



## Nursery Rhymes Day Nursery (2)

Inspection report for early years provision

**Unique Reference Number** 206224  
**Inspection date** 13 January 2006  
**Inspector** Georgina Walker

**Setting Address** 619 Sheffield Road, Sheepbridge, Chesterfield, Derbyshire, S41 9DX  
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**Registered person** Ian Beckett, Judith Beckett + Karen Carlisle  
**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](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?

Nursery Rhymes Day Nursery (2) opened in 1995. It operates from converted, three story, domestic premises in the Sheepbridge area of Chesterfield, Derbyshire. The day nursery serves the local and surrounding area.

There are two secure enclosed outdoor play areas.

The day nursery opens five days a week all year, except Bank Holidays and the week

between Christmas and New Year. Sessions are from 7.30 until 17.30.

There are currently 77 children from 6 months to 4 years 4 months on roll. This includes 23 children who receive funding for nursery education.

The day nursery employs 15 staff, 9 full-time and 6 part-time staff who work with the children. Over half the staff hold appropriate early years qualifications. One member of staff is currently working towards a recognised early years qualification.

The setting receives support from Derbyshire local authority and are members of the National Day Nursery Association.

The day nursery is owned by a partnership of three persons who delegates day to day responsibility to the staff.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's meals are produced from some fresh ingredients and are presented to ensure children enjoy meal times. Many children request seconds of favourites, such as Spaghetti Bolognese. However, the menus are not yet fully healthy and nutritious and the setting is currently updating and changing menus to reduce sugar content. Children enjoy snacks such as a choice of biscuits and older children serve the group with the snack and they pour their own drinks with increasing skill. Fresh drinking water is available throughout the day and babies are offered drinks and bottles according to their individual routine, ensuring children's needs are met. Individual dietary requirements are shared by parents with staff, and the cook, to ensure children remain healthy.

The importance of personal hygiene is learnt by children following appropriate daily routines, such as washing their hands before snacks and meals and after using the toilet. They become increasingly independent in their personal care. The spread of infection between children is minimised due to increased use of individual wipes and flannels and appropriate storage or laundering of used linen. The staff follow comprehensive cleaning and safety procedures to ensure the children are cared for in clean and safe surroundings. The prevention of accidents is reduced as staff are vigilant and aware of stages of children's development. Good precautions are taken on the staircase. Children's needs are met effectively if they do have an accident as staff hold appropriate first aid certificates and maintain first aid boxes which are readily accessible. Accident records are generally maintained and shared with parents. However, there are inconsistencies in the recording of detail regarding the size and location of the injury. In the event of children becoming ill, staff instigate the well documented procedures and parents are contacted with the utmost priority to ensure any distress is limited.

Staff have an understanding of the Birth to three matters framework and integrate this into their planning. However, this leads to limited activities being presented for 1

to 3-year-olds as usually only one activity related to a component is included in each session. This does not promote consistent challenge or ensure the children are purposefully occupied at all times to assist in promoting children's health and emotional well-being. Children appear happy and settled in the environment however, babies are cared for in a separate room which enables staff to meet their individual needs and stimulate them with appropriate, clean and well presented resources. Rest and sleep routines are met according to their needs and an effective monitoring system ensures the children are checked regularly. Babies are also taken on outings to ensure they have access to fresh air.

Children are supported to develop their physical skills throughout the nursery. They move with confidence and an awareness of personal safety throughout the premises, including when 3 to 4-year-olds go upstairs to join the children in pre-school. Daily opportunities to play outdoors are programmed with purposeful activities, but staff do not adapt the planning sufficiently if the weather is inclement. Older children enjoy their time outdoors when playing such games as 'what time is it Mr. Wolf'? Regular use of small tools such as pencils, scissors and paint brushes, and a wide variety of construction toys presented on a rota basis, help children develop their fine manipulative skills competently.

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

The provision is satisfactory.

Children are cared for in an environment where the playrooms are decorated with photographs and their own craft work. They have access to a wide range of activities which are planned to promote challenge to children. The resources are safe, age-appropriate but are often presented whilst children sit and wait for an activity and may not be suitable, such as a formal group of 12, 2 to 3-year-olds being shown 'flash cards'. The way that the setting organises space and resources means that children do not take decisions and develop increasing independence. Most rooms have no low level resources to encourage free choice or areas such as role play corners for spontaneous play. Safety equipment for babies and toddlers is well maintained and safety gates throughout the setting are used effectively to make secure areas. Resources in the designated rooms ensure children develop safely in appropriate surroundings. Babies are protected effectively from potential hazards of older children's toys and resources in their designated and welcoming room.

Children are secure in the environment. Good security and collection procedures are maintained and staff mark registers appropriately to back up the electronic register. Comprehensive risk assessments, policies and procedures create a safe environment for children and any broken equipment is replaced immediately to ensure children's safety. Fire evacuation practices and subsequent evaluations are undertaken and ensure children develop an understanding of the need for fire safety, especially when evacuating from pre-school. Children are generally safe on outings as the setting has comprehensive procedures which are implemented effectively when children are out walking or on visits to the local garden centres. However, this does not extend to the written permission for seeking treatment in an emergency being immediately available and therefore children's medical needs may not be met.

Children are cared for by staff who have knowledge of signs and symptoms of abuse and demonstrate an understanding of how to give priority to children's welfare. The parents are fully informed of the nursery's responsibility to protect children. Documents for the recording of concerns are available for completion when necessary.

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

The provision is satisfactory.

Children become independent as they learn to sit with support and become mobile, gradually leading to them accessing resources themselves, presented by staff under the Birth to three matters framework. Staff have a good understanding of how children progress under the framework but do not always provide the range of activities planned or alternatives. Dressing up clothes, a tea-set and bricks do not stimulate the children in the 'Bunnies' room for the length of time programmed and they wander around aimlessly. Activities for children in the 'Ducks' room are not readily presented leading to children having to sit and wait, for such activities as responding to flash cards. They then have story time, which leads to long periods of time when they are sitting down. The access to a range of messy play activities linked to themes ensures children's development is enhanced as they enjoy tactile experiences. They learn new words during such topics as Eid and Diwali, when they also taste new food. Photographs of them at play, tasting food and on outings are displayed to show how they are enjoying themselves and the range of educational activities they engage in. Children's daily activities and developmental progress is documented and the staff throughout the nursery share information with parents regarding their child. Observations are made under the framework but do not always contain evaluative information. The information is used effectively however to plan for individual future development. Displays and planning documents ensure information is shared with parents. The starting point for new children assists staff in promoting individual future need.

Children settle well in the nursery and have a friendly relationship with the staff. The children follow the routines to access the range of play activities. Soft toys, shape sorters and activity centres are presented attractively for babies under one. All toddler and pre-school children are together downstairs until approximately 9.00 when they are eager to split into groups. Children's developmental progress is promoted due to staff interaction and monitoring children's use of activities. The children develop appropriate socialisation skills as they join in group activities and move between the age defined rooms in the nursery. Their large motor skills development is promoted inconsistently as staff do not always provide alternative activities for example, if the ground is too slippery to play outside.

### **Nursery Education.**

The quality of teaching and learning is good. Children make good progress towards the early learning goals as staff have an understanding of how to present an extensive range of activities and extend children's learning, including through visits out of the nursery. The children are accommodated in two separate age groups, 3 to

4 and 4 to 5-year-olds. Older members of the 'Fish' group going on visits up to the pre-school, when ratios allow, to integrate and ensure a smooth transition eventually. Activities are developed over a period of time, such as transport, and children adapt the room layout to make a train in the pre-school room. Children are challenged by staff who use open ended questions to develop potential well during such activities as discussing the drawing and writing displayed of a visit to the theatre. Planning is effective and staff use the stepping stones to identify the curriculum is covered over a period of time. However, planning does not ensure children's free access to resources in both rooms and that they are purposefully occupied at all times. After lunch the children join together downstairs to watch a video for up to forty-five minutes and they become board and fidgety. Evaluation of activities and the routine is to be adapted to assist in the planning for children's individual future needs and ensuring there are not long periods of what the nursery refers to as "down time". Staff do make notes for a focus activity and information from these is used to promote future learning for individual children, such as providing scissors if a child has not been particularly competent at using them. As planning is only done for a short period in advance this can soon be instigated and a child's learning enhanced.

Children are generally well behaved and eager to try new experiences. They ask questions about how things work and listen to the responses from staff. Information shared by children during group times leads to questions such as "what is a flute"? and the children are interested to hear more information. They are animated when suggesting their own ideas about dressing up as a vet and take their bag "to the animals". Good organisational skills are demonstrated when a group of children play together making tickets for the train, mark making and writing figures of the cost. During messy play activities they share their experiences of the sand play with visitors. Confident personalities and good knowledge of numbers are evident when playing in the rear outdoor play area. Children are developing good recall and communicate confidently, spontaneously using phonic sounds such as "m is for milk and mouth".

They have a good understanding of maths and spontaneously use their knowledge effectively during play. They calculate how many beakers are required for snack time and discuss size of resources in the sand. Children are developing awareness of the needs of others and creatures of the natural world as they enjoy the varied topics presented by staff. They share the care of fish in the pre-school room and take turns to feed them. Other roles such as serving the biscuits are recorded by the children on a chart on the door. Competent skills and knowledge of how to use the mouse are developing well in the pre-school room where the children have direct access to a variety of packages on the computer. Topics which introduce them to the diversities in society are included, with the shape of Diwali lamps and colours of the festival of light integrated into the themes.

Children's physical development is promoted through the use of an extensive range of small resources and a balanced programme of activities for outdoor play. They enjoy the opportunity to go outside and eagerly join in games. Children enthusiastically develop their creative experiences as they have programmed access to a range of craft experiences and enjoy using paper, feathers, sequins and paint to create works for display and to take home. Access to role play and musical activities are programmed.

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

The provision is satisfactory.

Children are developing an understanding of how everyone positively contributes in society. However, resources which promote positive images are not always available. Their knowledge and experiences of society are successfully extended as craft activities linked to culture and festivals are included in the planning. Staff use their expertise, have ongoing discussions and use information sheets completed by parents to ensure children's individual needs are met. However, information on the children's records does not include their ethnic origin. Co-operation between parents, staff and outside agencies ensures children's specific needs are met when necessary.

Equality of opportunity is generally promoted as activities are adapted to ensure children's developmental needs are met. However, with limited access to resources, due to the way staff present the environment, children do not always have the opportunity to develop independence and make choices. Children's understanding of the needs of others are promoted successfully through discussion and the well planned introduction visits for children moving up to the next age group. This assists in children's spiritual, moral, social and cultural development being fostered.

Children are encouraged to share, take turns, follow rules and listen to others. However, some children require more reminders than others and time-out is often used by staff, as children learn to accept the rules and respond to the firm and consistent expectations. Some of the expectations of the staff are inappropriate and new procedures are being written. Whilst parents are aware of the current policy no written record is made of incidents for parents to sign. Children are treated as individuals and are welcomed into the setting and cared for in key-worker groups.

Partnerships with parents and carers is good. Ongoing sharing of verbal and written information ensures any changes to children's circumstances can be addressed which contributes to the partnership with parents and children's care needs being met. Parents are invited to view their child's development records at any time and specifically at open evenings. Parents receive extensive information about the services provided and have access to comprehensive policies and procedures. Notice boards provide purposeful information regarding the menus, play planning and curriculum and what children will be learning. Staff address any concerns, informing parents of changes through newsletters, notices and discussion. Parents appreciate the information recorded in diaries for babies and the opportunity to sit in comfort to discuss the day with staff in the baby room. Parents also spend time at the beginning or end of the day discussing issues to ensure their child is happy in the setting.

## **Organisation**

The organisation is satisfactory.

The welfare care and learning of the children is generally promoted through the maintenance of records, policies and procedures which are required for the efficient and safe management of the provision. However, some require consistent

implementation by the staff and further consultation with parents to ensure children's health, safety and developmental needs are fully met. Documents are to be updated to meet recent changes to regulations. Policies relating to behaviour management are to be formalised, shared with the regulator and implemented appropriately by staff. The leadership and management of the nursery is satisfactory. Staff have sound knowledge of the curriculum's and produce worthwhile related activities which ensure overall the children do progress, but do not evaluate effectively to recognise changes of practise are required.

Children are in the care of qualified or experienced staff who support them to ensure they are happy and settled in the day nursery. Overall the range of children's needs are met. Planning ensures developmentally appropriate activities are provided, but these are inconsistent throughout the day. However, children who receive funded education do progress well and are eager to engage in the activities, which ensures their time in the nursery overall is worthwhile and challenging. There is regular support for the staff team from the owners, one of whom is regularly on site, who encourage staff to seek qualifications and training via the local authority. The owners are constantly updating resources and repairing the premises to ensure the facilities are more welcoming and stimulating for the children.

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

At the previous care inspection the setting agreed to ensure good hygiene practice were maintained with regard to hand washing routines in the baby room and provide quiet areas for children, with free access to books. Hygiene practices have changed to include individual wipes and flannels, used once and placed for washing, to prevent the risk of cross infection. Book racks have been purchased for each playroom, but are too high in some rooms and children do not have free access to age appropriate books. There are no cosy areas in the playrooms for children to snuggle up and read a book, except in the baby room where members of staff can cuddle a child to look at a book.

At the previous education inspection the setting agreed to instigate an action plan to develop children's independence at snack time and extend children's opportunities for free creativity in the craft area. Children now act as a monitor and serve each other with the snack food. Individual independence is promoted as they pour their own drinks. Whilst time in the craft room is limited on a rota, as it is shared by other groups of children and used for some children to have lunch. Activities are now less directed with children choosing resources to make pictures or junk models, which leads to the child's own interpretation of the task set. They proudly refer to their work as it is often displayed.

### **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.

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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):

- increase children's access to resources which enable them to make choices and promotes a warm and welcoming environment throughout the premises
- continue to develop and change the menus to ensure healthy and nutritious food is provided for all children
- ensure all children's records contain information which enables appropriate care to be given
- ensure all documents contain reference to and information to reflect regulations, the National Standards and Guidance
- ensure members of staff follow appropriate policies and procedures and their deployment is effectively monitored and recorded.

### 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 the planning, children's access to resources and evaluation of activities to assist in the planning for children's individual future needs and ensure they are purposefully occupied at all times.

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)