



Minus Fives Childrens Day Nursery

Inspection report for early years provision

Unique Reference Number 305965

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Inspector Donna Suzanne Lancaster

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Registered person Nunthorpe Nurseries Group Ltd

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?

Minus Fives Day Nursery opened in 1989 and is part of the Nunthorpe Nurseries group which run several groups in the Cleveland area. The nursery is situated in the borough of Stockton on Tees in a quiet road on Thornaby industrial estate. It serves the local and surrounding areas. The nursery operates from a purpose built one storey building with four activity rooms plus a room equipped with soft play materials. There is also a secure outdoor play area.

The nursery is registered to provide full and part time care, which includes an out of school and holiday club. The nursery provides care for 60 children aged between 6 weeks and 8 eight years. There are currently 88 children on roll. This includes children who receive nursery education funding. The setting supports children who speak English as an additional language and procedures are in place to support children with special needs.

The nursery opens five days a week all year round excluding bank holidays. Sessions are from 07.30 until 18.00.

There are 13 staff working with the children, of whom 11 hold a relevant childcare qualification. The group receives regular support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The nursery environment is warm, clean and maintained to a good standard. Comprehensive written policies and procedures are in place for health and hygiene, however, staff do not always follow them at tea time to ensure that children remain healthy. For example, children were not given plates to eat their tea from. All children are developing good hygiene practises within every day routines, for example, once the children have lined up and are taken to the toilets they independently access toilets and wash their hands.

Children are well nourished and enjoy a varied menu of freshly cooked foods. Children's individual needs are taken into account to ensure children remain healthy. Older children receive sufficient opportunities to help themselves to drinks and babies are regularly offered drinks to ensure none remain thirsty, however, babies bottles are not clearly labelled and there are no opportunities for more able children to self-serve themselves at meal times.

Older Children enjoy a range of outdoor activities which help and support their physical skills, for example, as they run backwards and forwards, skip, hop and climb on the climbing frame. This promotes children's physical development, gives them confidence to try out new skills, set their own limits and know when to ask for help. All children are able to rest and be active according to their needs.

Staff have begun to use Birth to three matters guidance to adapt a range of activities and play experiences to promote and plan younger children's learning.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery presents a warm and welcoming environment in which to care for children, for example, children's work is displayed throughout the nursery along with information for parents. Premises are well-organised, both indoors and outdoors, to

maximise play space for children. Babies are able to safely access a good range of developmentally appropriate resources selected by staff. This is consistent throughout the nursery, for example, toys, resources and equipment for the under 5 and out of school children are inviting and are of suitable quantity and quality.

Premises are secure with good systems in place for monitoring visitors and for ensuring children are unable to leave the premises unsupervised. Staff carry out risk assessments to identify potential hazards and minimise the risk of accidental injury to children. Children are beginning to develop an understanding of safe practises, for example, as they pick up toys off the floor so they do not trip over them and hurt themselves or others. Sound emergency evacuation procedures are in place and practised, ensuring children know what to do in an emergency and staff are aware of their roles and responsibilities.

There are good written policies and procedures in place regarding child protection and staff have a secure understanding of child protection procedures in line with the local Authority Child Protection Committee procedures should they be concerned about a child.

Helping children achieve well and enjoy what they do

The provision is good.

All children enter the nursery confidently, happily and settle quickly. They are eager to learn and show enjoyment in taking part in a variety of activities. Children play happily together and have good relationships with staff. This increases their confidence, self-esteem and well-being. Babies are well nurtured and benefit from familiar routines. Staff encourage positive interaction, using sound, gestures and basic language by playing with them at their level and responding appropriately to their individual needs. Most children achieve well because staff are skilled and use their experience of early years guidance such as Birth to three matters and the curriculum guidance to the Foundation Stage to provide quality care and education. Children become increasingly independent as they choose from a variety of books and activities. Resources are inviting and in good condition.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage and how children learn effectively. Staff plan a range of interesting activities which they adapt to meet individual needs and the interests of the children. Assessment records are used, however, they do not identify clearly the next steps in children's learning.

All children are happy and settled and greet each other and staff enthusiastically on arrival. They are eager to learn and are able to work independently or as part of a group. Children's behaviour is good. They are developing negotiating skills and self discipline as they share and take turns during their play. Children are beginning to develop their independence, for example, when going to the toilet, washing their hands before meals and setting the table for meals. All children communicate confidently and initiate conversations with each other and staff. They listen and

respond to what others say.

Children's early reading skills are developing. They select books to share with each other, read independently and listen to stories. Children are beginning to distinguish the sounds of letters and enjoy Jolly Phonic activities. They show an interest in numbers and more able children can count reliably to 10 and beyond. Children are beginning to show an interest in living things and their surroundings through a variety of topics. They are gaining awareness of their own and other cultures. Staff do not provide sufficient opportunities for children to increase their knowledge of simple technology and to explore "how things work", for example, through regular use of the computer. Children use their imagination well in role play and small world play and explore a range of craft and design activities.

Children move with confidence and control. They use a wide range of large and small equipment and climb, run and jump with confidence. They use small tools for a purpose and join-in first hand experiences, for example, playing in the sand and water, painting and model making.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the nursery and good relationships are formed between the children and staff fostering their sense of security and belonging. Staff take positive steps to promote children's welfare and development. They offer a range of activities and resources which reflect diversity, for example, celebrate cultural and religious festivals, raising children's awareness of diversity and helping them develop positive attitudes towards others.

Sound procedures are in place for caring for children with special needs and English as an additional language. Children are well behaved and respond appropriately to staff, for example, when lining up to go outside they wait quietly in an orderly line. They are beginning to learn to share, take turns and respect each other. Effective use of encouragement and praise ensures children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and careers is good. Positive relationships are established with parents to ensure children receive good quality care, for example, staff exchange information at the beginning and end of sessions and warmly welcome parents into the nursery at any time. Detailed formats are in place for obtaining information from parents regarding the care of their children, using this information as a starting point for their children's learning, care and teaching.

All parents receive good written and verbal information which keeps them well informed about all aspects of their children's care, progress and achievements, for example, detailed information about the Foundation Stage, regular newsletters informing parents of current topics and how they can be involved in their children's learning.

Organisation

The organisation is good.

All staff have relevant child care qualifications and attend regular training to develop and update their practise. Sound recruitment and selection procedures are in place to ensure all staff are suitably vetted. Staff work well as a team to provide a warm and welcoming environment for children, parents and visitors. Premises are well organised, indoors and outdoors, to maximise play opportunities for children.

Leadership and management is good. The management and staff are keen to develop the nursery education and actively seek ways to improve their practise. Sound systems are in place to evaluate and monitor the quality of the education offered. There are committed, qualified staff working with the children, helping them towards the early learning goals. Staff have a sound knowledge and understanding of the curriculum to enable them to help children achieve well. Management continually evaluate their practise, policies and procedures to ensure they support and extend children's learning.

All legally required documentation for the safe management of the nursery and which contribute to children's well-being, health and safety are in place and are regularly reviewed and updated. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

The last Children Act inspection recommended that the nursery should: ensure all creams, sprays and trailing wires are safe or inaccessible to children; ensure all fire exits are free from obstruction; ensure children under 3 years have access to resources which reflect diversity; ensure that suitable domestic style furniture is available for children under 1 year and appropriate furniture is provided for children aged 1 to 2 years to sleep.

The nursery have addressed most of the recommendations: by removing creams, sprays and trailing wire and making them out of children's reach; the fire exits are free from obstructions; further resources have been obtained to raise children's awareness of diversity, for example, dressing-up clothes, dolls and celebrating festivals and they have provided individual sleep mats for children aged 1 to 2 years. However, the nursery have failed to provide suitable domestic style furniture in the baby room. This results in partly promoting children's development, safety and well-being.

At the last nursery education inspection no recommendations were made.

Complaints since the last inspection

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.

A concern was raised in relation to Standard 2 Organisation. The provider was asked to investigate the complaint and submitted an investigation report to Ofsted. The provider was found to be complying with the National Standards and remains qualified for registration.

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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 babies bottles are clearly labelled; provide suitable crockery for children at tea time and allow more able children opportunities to serve themselves
- provide domestic style furniture in the baby room to assist children in developing mobility and to continue normal life experiences.

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 the use of planning and assessment records in order to identify the next steps in children's learning
- increase opportunities for children to extend and explore their IT skills.

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