



Guiseley Childrens Day Nursery

Inspection report for early years provision

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Inspector Cynthia Walker

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Registered person Multo 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 good.

WHAT SORT OF SETTING IS IT?

Guiseley Children's Day Nursery was registered to provide day care in 2005. It is situated in the Guiseley area of Leeds. The nursery is open five days a week from 07.30 until 18.30, 51 weeks of the year.

The nursery offers full day care for children aged 6 months to 4 years. Currently 66 children attend the nursery throughout the week and 8 children receive funding for nursery education. They are drawn from the local area and wider community.

Children attend for a variety of sessions. The nursery has systems in place to support children with special needs.

The nursery is based in a detached stone house and has the use of two playrooms on both the ground and first floor and supporting kitchen, toilets, laundry, staff room and storage. There is access to a secure outdoor play area.

Eighteen staff work in the nursery. Over half the staff hold appropriate early years qualifications and one member of staff is working towards the appropriate early years qualifications. The nursery receives the support of the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are well nourished and enjoy a good variety of nutritious meals which incorporate a wide selection of vegetables and reflect a variety of cultures. They enjoy healthy snacks which include fruit and vegetables and can access drinks in all areas of the nursery at all times. Children's dietary needs are discussed with parents and efficiently recorded.

Children are developing an understanding of personal hygiene and are becoming increasingly independent around their personal care. Information is discussed with parents on younger children's individual routines to ensure they receive appropriate care and support. Younger children are developing their emotional well being through stable and effective relationships within the nursery.

Although the nursery has a secure outdoor area for physical play, there have been some recent problems linked to the safety of parts of the floor covering which have restricted children's access and their development of gross motor skills. Older children regularly visit the interesting sensory area and handle garden tools and push along toys with increasing confidence. However, there are no clear plans in place for alternative vigorous physical activities and the younger children do not have regular access to the outdoor area to develop their physical skills further.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, safe and secure environment where risks are identified and minimised. The nursery is welcoming to children with attractive and colourful displays in all areas. The play areas are creatively arranged to allow children to move spontaneously and independently around all areas of play and learning. Staff are ensuring the safety of the younger children whilst not inhibiting their risk taking.

Children are accessing a wide range of resources which are appropriate to their ages and stages of development. Resources are effectively arranged to allow children to

make individual decisions about toys they are going to play with. There are effective procedures in place to ensure equipment and resources are well maintained and safe for children to use. However, appropriate equipment for children under one who need rest or sleep is limited.

Children are suitably protected by staff that have an appropriate understanding of child protection procedures. The child protection policy is presently being reviewed to incorporate the local Area Child Protection guidance and does not include procedures to follow if there are allegations against staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in nursery and arrive happy and eager to participate. Younger children are making good progress because the nursery has developed a very good understanding of the needs of children under three. Children acquire new knowledge and skills as they join in a wide range of stimulating and appropriate activities. For example, exploring colour and the different tools for painting by either using brushes to attempt to paint a firework picture or use sponges to print Halloween shapes. Children experimenting with sounds, demonstrating great excitement as they listen to stories and responding to simple words and sounds reinforced effectively by staff interaction. Detailed planning is in place which is directly linked to Birth to three framework and children's observational records are used to inform future planning.

Nursery Education.

The quality of teaching and learning is good. Children make good progress because staff have a secure understanding of the early learning goals. They plan a good range of interesting activities which supports most areas of learning and includes adaptations for different levels of ability. Children's starting points are established through information gathered from their previous years in nursery or informal assessments including the 'All about me' booklet for new children. Detailed assessment records are being completed; however, the children's next steps for learning are only informally identified and are not clearly recorded. Children's learning is stimulated by the staff's skilful use of questioning and sensitive support. A good range of teaching methods maintains children's interest and helps them persist for some time at activities.

All children are motivated to learn and are interested in the broad range of activities provided. Children are good communicators and confidently share items from home at circle time, taking part in discussions around the use of 'coupling rods' and 'tenders'. They concentrate well as they listen to stories and persist for long periods at activities, such as, construction and baking.

All children use marks to represent their ideas with older children able to identify and form recognisable letters. This is effectively supported by a good range of accessible resources and the clear recording by staff of the meaning of the children's pictures. Children reinforce their counting skills within activities highlighted when they use the keyboard; however, children are not able to develop their calculation skills. Good use

of the sensory area encourages children to explore the natural world, investigating what is hidden under tree trunks and beneath the bark, expressing delight as they handle a worm or watch woodlice and millipedes. Children are imaginative producing a variety of individual art work using a wide range of resources and engage in role play based on their own experiences, for example, making macaroni cheese for staff. They enjoyed exploring malleable materials as they helped mix the play dough and handle scissors competently to support their creative activities. However, there are restrictions at present for children to develop their movement skills and access a wide range of small and large equipment.

Children have established positive relationships and working co-operatively together at small group activities, such as, the train track. They independently access a good range of resources which are creatively arranged to effectively support all areas of learning.

Helping children make a positive contribution

The provision is good.

Children's behaviour is good. They respond to the clear and sensitive explanations from staff and have a sound understanding of the behaviour codes within nursery particularly at circle time. Children play harmoniously together and are encouraged to be polite especially at snack and mealtimes. Staff have realistic expectations of younger children which is helping them understand the boundaries of behaviour within the setting. Younger children are developing self assurance from close and effective relationships with staff.

Children are developing a positive attitude to others through the provision of a good range of resources and activities. The meals within the nursery reflect a diverse selection of cultures. Staff actively work with parents to meet the individual needs of all children. There are effective systems in place to support children with special needs. The provision fosters children's spiritual, moral, social and cultural development appropriately.

The provider takes positive steps to ensure that parents are kept well informed about all relevant policies and procedures.

Partnership with parents is good. Parents are actively welcomed into the nursery and receive effective information about the nursery through the prospectus, detailed fact sheets on each age group and newsletters. Opportunities for parents to be involved and support their children's learning at home is shared in an information sheet linked to the medium term planning. Key workers discuss children's progress and assessment records with parents and they are encouraged to take their children's profile home regularly. This is being supported by an annual parents evening.

Organisation

The organisation is satisfactory.

Most required documentation which contributes to children's health, safety and well being is in place. This is supported by a detailed operational plan which includes policies and procedures. Although there are satisfactory recruitment procedures in place a system for vetting staff has not yet been included. There is a complaints procedure; however, a system has not yet been developed to share the record of complaints with parents and inform them of the outcome within the required time limit.

An efficient appraisal system which effectively links with a positive attitude to personal development enables staff to attend a variety of short courses to support the care and learning of children. Space within the nursery is well organised and creatively set out to enhance play opportunities for children.

Leadership and management is good. Staff have a clear understanding of their roles and monthly room meetings are used effectively to maintain consistency in improving outcomes for children. Although the focussed activities are evaluated there is only informal evaluation of the overall planning to ensure all areas of learning are being achieved. The nursery liaise closely with advisors from the local authority to improve the quality of education for the children they are providing.

Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

Not Applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since 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 children have access to a range of activities which promotes their physical development
- provide appropriate furniture for children under one to rest or sleep
- ensure the child protection policy includes procedures to be followed in the event of an allegation against a member of staff.

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):

- review the use of assessment records to ensure children's next steps for learning are linked to future planning
- review the evaluation of the planned programme to ensure all learning areas of learning are achieved specifically mathematics and physical development.

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