



Sansway House Day Nursery

Inspection report for early years provision

Unique Reference Number	107037
Inspection date	24 January 2006
Inspector	Sue Davey
Setting Address	A 89 Saltmarsh Drive, Lawrence Weston, Bristol, Avon, BS11 0NL
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Registered person	Kelly Ann Clark & Alison Louise Starkie
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?

Sansway House Day Nursery opened in February 2000. It operates from four rooms, over two floors, in a converted residential property. It is situated in the Lawrence Weston area of the city of Bristol. A maximum of 22 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 throughout the year except for public holidays. All children share access to a secure rear garden, which has an enclosed pond area and an outbuilding that serves as a soft-play room.

There are currently 29 children on roll aged from 3 months to under 5 years. Of these, 12 children receive funding for nursery education. Most children come from the local area or travel from further afield as their parents work nearby. The nursery has provision for children with special educational needs and for those who speak English as an additional language.

The two owners of the nursery employ six members of staff to work directly with the children. Five of the staff plus the owners hold appropriate early years qualifications and one is currently working towards a qualification. The nursery receives support from an advisory teacher through the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because staff follow policies and procedures which promote good health and minimise the spread of infection. For example, the premises, toys and equipment are clean; children receive plenty of fresh air. If children are ill or infectious, they do not attend nursery until well again. From a young age, children learn to manage their own personal needs and understand the importance of washing their hands after visiting the toilet or before meals. Staff in the baby unit are diligent in their hygiene practice when changing babies' nappies.

There is a well-written policy in place to ensure the safe administration of medication, which includes consent and guidance from parents. Staff have appropriate first aid qualifications and make sure children receive proper treatment should they have an accident.

Children benefit from the nutritious meals and snacks provided throughout the day and they have access to drinking water at any time. All meals are prepared and cooked on the premises using fresh ingredients. The varied menu has been put together in consultation with parents, and children clearly enjoy their food. There is also good provision for children with special dietary needs or food allergies. Staff talk to parents to find out about home routines, which they try to follow when feeding babies. Little ones, who need to sleep, do so in peace and quiet.

Children make good use of the outside play areas where there is a wide range of imaginative climbing equipment to encourage physical skills and creative play. A soft-play room is available for physical activities, regardless of the weather. Children run, jump and climb. They enthusiastically join in with organised games and have good access to a range of equipment such as bikes, balls and hoops. Babies and toddlers are taken out most days and in the summer months enjoy crawling and exploring on the grass. Indoors they make good use of appropriate equipment that encourages their developing mobility.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery offers a bright and safe place for babies and young children to explore and play. The premises are well maintained. Both inside and outside play areas are regularly checked for potential hazards. Barrier gates prevent children having unsupervised access to the stairs, reception area, kitchen and patio doors. The garden pond is completely fenced in with a viewing panel for children to watch the fish safely. Staff supervise outside play at all times and provide close support for children who venture on the climbing frames.

All toys and equipment are safe and suitable for the age of children using them. Most resources are stored at low-level so that children can access them easily. Older children help themselves to toys and equipment during their free-play. They understand the need to be careful when handling scissors and have a safe system for stacking large play blocks to avoid them falling on others. Staff routinely check babies and young children when they sleep and keep a daily record to share with parents. They make sure babies and toddlers have stable equipment to pull themselves up on and staff sit with them on the floor to lend a steadying hand when necessary.

Good checking procedures ensure that children are only collected by adults who are authorised by parents to do so. Access to the building is by doorbell entry only and management are currently testing a closed-circuit-television security system to monitor the welfare of children and staff throughout the nursery. Staff have a sound knowledge of child protection issues and know what action to take if concerns arise. All staff are thoroughly vetted before having unsupervised access to children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and interested in the activities provided. They relate well to staff and confidently make their needs known. Staff respond with plenty of cuddles and one to one interaction. Babies and children under three years have access to a range of resources appropriate to their stage of development. They explore shape sorters, cause and effect toys and items to promote imaginary play. Many activities offer children a variety of textural experiences through paint, cornflour mixtures and natural materials. Staff make good use of the Birth to three matters framework to assess children's development and provide further activities. The daily routine provides a reassuring structure to the day so that children know what to expect next. There is a good balance of energetic and more quiet activities both indoors and outside. Trips in the local area and outings further afield are organised from time to time throughout the year.

Nursery Education

The quality of teaching and learning is good. Staff are knowledgeable about the Foundation Stage and provide a range of activities to cover all areas of learning. They observe children's achievements and record their progress towards the early learning goals. Planning and assessment does not yet clearly link to the next steps in

children's learning. However, staff know the children well and provide activities that offer suitable challenge. For instance, aware that children knew their primary colours, a member of staff gathered an assortment of items to help them differentiate between black, brown and silver.

Staff interact well with children and use any opportunity to introduce new words or concepts. As children busily worked with the playdough, one of them started singing 'ten fat sausages'. A staff member joined in and turned it into a problem solving exercise. She encouraged other children to make 'sausages' and work out how many they would have left if 'one went pop and one went bang'. In this way, staff help children to develop and make progress through everyday play situations as well as more structured activities.

Children use spoken language to communicate effectively. They enjoy listening to stories and join in with familiar songs. They understand that print has meaning and associate symbols with words. Such as, the picture on their coat peg which matches another used for their hand-towel. Staff give children sound clues to guess an object by its initial letter and some children identify letters associated with their name.

Children enjoy using scissors, pencils and glue. They create pictures and 'write' letters. One child said, "This is a letter for my mummy and I have to put the stamp on here so it can be delivered". Children use mathematical language in their conversations. They describe items as long, thin, heavy or tall. At lunch one child noticed his carrots were square not round; a member of staff explained it was called a cube. A group of children built a tower with large blocks. They made a step next to it so they could build even higher. As the tower toppled, a child said excitedly, "It's too tall now!" A member of staff helped the children count the 29 blocks in the tower.

Children learn about the world around them. They plant bulbs to raise funds for a charity event. They grow fruit and vegetables in the garden and understand that plants need light from the sun and rain to grow. They chop different fruits to make a salad and talk about where the fruit comes from. Some children found pips in their apples and explained that they might grow into trees. Outside, children use magnifying glasses to hunt for insects and then make representational drawings of their findings. They enjoy simple cooking activities; they watch to see how quickly ice cubes melt.

Children act out various scenarios in role-play. Some demonstrate leadership skills as they direct the play of others. While pretending to be dogs, one child said to another, "You've got to look after me because I'm a puppy and you're a dog". Staff allow children time to develop their own ideas and choose what they want to do. However, they also support children through their play, ask questions to make them think and step in if necessary when disputes occur.

Helping children make a positive contribution

The provision is good.

The nursery has an open admissions policy and welcomes families from a diverse range of cultural backgrounds. Children learn from first-hand experience that people

throughout society have different beliefs and lifestyles. They make good use of the range of books, dolls and pictures, which reflect these differences in a positive light. Staff take time to learn key words so that children who speak English as an additional language feel understood and included.

Children enjoy taking part in various festivals and traditional events throughout the year. For example, they took great delight in dressing up in the dragon costume they had helped to make and danced with ribbons as part of their Chinese New Year celebrations. Staff have a positive attitude towards children with special needs and seek guidance and support from other professionals as necessary. One of the managers has basic skills in British Sign Language, which has proved useful in the past when communicating with hearing impaired parents.

Throughout the nursery, babies, children and staff interact well with each other and have trusting and positive relationships. Most children separate from their parents with ease and quickly settle at self-chosen activities. They show delight in their own achievements and have high self-esteem. Children are well behaved. They work in small and large groups as well as on their own. Older children form good friendships with each other and cooperate well during play. The children were involved in creating the 'Golden Rules' and often remind each other how to behave. For instance, one child said, "You're not allowed to sit on the table, it's one of the Golden Rules".

Staff act as positive role models to the children and emphasise good manners. Consequently, children are learning to take turns, share resources, say 'please' and 'thank you' and show consideration for others. During circle-time, older children learn to express their feelings through simple but effective activities such as telling a puppet what makes them happy or sad. Staff show patience and consistency when managing children's behaviour and take good account of each child's level of understanding. Overall, children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Staff build positive relationships with parents and encourage their involvement with their child's care and education. Parents appreciate and enjoy reading about their child's day on the daily home sheet or in their diary books. Staff are friendly and approachable. They regularly talk to parents and encourage them to attend three-monthly reviews to discuss their child's progress across all areas of learning and development.

Many parents add their own observations of their child's achievements to the assessment record. Some parents extend their involvement with the nursery by volunteering to read stories or talk about their job, for example, as a paramedic or nurse. From time to time parents are asked to complete a 'customer satisfaction sheet'. Records show that parents are very happy with the overall care their children receive. Staff respond positively to any suggestions made.

Organisation

The organisation is good.

The two nursery owners are highly committed and passionate about their nursery and the service it provides. They manage the day-to-day running of the setting and regularly work alongside staff and children. All necessary records and documentation are in place, although some lack the necessary detail and are due for review. Staff work effectively as a team to provide consistent care for children. Their deployment throughout the nursery meets the National Standards and often exceeds minimum ratios. The managers hold regular reviews with each member of staff. Together, they identify strengths and areas for improvement.

Some staff are currently working towards level 3 qualifications in childcare and all are encouraged to update their practice by attending various training workshops throughout the year. Consequently, children are cared for by a motivated and enthusiastic staff team. Babies and children are organised into specific groups and take part in activities appropriate to their individual stage of development. Overall, the setting meets the needs of the range of children for whom it provides.

Leadership and management is good. The deputy manager oversees the provision for nursery education and regularly discusses planning and assessment with relevant staff. From time to time, staff meet with and receive support from an advisory teacher via the Local Authority. Staff actively seek ways to improve their practice and are currently reviewing the planning format.

Improvements since the last inspection

Recommendations were raised at the last care and nursery education inspections regarding some policies and procedures; availability of certain resources; and the involvement of parents in children's assessments. Since then the nursery has made steady progress to tackle these recommendations. There is now an operational plan, which outlines the framework of the day-to-day running of the nursery. Procedures further promote children's health; and improved room arrangement gives children easier access to a diverse range of multi-cultural resources and activities to promote writing skills.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint 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):

- review and update policies and procedures on a regular basis

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):

- further develop planning and assessment to make sure activities are linked to what children need to learn next.

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