



# Breaston Manor Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY306793
<b>Inspection date</b>	13 December 2005
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<b>Setting Address</b>	90 Wilsthorpe Road, Breaston, Derby, Derbyshire, DE72 3EB
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<b>Registered person</b>	Christine Jane Russell
<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 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?

Breaston Manor Day Nursery has been registered under the current private owner and manager since 2005. It operates from a refurbished building in Breaston, Derby. Children are cared for in 4 rooms on the ground level and in 4 rooms on the first floor. There is an enclosed area for outdoor play.

The nursery is open 5 days a week with the exception of Bank Holidays, Christmas and New Year. Sessions are from 07:30 until 18:00.

There are currently 70 children from 4 months to 4 years on roll. Of these, 23 children receive funding for nursery education. Children come from local and surrounding areas. The nursery currently supports children with special needs. It also provides care for children up to nine years during the school holidays and before and after school.

There are 11 staff who work directly with the children. All staff hold appropriate early years qualifications. The pre-school receives support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn the importance of good personal hygiene through well-planned routines. They know, for example, that they need to wash their hands after using the toilet and before eating. Good procedures, such as, not wearing of outdoor shoes in the baby play area and staff wearing disposable gloves and aprons for nappy changing, sustain good levels of hygiene and help reduce the risk of cross contamination. Good procedures for sick and infectious children help prevent the spread of infection and keeps children healthy.

Children's individual dietary needs are met effectively, as these are discussed in detail with parents. Meal times are sociable occasions where children develop good appetites and benefit from their main meals being prepared with mainly fresh produce. Children learn about healthy lifestyles. They take part in projects that look at foods that are healthy and during the summer months they grow vegetables. Children continue to develop this understanding on a daily basis as they make selections from healthy options of different fruit and vegetables at snack time. Fresh drinking water is available throughout the day for all children. This significantly contributes towards children's good health.

Children are developing a positive attitude to physical exercise. They enjoy indoor physical play in the soft play area as part of their regular daily routine. Older children who are in receipt of nursery education funding particularly benefit from well planned weekly P.E. music and movement and Tai Chi sessions. During these sessions they concentrate on specific physical development such as balance and co-ordination. Good use is made of the well-presented outdoor area to develop children's climbing, jumping and running skills. This contributes to children's good health and well-being and helps them to develop control of their bodies. Children are able to access comfortable seating which enables them to rest and relax according to their needs. Younger children and babies benefit from a dedicated sleep area where they rest and sleep according to their individual needs, undisturbed. As a result children make good progress in their physical development.

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

The provision is satisfactory.

Children are kept secure because there is an effective system for keeping the premises secure and managing access to the premise. Much thought has been given to the organisation of space indoors and outdoors to ensure it is utilised to its maximum potential. As a result, children are able to meet together for a very sociable lunch; babies are able to enjoy undisturbed sleep in the designated sleep room and children are able to grow vegetables in their vegetable patch and have their senses stimulated in the outdoor sensory garden. Yearly risk assessments help reduce risks of accidental injury to children. However, children's access to the kitchen is not fully restricted. Staff are not rigorous enough at times to ensure that all the identified hazards in the written risk assessment are minimised. Although staff have a good awareness of the procedures that they would follow if a child was lost or not collected, this procedure has not been formalised as a written policy statement as required.

Children are developing some sense of danger and knowledge about how to protect themselves from harm. Younger children learn how to use the stairs safely, older children learn about road safety and all children take part in practicing to evacuate the building.

All staff are secure in their understanding of child protection and would act accordingly to ensure children's welfare.

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

The provision is good.

Children are confident in the nursery's welcoming and caring environment. They have positive relationships with staff and receive comfort and attention when they need support. The youngest children in the nursery are settled, secure and progressing well because they are able to follow their own routines for meals and sleep and have a consistent carer. They particularly benefit from staff working very closely with parents on admission and on an ongoing basis. As a consequence the individual needs of the children are identified and met very well. Children under three years play happily together using resources such as books, small world toys, jigsaws and treasure baskets, all suitable to their age and stage of development. All children enjoy exploration with paint; water and sand which helps children represent their feelings and ideas in a variety of ways. Children's language and communication skills are promoted well by staff through constant conversation, questions and individual attention. Consequently children learn to speak clearly and are able to express their needs.

There is a good range of resources to promote imaginative play and all children play together in groups engrossed in acting out activities, such as, dressing up and giving first aid to dolls. As a result children's social skills are developing well.

Staff are developing the use of observations and assessments for all children to help them to plan for the next steps for play and learning and show how each child is developing new skills.

Nursery education.

The quality of teaching is good. Children are making good progress towards the early learning goals because all children are included and take part in a wide range of activities and experiences. Teaching is rooted in a strong knowledge of how children learn. Teaching motivates children so they are engrossed in their activities and make good progress. Behaviour is managed effectively and this results in a calm and caring environment for children. Planning covers all six areas and identifies appropriate learning intentions and challenge for children. Children's progress is monitored effectively to inform teaching and planning. However, present assessment systems are not yet fully linking into planning and is not fully used as a tool to inform parents of their child's progress.

Children show a strong sense of belonging to each other, staff and the nursery. They share their feelings, talk about their families, preferences and they are developing a real sense of humour within the group. This significantly contributes to the development of children's self-esteem and self-confidence. Children are developing positive attitudes to learning because they have a vibrant environment and they are constantly provided with new practical experiences, such as, looking at types of machines that go past the nursery and then, making a graph to show how many and what type of machine they saw. As a result children are eager to demonstrate what they know, learn more and persist with difficult tasks such as flying the kites they had made. Children are becoming increasingly self-disciplined in areas such as sharing, taking turns to talk and listening to each other. They relish the opportunity to take daily responsibility for tasks such as giving out snack and they develop good level of independence as they serve themselves to their lunch and clear their own plates.

There is a very effective approach to developing children's skills and understanding in early literacy. Staff model and reinforce language and continually introduce new words and explain their meaning to the children. They value what children say and do and as a result, children learn to speak clearly and confidently and develop a wide vocabulary. Children are developing a good understanding that print carries meaning. They recognise their names and show a good interest in the print around them. They are encouraged to develop a keen interest in books, an awareness of sounds in words and writing skills are developing. Taken together, these provide children with a firm foundation for learning to read and write.

Children are continually encouraged to develop their skills and interest in early mathematical concepts and number. They are able to use their understanding of number to solve simple problems, such as comparing the number of children to the number of plates and chairs they need for snack. Older children are able to do simple calculations to see how many more pieces of fruit they need to make four. Mathematical language is introduced to the children through a varied range of practical activities which leads to them using language to describe capacity, shape, position and size during their play. This thorough introduction in all aspects of mathematical development helps children to progress at a good rate.

Children develop good exploration and investigation skills as they learn about change when making ice cubes and watching them melt. They develop an initial sense of time by looking at the days of the week and months of the year. Through observing the weather each day they gain knowledge of the environment. They are able to express themselves freely as they play in the home-corner and they enjoy exploring

many different textures. Children's interest in music is enhanced greatly as they have daily opportunities to listen to staff playing the guitar and play musical instruments such as bells and tambourines to accompany her.

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

The provision is good.

The setting cares for children with special needs and implements policies to promote inclusion and equality. Staff work very closely with parents and other agencies. As a result children with special needs are supported well as their individual needs are identified and met. There are no children currently attending for whom English is an additional language, but there are arrangements in place to offer appropriate support. Staff ensure that resources positively represent the wider community, many festivals are celebrated and older children learn about different languages as they are introduced to the French language through songs, rhymes and simple phrases.

Children enjoy positive relationships with the staff and with each other. They are valued and respected as individuals and their confidence and self-esteem is developed well by staff. Children behave well and play harmoniously with each other. They take turns and share, help each other and use their manners well. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents is good. All children benefit from the positive partnership staff have developed with parents. This means children settle well because the staff work closely with parents to ensure their child's needs are met. Children's individual needs are discussed and recorded; daily exchange of information keeps parents informed of their child's well-being. Progress records are accessible to parents in each group room. Parents are made aware of how the setting operates through the information booklet. Parents are informed of topics and operational changes verbally and from the parents' notice board and newsletters. The setting is actively working to further develop the partnership with parents. A questionnaire and comments form for parents has been recently introduced to encourage parents to make suggestions for improvements in the nursery.

Partnership with parents of children who receive nursery education is satisfactory. Information is available on the educational programme, but this is not detailed enough to proactively enable or encourage parents to be involved with their child's learning at the nursery. The current assessment system is not yet fully used to inform parents about their children's progress.

### **Organisation**

The organisation is satisfactory.

There are robust recruitment procedures which ensure staff are appropriately vetted and all staff who work with the children are qualified. Most policies and procedures are in place and mostly work well in practice, keeping children healthy and safeguarding their welfare. Children's records and staff details are stored securely in

the office area and available for inspection. There are clear systems in place for recording accidents, medication and attendance.

The leadership and management of the setting is good. Staff who work with the children in receipt of funding for nursery education have a strong knowledge of the Foundation Stage and the Special Educational Needs Code of Practice to help extend children's learning in all activities and provide appropriate support. Organisation of space indoors and outdoors ensures it is utilised to its maximum potential. The environment is vibrant providing stimulation and interest, conducive to quality care, teaching and learning. As a result, children's learning needs are identified and they are motivated and challenged to learn. Consequently children make good progress towards the early learning goals. The management of the setting know their strengths and weaknesses and are acting upon their evaluations to make improvements.

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

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

Not applicable.

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

Since registration there have been no complaints to report.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- formalise into a written statement, the procedure that is followed in the event

of a child becoming lost or uncollected

- be more rigorous in ensuring that all the identified hazards in the written risk assessment are consistently implemented, in this instance, loose electrical leads and hot radiators, and take further steps to ensure children do not have access to the kitchen.

### **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):

- continue to develop assessment systems to fully link into planning and to inform and involve parents in their children education programme and progress.

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