



## Park House Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	301766
<b>Inspection date</b>	07 November 2005
<b>Inspector</b>	Ann Marie Lefevre
<b>Setting Address</b>	Pont Park, Ponteland, Newcastle Upon Tyne, NE20 0JY
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<b>Registered person</b>	Mrs Eileen Appleby
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Park House Nursery was registered in 1995. The setting originally provided places for a maximum of 40 children at any one time aged from 1 to 5 years. The nursery now provides care for a maximum of 60 children who are aged from 0 to 5 years. There are currently 68 children on roll who attend at various times. Children who have special needs and those who have English as an additional language are welcomed in the setting. The nursery participates in the Foundation stage for learning.

The children are accommodated in a large detached building which is set in its own grounds within a rural setting, a short distance from the nearest village of Ponteland. The nursery opening hours are Monday to Friday from 08.00 to 17.30 for full day care. Separate morning and afternoon sessions are also available. Childcare is provided in a large playroom, a classroom and supervised access to the kitchen on the ground floor. There is a playroom and a baby room on the first floor. There are toilet facilities to each floor. There are two enclosed outdoor play areas. Off road car parking is available.

The nursery is privately owned; the owner/manager is responsible for the management of the facility. There are ten members of staff who are appropriately qualified or undertaking training. Students are welcomed into the setting; they are supervised at all times. The nursery also receives support from an early years adviser.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children have many opportunities to learn about the importance of health and hygiene. They are encouraged to take responsibility, to be aware of hygiene and wash their hands appropriately, for example, before food, after going to the toilet and after messy play. Children learn about germs and keeping the play area tidy. Many children are keen to help tidy playthings away and offer enthusiastic assistance and other children are gently encouraged by staff.

Children's health requirements are highlighted in the recording systems and policies in relation to their needs. These are maintained to ensure that parents and the staff are kept informed about any health issues. The necessary systems are in place and kept up to date. There is appropriate first aid cover, well stocked first aid kits are in place and staff ensure that children benefit from being cared for in a healthy environment.

There are good, sensitive nappy changing routines for the little ones. The nappy changing area is kept very clean and well ordered, there is hygienic nappy changing practice and safe nappy disposal. Children have naps in the playrooms, they are made comfortable and enjoy uninterrupted and well supervised sleep periods.

Children learn about healthy eating and benefit from having nutritious snacks and meals including fresh fruit and vegetables. The nursery has a very well equipped kitchen so that food is prepared and cooked in the setting. Regular drinks are provided with snacks and lunch and children are confident as they request additional drinks; staff monitor the liquid intake of little ones and ensure there are sufficient refreshments especially on hot days. Menus are varied and take into consideration the children's likes and dislikes as well as their health needs. Toddlers generally have the same menu as the older children, however, the food is served in a form that is appropriate to their age, i.e. chopped or mashed. Children are made comfortable in suitable chairs, with harnesses for the younger ones. Staff ensure that any special

dietary needs are adhered to. Staff work closely with parents and obtain information about the children to make sure that children have the necessary nutritional balance for positive growth in a caring and secure environment.

Children are able to develop their physical and emotional wellbeing in a very good range of stimulating activities. They learn about why exercise is good for them and are able to participate in fun activities which exercise their bodies as well as develop their thinking skills. They thoroughly enjoy exciting physical activities, for example, joining in circle games and doing actions to music and song, doing energetic aerobics in the playroom or riding upon wheelie toys outdoors in the fresh air. Children use a wide range of large and small play equipment well to help promote their co-ordination and dexterity. Children are also able to develop their emotional wellbeing as they build good relationships and socialise happily with other children and adults.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The premises are very welcoming and well organised for children to use safely. Children benefit from being able to access the designated childcare areas with close, age appropriate supervision and support from the staff. Children learn about keeping safe from injury, for example, as staff remind them about being careful when using large equipment. Younger children are guided and kept safe from harm. Staff are vigilant and take effective measures so that good quality play resources, equipment and furniture are maintained in a safe and clean condition for the children attending; all items are checked regularly. Staff make sure that the toys and activities are appropriate for the age and stage of development of each child to use safely.

Staff ensure the premises are safe and secure so that children are well protected. Many safety measures have been taken, for example, a secure entrance door, socket covers and safety gates to prevent children gaining unsupervised access to other areas in the building. Electrical and fire safety equipment is checked and kept in a safe condition. Fire drills are undertaken and recorded, however, the drills are infrequent and are recorded in the nursery diary, which does not allow for easy access to check what is stated. Children are protected as staff take effective measures to ensure that children do not gain access to any potentially hazardous areas or materials. Regular visual risk assessments are undertaken in the setting to make sure the premises are kept safe for the children attending and appropriate safety policies are in place. Children learn about being safe in the community, for example, they participate in road safety awareness role play and stranger danger activities.

Children are protected through documentation being kept in relation to child safety in the setting. Recording systems are used in conjunction with written parental consents to ensure consistency of care for each child. Staff continue to develop their awareness of child safety. There is a child protection policy in place and although staff have had no concerns to date in relation to the children they have a good understanding of what to be aware of, who to contact and what to record.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children thoroughly enjoy attending the nursery. They settle very well and enjoy being with their friends and the staff members. Children are comfortable in the setting and benefit from the staff's sensitive and calm approach to their care and learning. Children build very positive relationships with staff who respond well to the children's differing needs.

Children develop their natural curiosity. They have many opportunities to participate in a wealth of exciting activities and projects. All children are valued by the staff, who help them to build their confidence and sense of self worth. Staff have a sound knowledge of the children and the wishes of the parents to ensure there is consistency and continuity so that each child can learn and progress effectively. Staff are currently undertaking Birth to three matters training and there are plans to incorporate this into their practice in the nursery.

Staff have a good understanding of how children gain independence and allow them to explore and investigate in many stimulating activities. Activities are organised to allow for flexibility and spontaneity which enables each child to choose what they want to do and introduce their own ideas. Children are enthusiastic in their use of the play areas so they can develop their imagination in fun and exciting ways. Staff ensure that activities are appropriate for all children in the setting. Toddlers and older children are offered a wealth of activities in keeping with their age and stage of development. Children are very well supported as they take responsibility and grow as individuals. Children are also able to build friendships with their peers and enjoy participating in a range of group and individual activities, as well as just sitting and having fun with a friend.

Toddlers participate in exciting art and craft activities such as finger painting, using apples to print pictures and enjoy having lots of messy fun. They explore a wide range of floor and table top activities, participate in exercise using soft play equipment, enjoy music, stories and other play opportunities to develop their mental and physical abilities effectively.

## **Nursery Education**

The quality of teaching and learning is good. Children are helped to gain confidence in their abilities and build positive relationships as they interact with their peers and with staff. They participate in many new and exciting experiences and are encouraged to take an active role in the group. Staff are skilled at using clear and simple language for guidance which enables the children to learn and develop well.

Staff have a good understanding of the Foundation stage, early learning goals and the six areas of learning. There is planning in place which is used well and this is being developed in line with the Foundation stage principles. Staff monitor the children as they participate in activities and use this to inform future practice. There are many exciting play and learning opportunities occurring throughout each session. Staff use effective teaching methods and tools, for example, the organisation of the

play areas reflects the areas of learning, there are exciting wall displays of children's work, there is consistent use of upper and lower case letters for labelling, and play resources are used to provide good learning experiences. However, learning is not always extended to provide practical experience in some routines, for example, developing children's skills during snack time.

Children build confidence in relating to their peers and adults. They express their ideas and thoughts and communicate well during incidental and planned activities. Children benefit from the positive community spirit in their immediate home area and in the nursery setting as well as building an awareness of the wider world and different cultures. Children chat about their families and friends, telling of happy events and family holidays. They become involved in projects that extend their understanding and knowledge and they have age appropriate challenges without undue pressure being put upon them.

Children listen well to stories and guidance from adults. There are many opportunities for children to practice mark making and learning to understand about developing their writing skills. Children have many opportunities to appreciate books. They use the book areas freely, are respectful as they handle books, carefully turning the pages and becoming familiar with the written word. They enjoy story time and are able to take a very active role in discussions about the content of books.

Children are taught about numbers and simple mathematical concepts in many fun ways. They develop their number recognition and counting skills and learn about simple addition and subtraction by using a range of resources, for example, using soft play and other large equipment in their aerobic exercises to count and gain an understanding of different shapes. They are able to learn about capacity in water play where they learn to understand such concepts as half empty and half full.

Children are able to gain an understanding of the natural world as they learn about animals and growing things. They learn about constructing and use items such as soft play cushions innovatively to build as well as reinforce different areas of learning. They have regular opportunities to learn about modern technology as they use computers to develop good mouse control and navigate the screens in appropriate educational programmes.

Children use a wealth of large and small equipment and playthings in the playroom and outdoors to develop their physical strength and co-ordination in planned and incidental activities. Children thoroughly enjoy participating in the art and craft projects. They use large and small equipment and a variety of materials. Children are enthusiastic as they join in rehearsals for their Christmas concert and concentrate well as they learn lovely new songs; demonstrating their skills as they work in harmony with the group.

Staff ensure that the setting is well organised with resources enabling children to have effective learning experiences as well as lots of fun. There is a balanced range of activities in keeping with the six areas of learning and designated play areas to reinforce children's understanding and knowledge. Staff prepare well for the sessions and ensure that all necessary materials and equipment are in place for the planned activities and also for the additional free-play. Staff are sensitive to the differing

needs of each child. There is a close partnership between staff, parents and other agencies so that each child really benefits from their placement.

### **Helping children make a positive contribution**

The provision is good.

Children benefit from the staff's positive attitude towards equal opportunities and respecting individual and differing needs. There are many good opportunities for children to develop awareness of their local community and they are starting to look at the wider world. Children celebrate festivals such as Easter and Christmas. They also have opportunities to gain awareness of other cultures and participate in celebrating Chinese New Year by making dragons and food tasting experiences such as eating rice using chopsticks and helping to make real noodles. All children are valued. Staff work closely with parents to ensure that all children obtain the necessary care and learning opportunities to gain maximum enjoyment and stimulation in the setting.

Children learn about sharing and valuing others from the very good role models provided by the staff. Staff gently and sensitively support, praise and encourage children which helps them to develop their self esteem, confidence and sense of belonging. Children are very polite and well behaved. They are really keen to take part in all aspects of nursery life. Children are very happy and relaxed in the group and they respond well to the smiles and encouraging words from the staff. Toddlers and older children are able to make choices in their play and daily routines and are showing increasing confidence as they select playthings and participate in activities. Staff are adept at encouraging children to share their opinions and take an active role in the group.

The partnership with parents and carers is good. There is a positive partnership which significantly contributes to the quality of care provided for the children. There is a strong sense of community in the setting. Parents are able to participate in the exchange of information necessary for their child's care. They are kept informed about daily issues and are aware of topics for activities. The staff team have prepared written information, use notice boards effectively, have regular newsletters and give verbal updates at each session to ensure parents have an understanding of the service provided for their children. Children regularly take homework to do with family members. Children also take lots of their art and craft projects home to show what they have achieved.

The setting fosters children's spiritual, moral, social and cultural development well.

### **Organisation**

The organisation is good.

The leadership and management of the nursery is good and effective in the setting to ensure that consistent standards in practice are maintained for the benefit of the children and their parents. The owner/manager and the deputy manager take a really

active role in the overall management and planning for the care of the children attending. They are currently developing the recording systems, the planning for activities and overall management of the group. The staff team is supported well by the management. Staff take a professional approach to their work, they are dedicated and enthusiastic in their work with the children. This is reflected in the nursery; in the well organised child care areas in the setting, in safety measures taken and in the range of good quality resources and equipment used. Clearly defined, sensitive daily routines enable children to settle well and feel secure.

Informative files, notice boards and other means are available to inform staff and parents. A range of policies and procedures in relation to health, safety and welfare are used to inform practice and protect the children who attend. There are recording systems in place, including individual child records, which are supplemented by written consents from parents. Staff update and develop these for the benefit of parents and for staff. There are effective registration systems to record attendance which are undertaken with parents and children on arrival and departure. Staff completed further attendance checks with the children as they are warmly welcomed into the setting.

Children benefit from the good quality care provided and from the staff's positive attitude towards their own training and personal development. Staff have completed appropriate training including Child protection, SENCO, Foundation stage and Basic food hygiene courses. Staff are currently undertaking Birth to three matters training and it is expected that all staff will complete this. Staff members continue to assess and develop their skills.

There have been major changes in the setting as many of the staff members have changed. Two additional rooms have been identified and refurbished so that there is increased space to accommodate six babies and also to provide a designated classroom for the 3 and 4 year old children.

Overall, the needs of all children who attend are met.

### **Improvements since the last inspection**

There was one recommendation from the last care inspection in relation to the clarity of the attendance register. Effective steps have been taken to ensure that this clearly reflects how many children are present at each session.

There were three recommendations made at the last education inspection:-

The planning and delivery of large group activities gives appropriate challenge for children, especially younger children, so that these activities are set at the appropriate level of understanding and development for all children involved in them; extend children's learning in mathematics by providing opportunities within routines and naturally occurring situations; extend children's learning in mathematics by providing opportunities within routines and naturally occurring situations.

Planning and monitoring systems are currently being restructure and upgraded with



the assistance of an early years adviser, a new classroom will now be used by the 3 and 4 year old children and there have been measures taken to ensure that there is age appropriate challenge for the children attending. There have been some steps taken to extend children's learning within routines and naturally occurring situations.

### **Complaints since the last inspection**

There are no complaints to report.

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.

## **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 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 the fire drill record is easily accessible and is clear in relation to the ages and location of the children. Ensure that the frequency of drills is in line with any recommendations made by the Fire Safety Officer.

#### **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 children are given further opportunities to develop their sense of responsibility and extend their knowledge and skills in the activities and nursery routines.

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](http://www.ofsted.gov.uk)