as police, ambulance and fire service are raising children's awareness of their own safety. Frequent evacuation drills enable the children to quickly and safely leave the building in the event of an emergency. Children demonstrate their competency and understanding of the routine very well, when the kitchen toaster sets off the fire alarm.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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