



## Markfield Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	223241
<b>Inspection date</b>	07 February 2006
<b>Inspector</b>	Sheila Hartley
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<b>Registered person</b>	Markfield Day Nursery Limited
<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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Markfield Day Nursery is privately owned and managed. It opened in 1999 and operates from a converted house on the main Leicester Road in the village of Markfield. A maximum of 52 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 109 children aged from birth to under 8 years on roll. Of these 33

children receive funding for nursery education. Children come from the local area and other surrounding villages. The nursery employs 26 staff. 16 of the staff, including the manager hold appropriate early years qualifications. 2 staff are working towards a further qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are cared for in a very clean and hygienic environment. A cleaner is employed and staff have clear responsibilities to maintain good standards of hygiene. Daily routines are designed to ensure that children learn the importance of good personal hygiene such as hand washing after using the toilet and before eating. However, they are not always followed through in practice. This means some children may be exposed to a risk of infection. There is a clear, comprehensive sickness policy which is shared with parents. It explains the importance of children not attending the nursery when they are ill to ensure infection is not spread and children's health is protected.

Children enjoy the home cooked, wholesome meals. The meals are nicely presented and comply with special dietary requirements to ensure that children are nourished and remain healthy. Children learn good table manners and begin to gain independence as they learn to feed themselves using suitable knives, forks and spoons. Drinking water is freely accessible in all the rooms by the use of chilled water dispensers but young children are not encouraged to drink regularly and become thirsty.

Babies and very young children rest and sleep according to their needs and are settled for a sleep when they become tired or according to their own routine. However, as they progress and move rooms they are settled for a sleep according to the nursery routine and despite becoming very tired they have to wait for a sleep until after lunch.

Staff have started to use the 'Birth to three matters' framework to plan and present activities which promote 'A Healthy Child'. Regular opportunities to play outdoors promote the physical development and capabilities of younger children. For example, their climbing skills develop as they explore the outdoor equipment and they have great fun learning to propel wheeled toys. Older more confident children also benefit from regular exercise and the opportunity to 'let off steam'. They gain confidence in their physical capabilities and develop good spatial awareness as they manoeuvre wheeled toys without knocking into their friends. However, opportunities for babies to spend time outside in the fresh air are limited.

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

The provision is good.

High regard is given to children's safety. The premises remain secure during

operation with a doorbell access for all parents and visitors. Children's security is further improved by staff's high level of awareness and vigilance. Risk assessments and regular checks by vigilant staff ensure that all areas used by children are safe and any hazards are identified and minimised. Children are cared for by qualified and experienced staff who work together well to keep children safe and meet their needs. Health and safety procedures are diligently followed by staff to maintain children's safety. Children move confidently around the setting and care and attention is given to ensure the furniture, equipment and resources are maintained and arranged to allow children to move and access them freely.

Children are learning to keep themselves safe through daily routines. They are reminded to walk carefully as they go outside to play and to sit on their chairs properly to avoid tumbles. Babies and young children are well protected whilst sleeping as baby monitors are used and vigilant staff make and record regular checks. Children are protected from harm because staff understand their role in child protection and are able to put appropriate procedures into practice if necessary.

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

The provision is satisfactory.

Children separate from carers happily and are settled, they enjoy their time at the nursery and make progress because staff interact with them positively. The Foundation Stage is used to plan and present activities and play opportunities for children aged three and four years which help them to learn and develop their capabilities. The setting is also starting to implement the 'Birth to three matters' framework to plan and present activities for younger children. This ensures that all the children are beginning to develop independence and make progress in areas such as communication and socialisation.

Staff share warm and productive relationships with all children and know them well as individuals, this allows them to feel secure and develop a strong sense of their own self-worth. Children are cared for in developmentally appropriate groups within their own areas. These are well supplied with good quality resources which provide a range of exploratory and sensory experiences and enable children to begin to make sense of the world and their environment. However, limited toys are presented to babies and very young children and planned activities are limited. This means, although they are occupied, they are not sufficiently stimulated or challenged to help them to make good progress. Other areas children make choices from a range of suitable and interesting table and floor activities. Toddlers have great fun with the play dough. Their manipulation skills develop as they mould it into various shapes and their senses are heightened as they squeeze it between their fingers and smell it.

Children enjoy many interesting trips and outings helping them to learn about the world around them. As they recount their experiences their speech, communication skills and vocabulary develops. Outdoor physical activity is welcomed by all the children, providing good opportunities for them to develop skills such as walking, climbing, and riding wheeled toys. They learn to take turns as they wait for their

favourite bike and their turn on the slide. Young children who cannot yet walk have infrequent opportunities to appreciate and gain awareness of the outdoor environment as they are rarely taken outdoors except during the summer.

#### Nursery Education.

The quality of teaching and learning is satisfactory. Some staff have a good understanding of the Foundation Stage and support those less experienced. Planning covers all areas of learning and systems are in place to assess and observe children's achievements. However, the system is not sufficiently embedded to ensure that children's progress is well recorded. Staff engage well with the children and achieve a balance of adult led and child initiated activities. However, opportunities to extend children's learning and promote their independence in daily activities and routines are not used to best effect, such as helping to set the table and counting plates at meal times. Children behave well and respond positively to the consistent good role models displayed by the staff and the praise they receive. They are learning to share, take turns and negotiate supported by sensitive intervention by staff if it is required.

Children are interested in the range of activities provided which engage and stimulate their learning but they cannot sustain their interest when they do not receive the support they require or the challenge is too difficult. The range of resources and activities provided is suitable to help them to make good progress in all areas of learning.

Children are confident and skilled communicators and use words effectively to convey their experiences both real and imaginary. They are able to sit and listen to stories and also offer answers to questions. Most children are making good progress in linking sounds to letters and are developing confidence in mark making and letter formation. They enjoy the varied activities, such as finger painting, which involve mark making and also allow them free expression.

Children's knowledge and understanding of the world develops as they enjoy many trips and outings. They recount their visit to a museum to see the dinosaurs and follow it through in their drawings and their play in the dinosaur jungle, made in the home corner. The children learn about different cultures and lifestyles, exploring dress and customs and making masks for Chinese New Year. They are developing a good sense of time and place. They know the days of the week and are learning the months of the year. Their interest in technology develops as they learn to use a computer mouse.

Children and adults use a range of objects and materials such as paper, string, pasta and natural materials to create pictures and collages which they display around the room and take home. A child is delighted when he discovers he has made brown by mixing red and green paint together and tells everyone about it.

Children move around the room confidently and have regard for other's space, for example, when playing outside on the wheeled toys they move safely and negotiate the space well. They gain control over their bodies as they run around when a green disc is held up by staff and stop when it is changed for red. Children are beginning to

show skill when holding pencils and using small tools for scooping sand, cutting and sticking. They can count to five and beyond and recognise numerals. There are missed opportunities to develop counting and calculation skills as part of daily routines. Staff use effective questioning to promote children's thinking and develop their learning. Their enthusiasm, teamwork and approach provide an environment in which children enjoy learning and make progress.

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

The provision is good.

Children's individual needs are met as staff use the information collected from parents, when they enrol at the nursery, and continue to liaise with them regularly. Their confidence, self-assurance and sense of belonging is enhanced by affectionate, warm relationships with staff. Children and babies know their carers well as staff are deployed to ensure there is consistency of care. Continuity of staff supports the development of positive relationships with parents and carers. Children demonstrate growing independence. Older, more experienced children are becoming self-caring. They are able to go to the toilet independently, wash their hands and put their coats on to go outdoors. Younger children also develop independence skills, and grow in confidence, as they receive an appropriate level of support and encouragement from staff. They demonstrate growing proficiency in feeding themselves after staff have helped them to chop their food into manageable pieces.

All children are welcomed into the setting and consideration is given to any adaptations that may be needed to ensure all children, including those with special needs, can be included. Staff work well with parents and other agencies to ensure 'Individual Education Plans' are implemented and children progress.

Children know and understand what is expected of them during daily routines and are well behaved. They learn and begin to understand concepts of sharing and taking turns reflecting their consideration and concern for others. Children have access to resources which reflect positive images and promote positive attitudes of gender, disability, race and culture. This is further supported by practitioners' use of stories, play opportunities and planned activities. This positive approach fosters children's spiritual, moral and cultural development. Verbal and written feedback is designed to keep parents and practitioners informed and provide continuity and consistency of care, enhancing children's sense of security and confidence. Information regarding the activities their children will be involved in gives parents opportunities to support their children's learning. However, information for carers regarding children's assessments and the progress they are making is limited. Feedback from parents is welcomed and used well to ensure the needs of children are met and to foster the partnership with parents and carers.

### **Organisation**

The organisation is satisfactory.

Children's confidence grows as staff work together to ensure that all the children are

included and feel safe and secure. They have access to many opportunities for learning through play. Space is used well to offer a range of activities that stimulates their interest. Staff are deployed and interact positively with the children to meet their needs and promote their development. Legally required documentation, which includes policies, procedures and records, is in place but is not reviewed regularly. Policies and procedures are comprehensive and promote the welfare, care and learning of the children but are not regularly updated. For example, the child protection policy does not include a clear procedure to be taken should an allegation of abuse be made against a member of staff or a student. The provider is clear what action would be taken should the situation arise to ensure children are protected.

Leadership and management is satisfactory. The management team recognise the need to continually improve the quality of care and learning the children receive and are committed to investing time and resources to ensure children attending the setting make good progress. Steps to improve the educational provision and the learning children achieve are made. The curriculum planning and assessments of children's progress are regularly reviewed and changes made with the support of the mentor teacher. A clear action plan was devised and is being implemented to make improvements following the last inspection. The setting has started the process to achieve recognition from the 'Leicestershire Integrated Quality Scheme'. Overall the provision meets the needs of the range of children for whom it provides.

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

At the last inspection the provider was asked to ensure that any non-prescription medicine is administered to children by the child's parent.

This is not always possible. However, the setting has in place a policy and procedure which ensures that medicines are only given with the prior written permission of parents and the best interests of children are always protected.

The provider was also asked to ensure that suitable furniture is available to meet the needs of babies and younger children.

A range of suitable furniture and equipment has been purchased which ensures young children and babies can be made comfortable and can play together in a safe environment.

Some changes and improvements to documentation were also recommended.

There are now written procedures displayed in each room for staff to follow in the event of a fire. The procedures are also practised regularly which ensures that staff know, and children learn, what to do to escape from the building in an emergency. A statement of the procedure to be followed in the event of an allegation of abuse being made against a member of staff has been prepared and the provider is clear of what action will be taken to protect children. However, the child protection statement and other policies have not been updated. A recommendation has been raised for all policies and procedures to be regularly reviewed and updated. This will ensure they continue to promote the efficient and safe management of the provision and the

welfare, care and learning of the children.

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

Since the last inspection there have been a number of concerns raised about this setting.

On three occasions in January, February and October 2005 concerns were raised with Ofsted about staffing levels at the Nursery. Simultaneously concerns were also raised on two occasions about the way in which concerns are dealt with by managers and staff, about a hygiene issue in relation to toileting and an accident involving a child. Ofsted wrote to the Nursery to ask for information in relation to these issues, referred to evidence obtained during a unconnected visit and Ofsted Inspectors visited the Nursery on two occasions to discuss the allegations made, to observe Nursery practice and to review relevant documentation.

The concerns were investigated under National Standard 1 (Suitable Person), National Standard 2 (Organisation), National Standard 6 (Safety), National Standard 7 (Health) and National Standard 12 (Working in Partnership with Parents and Carers). The evidence obtained demonstrated that the Nursery meets the National Standards appropriately in relation to the concerns raised and Ofsted will be taking no further action. The registered person continues to be qualified for registration.

A further complaint was made in April 2005 that a child protection issue was not addressed. This relates to National Standard 13 (Child Protection) and was investigated by an announced visit. There were no breaches of National Standards and Ofsted is not taking any further action. The registered person continues to be qualified for registration.

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):

- ensure that children are encouraged to learn about personal hygiene, such as hand washing, and good practice is promoted through the daily routine
- ensure drinking water is available to children at all times and they are encouraged to drink regularly so they do not become thirsty
- ensure the individual needs of babies and younger children are met, the range of activities and play opportunities provided stimulates their interest and promotes all aspects of their development, by continuing to implement the 'Birth to three matters' framework
- review policies and procedures on a regular basis to ensure they continue to support the efficient and safe management of the provision.

### **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 all staff have a good understanding of the Foundation Stage of Learning and the curriculum guidance
- record observations and assessments of children's achievements to reflect the progress they are making and to enable the information to be shared with parents and used to inform future planning.

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](http://www.ofsted.gov.uk)