



# Acklam Children's Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	508441
<b>Inspection date</b>	17 November 2005
<b>Inspector</b>	Elaine Marie McDonnell / Sandra Davies
<b>Setting Address</b>	Acklam Road, Acklam, Middlesbrough, Cleveland, TS5 4EB
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<b>Registered person</b>	Nunthorpe Nurseries
<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 inadequate - notice of action to improve. The registered person does not meet 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?

Acklam Children's Day Nursery is one of 11 nurseries run by the Nunthorpe Nurseries Group and has been registered since October 1991. The single storey building is situated on one of the main routes into Middlesbrough centre. The provision serves children from both the local and wider communities. A maximum of 59 children under 8 years may attend at any one time. The nursery is open each

weekday from 07:30 to 18:00. Children may attend for a variety of sessions and can be collected or taken to local nursery schools.

Children are cared for in three main rooms depending on their age and ability and are cared for by consistent staff. There are also three enclosed outdoor play areas. There are currently 39 children on roll aged from 6 months to 4 years. Of these, one child aged 3 years and one child aged 4 years receives funding for nursery education. There are currently no children who speak English as an additional language and no children with identified special educational needs attending the setting.

Eight members of staff, including the nursery manager, are employed to work directly with children. Of these, four members of staff have an appropriate level three qualification and two members of staff have level two.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children stay healthy because staff implement appropriate hygiene routines for example, different aprons are worn depending on the task that staff are involved in, such as changing nappies or serving food. Very good hygiene procedures are in place in the kitchen in relation to food prepared and stored, the temperature of cooked and cooled foods is checked and recorded. There is, however, a leaking drain that leads from the staff bathroom in one of the outside play areas used by the children. Older children understand simple hygiene routines and know that they wash their hands to 'get rid of germs' and they wash dolls 'when they are dirty'. Children are also beginning to learn about healthy living when they discuss the different foods they eat for example, they talk about carrots being good for them as 'they help them to see in the dark'.

Children are well nourished, they receive varied and nutritious meals and regular drinks. Meal times are relaxed and social occasions in two of the three rooms, however, in the baby room the layout of furniture does not promote a sociable environment. Staff receive written information from parents about children's individual dietary needs and share this with the cook to ensure that needs are appropriately met.

Children have regular opportunities to be involved in physical exercise for example, babies play indoors with push-along toys and older children play outdoors on a daily basis with a range of bicycles. Younger children are put down to sleep after lunch with some of the babies sleeping outside in prams.

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

The provision is satisfactory.

Children are cared for in a welcoming environment where most activities are appropriately presented for them. Children are warmly welcomed into the nursery by staff. The setting is secure and mostly safe, however, some equipment that is tied to cots in the baby room poses a hazard to children because of the length of ties. Examples of children's art work are displayed in most rooms with the exception of the baby room.

Procedures are in place for staff to check toys and equipment for safety and cleanliness, however, not all are in good condition for example, some prams and books in baby room and cushion/duvet covers in all rooms. The lack of suitable furniture in the baby room results in children being confused when put in high chairs to complete a chalking activity. For example, they watch and point to the door expectantly and staff comment that the children think it is lunch time.

Children learn to keep themselves safe and avoid accidental injury through the daily routine for example, older children make a line at the door and walk to the toilet in single file to prevent accidents. Good written procedures are in place for keeping children safe on outings. Appropriate written procedures are in place for dealing with illness and accidents. Accidents are recorded and parents are kept informed.

Children are satisfactorily protected as there are good child protection procedures in place plus other relevant documentation. However, not all staff are aware of the details of the procedure or of the nominated person for child protection.

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

The provision is satisfactory.

Children over three years are involved in a varied range of activities, across each week, that cover most areas of care, learning and play. Some members of staff have a developing knowledge of Birth to 3 matters and plan a daily activity for the younger children. However, not all children in the baby room have the opportunity to participate in the planned activity. Assessment of children's ability is inconsistent across the nursery and staff are not fully aware of children's capabilities, this results in their individual learning needs not being fully met and some children not being appropriately challenged.

Children are interested in the range of activities available and their confidence and self esteem are appropriately promoted with sufficient praise and encouragement from staff. However, sometimes inappropriate and untimely praise is given in the pre-school room for example, children praised for doing 'very well' just as they are beginning an activity. Children are acquiring new skills in relation to hand and eye co-ordination and fine manipulation for example, when babies do chalking pictures, when older children are playing with 'glupe' and others are scooping, pouring and stirring cake mixture.

Older children use initiative when deciding what to play with and which area to play in, however, they prefer to be involved in structured activities and enjoy the involvement of staff. Older children respond well to challenge and concentrate for extended periods of time when involved in activities they are enjoying such as,

bathing dolls and making cakes. There are limited resources and planned opportunities for children to effectively learn about the wider world including the cultures and beliefs of others. Topics on religious celebrations have been included in the past but children's understanding remains minimal.

Nursery Education.

The quality of teaching and learning is satisfactory.

Children are confident and happy to separate from parents and enjoy good relationships with staff and peers. They are well behaved and show a sense of achievement and pride in their work for example, when showing staff the models and pictures they have made. Children listen well to a story and are aware of the need to be quiet, some putting their finger to their mouth. They respond well to simple instructions such as tidy up, line up, sit down for circle time. Older children can name colours of plates as they are handed out for lunch and the colour of paints at the easel. There are some opportunities for children to link sounds and letters when staff use flash cards at circle time, however, children do not choose books independently and do not choose reading as an activity.

Children show an interest in numbers and counting and older children can count up to ten. There is a well equipped maths area, however, there are very few opportunities for children to learn about calculation. Children happily investigate construction materials and build tall towers with blocks and junk modelling. They use tools well for a specific purpose for example, paint brushes, scissors, glue sticks and ladle when serving lunch. A computer is available but children demonstrate they are unfamiliar with the process and they struggle with simple tasks such as moving the mouse. There are some planned opportunities for children to learn about their local community such as, a visit from the police, a visit to the train station and travel agents and walks in the nearby cemetery to collect leaves and watch squirrels. Children have regular opportunities to play on tricycles outdoors however, there is no evidence of planned activities to further promote and develop their large physical skills.

Staff have a limited knowledge and understanding of the Foundation Stage and of how children learn. The programme of activities does not fully cover the six areas of learning effectively and does not clearly show how it is varied to meet the needs of individual children. The programme of activities reflects the community the children come from but does not sufficiently reflect the wider world. Staff do not always make good use of time, space and resources resulting in some activities not being well planned and learning outcomes not being met. For example, a 'join the dots' writing task set by staff is inappropriate for the capabilities of the child involved. The layout of the room results in books not being attractively presented or easily accessible for children and are not close to the reading area. Staff keep children interested and focused on activities they are enjoying. Children's independence is satisfactorily promoted by staff as they are given choices, encouraged to help themselves to drinks and to serve lunch.

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

The provision is satisfactory.

Equal opportunities is appropriately promoted within the setting. However, there are limited planned activities and resources for children to effectively learn about wider society and the cultural traditions of others. All children are included and involved, information in relation to individual dietary needs is effectively shared between parents, staff and the nursery cook.

Appropriate procedures are in place for the identification and assessment of children with special needs, however, these are not fully understood by staff resulting in the procedures not being effectively implemented. Appropriate procedures are in place to help children progress through the nursery as they move gradually into the next room, with planned visits.

All children are happy and settled in the nursery, they enjoy good relationships with staff and peers. Spiritual, moral, cultural and social development is fostered. Children are well behaved and learn about acceptable codes of behaviour with timely and appropriate reminders from staff for example, to take turns and to be kind to each other.

Partnership with parents is satisfactory. However, the information parents receive about the educational programme is inconsistent and sometimes out of date. For example, the number, letter and colour of the week displayed is different to those the children are learning this week. The setting actively seeks the views of parents, a suggestion box is available and parents are invited to propose ideas towards the children's lunch menu. Parents are kept informed of their child's day and progress during regular discussions with staff, usually at the end of the day when children are collected.

## **Organisation**

The organisation is inadequate.

Most members of staff have a childcare qualification and have access to ongoing, in-house training and development however, vetting procedures are not sufficiently rigorous enough to ensure that all staff are appropriately vetted. All staff have recently completed a first aid course, however, this does not comply with current requirements. These issues compromise the care provided for children.

Adult-child ratios are maintained across the nursery and staff are deployed effectively most of the time to ensure that children receive appropriate support and attention. However, good use is not always made of time and resources. For example, activities are not always well planned or organised resulting in children waiting around and becoming restless. Some babies spend too long in high chairs waiting for staff to clear away after lunch.

All documentation required for the safe and efficient management of the provision is available and up to date. However, risks assessments do not include all identified hazards therefore the care of the children is compromised. There are some good policy and procedure documents in place but not all are fully understood by all staff

and the procedure for special needs is not effectively implemented for individual children. Therefore, the setting does not meet the needs of the range of children attending.

Leadership and management of the setting is satisfactory. However, there are some weaknesses. The leader is not fully aware of the capabilities of staff and because of her own limited knowledge and understanding of the foundation stage of learning, the delivery of the curriculum by staff is not effectively monitored, resulting in weaknesses not being identified.

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

Some improvement has been made since the last child care inspection. Children are kept safe as safety harnesses are used when babies are in high chairs. The availability of documentation has improved as evidence of current public liability insurance is displayed. Some good policy and procedure documents are available in relation to child protection and behaviour management however, not all staff are fully aware of the details of these. Insufficient progress has been made since the last inspection in relation to the availability of toys and play materials which promote equality of opportunity, this results in children's learning about the wider society being limited.

Little improvement has been made since the last education inspection. Management evaluation of staff practice in order to identify weak areas of practice remains an issue. Opportunities for children to develop mark making and mathematics throughout other activity areas and opportunities for spontaneous writing have not been sufficiently improved and remain an issue. Staff no longer intervene inappropriately in children's activities and their management of behaviour has improved and is handled well.

### **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.

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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, the registered person **must** take the following actions:

- ensure that risk assessment records are fully up to date and include all identified hazards both inside the setting and in outdoor play areas
- ensure that vetting procedures are rigorous enough so that all staff are appropriately vetted
- ensure that at least one member of staff with first aid training, that is consistent with guidance issued by the Secretary of State, is on duty or on outings at all times.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

### 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):

- develop activities to ensure all areas of learning are covered particularly reading, opportunities for spontaneous writing and problem solving within play and daily routines
- use the assessment tools more effectively to ensure individual children are appropriately challenged
- improve the system for sharing information about the educational programme with parents
- develop a more rigorous system for monitoring the provision of nursery education.

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)