



Elms Private Day Nursery

Inspection report for early years provision

Unique Reference Number	309297
Inspection date	02 February 2006
Inspector	Janet, Elizabeth Singleton
Setting Address	The Elms, Lowerfold Road, Great Harwood, Blackburn, Lancashire, BB6 7NS
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Registered person	Glenis Haworth
Type of inspection	Childcare
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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

The Elms Private Day Nursery was registered in 1979 and is set in its own grounds in a residential area of Great Harwood in Hyndburn. The premises has been converted to meet the day care needs of children under 8 years of age and operates from three separate rooms including a baby unit, toddler unit and pre-school room. A maximum of 29 children may attend the nursery at anyone time. The nursery is open each weekday from 07:00 to 18:00 for most of the year. All children share access to an enclosed outdoor play area.

There are currently 45 children aged from birth to under 8 years on roll. A before and after school service is currently provided for a small number of school age children all of whom are under 8 and who are escorted on foot to one nearby primary school.

The nursery employs eight staff who work with the children. All staff hold relevant child care qualifications or are currently undertaking training, with team members working in the baby unit being experienced in working with this age range.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted as the staff follow satisfactory hygiene practices, notices are displayed for clean hands and staff talk to children about washing hands ready for dinner time. Children learn satisfactory hand washing practices as staff encourage children to use soap, warm water and to dry their hands. Children's medical needs are met as most required documentation is in place and most staff have qualifications in first aid.

Children rest and sleep according to their needs because staff plan the timetable flexibly and children are encouraged to rest when they are tired, following the child's individual routine from home, therefore, providing consistency of care.

Children are nourished as they have a variety of meals which are varied and generally healthy. Children were enjoying a freshly made meal of beef and vegetable stew, with bread. Meals are made on the premises and are freshly cooked on a daily bases. They enjoy a range of snacks which include fresh fruit, juice, biscuit and sandwiches.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a mostly welcoming and safe indoor and outdoor environment which is planned to meet their needs by ensuring there is room for them to play freely, to access some resources and to make choices. Children's welfare is safeguarded because they use suitable and safe equipment both indoors and when playing outside. Children make choices from suitable and safe equipment including Lego, role play, books and farm animals. Storage of toys and equipment enables children to make decisions and to enhance their play by choosing resources from those stored within easy reach.

Children are starting to become aware of their safety because staff gently remind them to put toys away after use so that the floor is clear of tripping hazards, to avoid running and explain that other children might get hurt if they run into them, to be careful and be sensible. All security procedures are in place, including risk assessments, and staff carry out daily checks to ensure the premises and equipment remain safe for children.

Children's safety is monitored because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary, based on national and local guidance.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Younger children do not benefit from satisfactory relationships and have insufficient support from staff. Children are basically acknowledged, however, staff often engage in personal discussion on activities from home. Some staff sit on large chairs and do not interact effectively as they give instructions to the children, for example, "please put the books away", "come over here and play with the shapes" and then proceed to ask about colours. Children aged under 3 years have insufficient support to develop their thinking and their play.

The babies are given cuddles and are nursed, however, verbal communication is lacking, for example, whilst nursing a baby, staff did not interact or talk to the child to assist the child's learning about words and meaning. Children miss out on learning and social experiences because staff do not support them to remain focused and engaged in their activity. For example, three children were reading a book with an adult, they had other books on the floor and the staff member asked one of the children to pick the books up and put them away. Staff do not engage children in any further activities to promote their interest as they remain seated on the higher chair whilst asking the children to pick the books up of the floor.

Children aged over 3 years have satisfactory relationships as staff show an interest in what they are doing and ensure children are occupied as they sit with, and talk to children about their play. For example, children sit reading a 'pop up' pirate book on the floor and staff sit with and discuss the book, engaging in some laughter with the children. Staff ask questions such as, "what are you making?" and generally promote children's thinking, for example, "what shall we do? What do you think is happening?"

Children benefit from a range of satisfactory activities which are linked to the Birth to Three matters framework, these being planned on a monthly theme, for example, winter, Valentine's day and Easter. Older children are developing their confidence and esteem by having satisfactory relationships with the staff. Staff use praise frequently and tell children they are good boys and girls. Children's starting points are identified by completion of a basic assessment of what the child can do and identification of their skill base. Staff have education folders for all children with examples of children's work.

Helping children make a positive contribution

The provision is inadequate.

There is no written statement for children who have special needs which is consistent with current legislation and guidance. Therefore, children who have special needs may not be identified and as consequence, their welfare and development within the

setting is not promoted. The staff do not have a procedure to follow should a child be identified as having special educational needs or a disability. This requirement was raised at the last inspection and does not meet National Standard 10, Special Needs (including educational needs and disabilities).

There is a named person for behaviour management who supports staff in their role to ensure children are dealt with in a mostly consistent manner. Children are beginning to understand between right and wrong as staff use gentle reminders to reinforce the boundaries and help children to think about their behaviour, for example, be kind and help tidy up.

Children are cared for in an environment where parents are welcomed to assist in children's needs being met. They are provided with adequate information about the setting including a parent information pack and regular newsletters. Parents of the younger children share a communication book detailing their child's time at the nursery, including information regarding sleep time, food eaten and activities taken part in. Daily opportunities are provided for parents to discuss their child's day.

Organisation

The organisation is inadequate.

The organisation of the documentation is not complete and not all required documentation to meet the National Standards is in place. There are policies and procedures which staff understand and generally work in practice, however, not all meet with the current legislation in regard to the policy for uncollected children and sick children. Children's details are up to date and all contact numbers recorded to ensure parents can be contacted should an situation occur.

Children play in an environment in which they can move freely and choose toys and equipment enabling them to make decisions. They have key worker groups and the correct child ratios are maintained. There are procedures in place for the recruitment and appraisal of staff.

Overall, the setting does not meet the needs of the children who attend.

Improvements since the last inspection

The setting was asked to ensure the security of the group areas and increase the staff knowledge of the identification of Special educational needs and for child protection. The setting was also asked to devise written statements for the procedures to be followed should a child protection allegation be made against a member of staff, and for the non collection of a child.

The setting has provided bolts to the doors to ensure group areas are secure and to protect children. The policies have been updated and a clear procedure is in place for the non-collection of children to ensure staff understand the action to take should a child be left at the setting. However, the setting has not put in place a procedure for the assessment and identification of children who have a special need and, therefore,

do not meet with the requirement of National Standard 10, Special Needs.

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.

Ofsted received information relating to the following concerns regarding Suitability (National Standard 1), Organisation (National Standard 2), Care, learning and play (National Standard 3), Safety and supervision (National Standard 6), Health (National standard 7) and Partnership with parents (National Standard 12).

A visit took place to investigate these concerns on 16 September 2004. The evidence examined demonstrated that National Standard 1, 2 and 6 were not being met. As a result of this, actions were raised. The provider's response to these actions was satisfactory and demonstrates that these standards now continue to be met.

The provider remains qualified for registration.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance; ensure that this is understood and implemented by all staff
- improve staff interaction with children aged under three years, at all times, to assist children in their development.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

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:
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