



Farnley Children's Day Nursery

Inspection report for early years provision

Unique Reference Number	400086
Inspection date	08 December 2005
Inspector	Dawn Bonica Brown
Setting Address	Farnley Lane, Farnley, Otley, North Yorkshire, LS21 2QJ
Telephone number	01943 461161
E-mail	
Registered person	Chapter One Childcare
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 satisfactory. The registered person meets 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?

Farnley Children's Day Nursery opened in 1997. It is privately owned and operates from a house adjacent to Farnley Church of England Primary School in the village of Farnley, near Leeds. The setting operates from two rooms upstairs and two rooms downstairs. There is a garden to the front of the property available for outside play.

A maximum of 19 children may attend the nursery at any one time. The nursery is open five days a week, all year round from 08.00 to 18.00. There are currently 44

children on roll. This includes 5 funded 3-year-olds. Children attend for a variety of sessions. The setting supports children who speak English as an additional language.

The setting employs six staff who work with the children, of these four have early years qualifications. There is one member of staff working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop a positive attitude to mealtimes and their appreciation and enjoyment of food is enhanced because meals are a social occasion when staff and children, including babies, eat together. They learn the importance of healthy eating through discussions about food. They enjoy a nutritious, balanced diet that includes fruit and vegetables to maintain their health. However, parents are not made fully aware of what children are eating as the menus are not changed with sufficient promptness. Pre-school children are offered appropriate support to help themselves to fresh drinking water and use this facility frequently. Children play outdoors every day so that they begin to learn about the importance of a healthy lifestyle and enjoy the benefits of exercise in the fresh air. Their physical development is suitably encouraged through play on a wide range of equipment that helps to develop good balance and co-ordination. Babies are successfully encouraged to take the next steps in their physical development through the effective implementation of the Birth to three matters framework.

Children are beginning to learn the importance of hygiene as they follow good staff role models. For example, children demonstrate an understanding of the principles as they wipe their nose independently and dispose of the used tissues correctly to prevent the spread of infection. They are developing good habits of personal hygiene as they are reminded to wash their hands after using the toilet. When children visit the toilet they are supervised unobtrusively to maintain an appropriate balance between encouraging children's independence and taking proper hygiene precautions.

Children's well-being within the nursery is well protected because a significant number of staff have the relevant knowledge to administer prompt first aid in the event of an accident. The setting follows proper procedures to prevent the spread of contagious ailments. Staff act in the best interests of all children who are ill by alerting parents to the signs and symptoms of a range of contagious ailments.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are secure and well supervised in a clean environment that is well maintained. They are well protected and benefit from good safety measures carried out by staff who are vigilant. For example, children learn the importance of

emergency evacuations by practising regular fire drills so that they become familiar with the escape routines in the event of a real emergency. Risk assessments are carried out routinely and children are well supported to learn to identify potential hazards for themselves. This is promoted well because children are included in the safety inspections of the garden at appropriate times, when they are taught to recognise the stinging nettle and to alert staff to eliminate them.

Children use toys and equipment that are safe, suitable for their purpose and provide challenge and stimulation. The Birth to three matters framework is well implemented to support young children's independence. They select easily accessible resources safely. Furniture is arranged to best advantage to provide good space and encouragement for babies to explore their environment. Toddlers are successfully encouraged to choose toys from child height storage that is visually attractive and sturdy.

Children are well protected by staff who are knowledgeable about their responsibilities in line with the Area Child Protection Committee guidelines. They are well trained and have a sound understanding of the correct reporting procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are involved in a suitable range of activities that support their development. For example, babies are well stimulated and their independence is promoted through resources that encourage mobility and curiosity so that they develop a sense of achievement. They engage in activities, such as play with treasure baskets, to encourage them to investigate and use well placed resources that allow them to explore their environment. Toddlers are highly involved in their play and are busy exploring the setting, looking at themselves in mirrors and photographs and selecting toys and books that are suitable for their stage of development.

Children learn new skills and make their own discoveries through an appropriate balance of adult-led and child-initiated activities. They learn to work harmoniously with others through effective adult support in group games. This helps them to feel a sense of achievement as they take turns and co-operate with each other to complete developmentally appropriate games.

Nursery Education

The quality of teaching and children's learning is satisfactory. Pre-school children show interest in what they do and choose activities from a suitable selection that helps to develop their overall learning. Staff have a sound knowledge of the Foundation Stage and plan activities to support children's development so that they are confident speakers. They express their view and feelings in a variety of ways, such as spontaneous role play and co-operative games. Children learn to count in sequence and recognise numbers because staff include the use of numbers in children's activities. However, mathematics is not developed as successfully in normal routines. Therefore, children do not practise their skills to gain an awareness of how to solve simple maths problems in everyday situations. Children enjoy stories

and are attentive listeners. Staff use a suitable range of books and methods of story telling such as 'story sacks'. However, children's awareness of the value of stories is undermined as they are sometimes interrupted in story sessions to follow adult agendas.

Overall, children make satisfactory progress in all areas of learning. This is recorded in photographs, children's work and written observations. However, these are not used with sufficient detail to inform future planning for each child.

Helping children make a positive contribution

The provision is satisfactory.

Children make positive relationships as they are encouraged to treat each other with respect and learn appropriate patterns of behaviour from staff. They begin to distinguish between right and wrong through suitable praise for appropriate behaviour and are encouraged to show concern for each other. They begin to understand responsible behaviour and develop self-esteem and respect for others because their concern for others is suitably fostered. Children gain an awareness of the wider society through resources and activities that reflect positive images of cultural diversity, disabilities, gender and religions. Children demonstrate a sense of belonging as they contribute to the smooth running of the setting by helping to put resources away. All children learn about the world around them through suitable activities. The provision fosters children's spiritual, moral, social and cultural development appropriately.

Partnership with parents and carers is satisfactory as they are given adequate encouragement to discuss their children's needs with staff. Those with English as an additional language are made to feel welcome in the setting because their home environment is valued.

Organisation

The organisation is satisfactory.

Children are suitably protected by staff with knowledge and understanding of child development. Their safety is well maintained through robust systems that work in practice. Also, children benefit from appropriate communication with parents as the care provided is consistent with their home routine.

Children are given sufficient individual attention to help them to feel safe and secure. They move freely in well planned space that supports their development and encourages exploration. Records are suitably maintained and kept up to date so that children's individual needs are met and parents are adequately informed of their children's progress. The provision meets the needs of the range of children for whom it provides.

Leadership and Management is satisfactory. The manager is clear about her role and offers appropriate support for staff through supervision and appraisals that are linked

with staff's personal development. However, monitoring systems overlook the support required for effective assessments of children's progress.

Improvements since the last inspection

At the last inspection the setting was asked to improve safety of the gate giving exit to the outdoor play area, install radiator guards and remove stinging nettles from the garden.

The setting was further recommended to use confidential systems to record accidents, ensure that policies are accessible and obtain a copy of the Code of Practice for special needs.

Children's safety has improved by adding an extra bolt to the gate, together with notices calling attention to the fact that the gate must be bolted at all times. Radiator guards have increased the protection for children against accidental burns. Children's safety has been further improved because they have been taught to identify the stinging nettle and recognise its hazards, so that they are able to avoid it in situations outside the setting.

The systems for recording accidents have improved to maintain confidentiality. The accessibility of policies to parents has improved and the setting has obtained a copy of the Code of Practice for special needs.

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.

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 satisfactory.

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):

- improve parents' awareness of their children's daily diet

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):

- increase staff's knowledge of how to use everyday activities and routines to help children develop their understanding of number through practical problem solving
- improve staff's knowledge of how to assess where children are in their learning so that they can help them move to the next stage.

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