



Ferndene Lodge Nursery

Inspection report for early years provision

Unique Reference Number	508025
Inspection date	12 December 2005
Inspector	Ann Doubleday / Josephine Ann Northend
Setting Address	64 Elton Parade, Darlington, County Durham, DL3 8PQ
Telephone number	01325 468774
E-mail	ferndenenurserylineone.net
Registered person	Margaret Walden
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?

Ferndene Nursery opened in 1987. It is owned by a limited company - Great Little Childcare, with an individual provider Lynne Walden. It operates from seven rooms within a large house, purpose built baby unit, and a converted coaching house in the west end area of Darlington. A maximum of 75 children may attend the nursery at any one time. The nursery opens five days a week from 08.00 until 17.30 for 51 weeks of the year. It serves the local and surrounding areas.

There are currently 153 children aged from 3 months to 8 years on roll. Of these 43 children receive funding for nursery education. Children attend for a variety of sessions. The setting supports children with special needs.

Twenty members of staff work with the children and nineteen staff hold appropriate early years qualifications. Three members of staff are currently working towards a qualification or further qualification. The setting receives support from the Local Authority. The nursery is working towards National Day Nursery Association Quality Counts, a quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's physical development is supported well, with opportunities to have well planned outdoor physical exercise each day. Children move with increasing control, for example as they mount stairs to access the pre school and play games outdoors. Children can rest and be active according to their individual needs.

Staff set a good example as they use protective clothing when preparing and serving food. Effective nappy change procedures are in place and implemented well. This prevents the spread of cross infection. Children understand the importance of good hygiene through daily routines and know why they need to wash their hands. They are encouraged to wash their hands regularly before snacks and after using the toilet, however soap is not provided in the toilet areas. This means that good hygiene practises are satisfactorily promoted.

Some of the rooms on the ground floor of the nursery, are not maintained at an adequate temperature resulting in some children being cold at times. There are effective sick-children's policy, accident and medication procedures in place, however the medication records do not fully protect confidentiality. All staff hold a relevant first aid qualification. This means children's good health is satisfactorily promoted.

Children understand the benefits of a healthy diet, through the promotion of nutritious meals and snacks including fresh fruit and vegetables. The staff and cook work well together to meet children's individual dietary needs. Drinking water is available throughout the day, however, it is not always accessed by the children when needed. Younger children are offered a drink before their snack and tea rather than during or after eating. This does not fully meet all children's needs. Children eat their tea directly from the table, as plates are not provided. This does not fully promote good hygiene practice.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, welcoming environment where most risks are identified and minimised. There are clear systems for the recording accidents and

good practice in place, with risk assessments completed for accidents that have occurred. There are clear emergency evacuation procedures in place and a practice is carried out regularly. This means children are kept safe. Children begin to learn the importance of keeping themselves safe as staff promote and extend children's observations, for example, as they talk about keeping safe near fires.

There is a good range of developmentally appropriate resources which are well organised in child-height furniture to encourage independent access. However, there is no domestic style furniture for children aged 1-2 years. This does not fully assist these children in developing mobility and continuing normal life experiences. The security of the premises is good and there are clear lost and uncollected child policies in place.

Staff have good understanding of their role and responsibilities under child protection and procedures are in place in the event of an allegation against staff. This means the welfare of children is protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting, they arrive happy and eager to participate and they are making good progress. Close and caring relationships with staff increase the children's sense of trust and help them develop a strong sense of self. Children form good relationships with each other and their communication skills are well supported through good adult-child interactions.

Activities and play opportunities are purposeful and developmentally appropriate resulting in children being motivated and interested. This is evident in the good planning and evaluation of activities. Staff have good knowledge of the Birth to three matters framework and are using it effectively. Treasure baskets are used well with the younger children and the contents are changed frequently in order to extend children's experiences.

There are clear settling-in procedures for children in place. Staff are sensitive to and meet children's individual needs. Children generally behave well and are developing a sense of right and wrong, they respond appropriately to staff who explain why they should not do something.

Nursery Education.

The quality of teaching and learning is good. Children enjoy their time at the nursery and achieve well because staff use their good knowledge of the foundation stage to provide high quality nursery education. Staff have completed foundation stage training and plan an interesting programme of activities across the six areas of learning. Assessment systems are in place, they link clearly to the foundation stage curriculum and records are completed in detail. Systems are not in place to ensure sufficient challenge for the older and more able children. There is a key worker system in place and children are grouped well. The good use of resources supports the learning opportunities offered to the children. Staff use and develop children's

own thoughts and ideas, for example, after children had wrapped presents in the home corner, staff extended this into a pass the parcel game as had been suggested by the children.

Children are developing good communication skills, they hold a conversation for extending periods of time. They are confident to suggest ideas and speak out in a group situation. They use language for thinking and link sounds to letters well for example as they know 'c' for carol and 'h' for holly. Children are beginning to develop their writing skills, they hold pencils correctly and are beginning to make recognisable marks, however this is not extended into other activity areas. Children have opportunities to copy and recognise their own names. They listen attentively to stories and can predict what is going to happen next.

Children use a computer well, they control the mouse confidently and complete simple programs with ease. Children are developing good understanding of numbers, they can count beyond 10 and recognise some numerals. Children can match a number of objects to the correct numeral. They use size language well and can name some shapes, for example they know that two semi-circles make a full circle. Most children have opportunities to use problem solving and calculating in every day routines and activities and they are developing sequencing skills.

Children are beginning to develop a sense of space and they extend their large physical skills through a variety of well planned indoor and outdoor physical experiences each day. Children mount stairs with ease, some using alternative feet. They control their movements well in activities such as movement games. Children develop good levels of hand eye co-ordination, for example, through the use of different sized paintbrushes and spreaders. They cut confidently with scissors.

The children are confident in their play and learning. They are generally well behaved, sit quietly and concentrate appropriately, persisting at activities for extended periods of time. Children talk confidently about past and present events in their own lives. They show good interest in their environment and the world around them. Children are developing some understanding of other cultures and beliefs, however this is not always extended sufficiently for the older and more able children. Children are developing some self-care skills, for example serving their own meals and putting on their own coats, however older children do not have opportunities to pour their own drinks. Children are developing good health and bodily awareness. They understand why they need to wash their hands before eating and staff help them to understand the need to warm up before exercise.

Children explore different colours and they know the names of various colours. Children use their imagination well in play for example as they act out the Christmas story within their role play. They construct with a purpose in mind and build three dimensional structures confidently using a variety of materials independently. They enjoy music and song, join in with familiar songs and Christmas carols and move and clap rhythmically to music.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed and staff ensure resources are readily available. Planned activities are undertaken that positively represent the local and wider community. For example, children have a good understanding of the story of Christmas and this is evident in their imaginative play. A good range of resources are available reflecting other cultures and races. The environment is rich in multi cultural displays. This helps increase children's awareness of diversity and develop a positive attitude to others. The staff's understanding of each child's needs is used to encourage a sense of security and belonging.

Children are generally well behaved and polite in response to the expectations of staff. They take turns and staff support them in developing their care and concern for others. Children's understanding of right and wrong is increased through the good example set and gentle reminders they receive from staff. This fosters children's spiritual moral, social and cultural development.

Children with special needs are supported well. There is a clear special needs statement in place and an identified special needs co-ordinator who has received relevant training. Staff work with other agencies well to ensure children's needs are met. All children are included in activities.

Partnership with parents is good. Children benefit from the two-way sharing of information. Parents receive regular newsletters, a parent's handbook with good information about the foundation stage, and have access to their child's development records. They attend open days to receive information about their child's progress. Parents are consulted with regularly and have attended training delivered by nursery staff on the Birth to three matters framework and the foundation stage profile. This ensures they are well informed about their child's development. They are encouraged to continue their child's learning at home, for example, through the practising of Christmas carols for the concert.

Organisation

The organisation is good.

The children feel at home and at ease with the environment. This means they are confident and can initiate their own learning and contributes to them being happy and settled. Children move around confidently and independently.

Leadership and management of the nursery education is good and promotes the children's learning. The majority of the staff have early years qualifications. The management undertake annual staff appraisals and support and encourage their attendance at relevant training. The knowledge gained by staff is used to further enhance children's care and welfare. All staff have a good knowledge of the foundation stage curriculum, consequently children's progress towards the early learning goals is good.

The manager has high expectations of the staff who work well together as a team. There is a key worker system in place and adult to child ratios are met. Children are

grouped well in order to meet their individual needs. However, the registration records within the nursery rooms are not fully effective in confirming how staff deployment covers required ratios. There is a comprehensive staff induction procedure in place and they receive a copy of the detailed staff handbook. All staff are appropriately vetted, and there are clear and robust recruitment and vetting procedures in place.

Required documents are available. The detailed policies and procedures in place are shared well with staff to appropriately promote the welfare, care and learning of the children. There are very good systems in place for the sharing of information with parents about the service and their child's activities. The provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection recommendations were made in relation to access to toys and materials, safety of low level glass and documentation. Children can now freely access a good range of toys and play materials that are stored in low level crates. The accessible glass has been protected, creating a safer environment for children. The registration system now indicates times of arrival for children and staff, however, the deployment of staff is not clearly identified.

A recommendation was also agreed in relation to mathematical development. Children now have opportunities to calculation and solve mathematical problems in everyday routines.

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 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):

- review children's hand washing procedures in relation to parents wishes and children's needs
- improve procedures at meal and snack times, to ensure drinks are provided to meet children's individual needs and that they eat from plates at tea time
- ensure all rooms are maintained at an adequate temperature
- demonstrate how staff are deployed effectively within the premises to ensure the safety welfare and development of children

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 activities are extended in order to provide sufficient challenge to older and more able children across all areas of the curriculum.

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