



Staplands Day Nursery

Inspection report for early years provision

Unique Reference Number	EY310418
Inspection date	10 January 2006
Inspector	Jane Shaw
Setting Address	176 Thomas Lane, Liverpool, Merseyside, L14 5NZ
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Registered person	Kerri Marie Titherington
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?

Staplands is a privately owned and managed day care provision. It was registered under the present management in 2005 and operates from the ground floor of a residential property, situated in the Broadgreen area of Liverpool, Merseyside.

A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 17.30 all year round with the exception of bank holidays.

Children are cared for within two rooms, with access to toilet, hand washing and nappy changing facilities. There is a kitchen on site for the preparation of meals and snacks. All children share access to an enclosed outdoor play area.

There are currently 33 children aged from birth to under 5 years on roll. Of these 8 children receive funding for nursery education. The nursery mainly serves the local area.

The registered provider employs seven staff. Six of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

As the nursery is in receipt of nursery education funding, they have access to a Foundation Stage teacher and other advisory staff from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for within clean and hygienic premises. Children play and are cared for within a clean environment as staff have good routines and procedures to ensure all areas used by the children are clean and tidy. The regular cleaning of toys, equipment and premises ensures children's health is considered. Children are aware of the need to wash their hands before and after certain activities, such as, after using the toilet or before meals. Older children are able to undertake this task independently, younger children's hygiene is dealt with by staff. Children's faces are washed after meals using individual face flannels, however, the location and storage of these pose cross infection hazards to the children. Appropriate procedures are implemented and followed by staff during nappy changing.

Planned themes and activities enable the children to think about healthy eating and healthy body awareness. An appropriate sick child policy and procedure ensures staff are alert to children who might be feeling unwell and that any necessary arrangements and communication with parents and carers is made, and that children are cared for within an environment which is as free from infection as possible. Appropriate hygiene routines and procedures are employed by care staff and the cook when preparing meals and snacks ensuring children are kept healthy and free from infection at all times. The regular monitoring of appliances, food storage and the checking of food temperatures ensures children's good health.

Children enjoy a healthy diet through the provision of a range of healthy snacks and meals throughout their day. Meals are freshly cooked each day and offer the children a balanced diet which includes fresh fruit and vegetables. Children enjoy snack and mealtimes which are made into social occasions with staff sitting with children encouraging and supporting them where necessary, however, plates are not always made available at snack times. All children have access to regular drinks throughout the day. Staff ensure babies are offered regular drinks, toddlers and pre-school children independently access drinks through the provision of beakers and jugs of

water, feeder cups and bottles. Jugs are regularly replenished and cups replaced with clean ones, however, occasionally babies bottles are left on the floor and feeder cups are accessible to different children posing health hazards to children.

Children's physical development is promoted through the provision of appropriate opportunities both in and outdoors. Children have opportunities to play outdoors weather permitting, where they use hoops, balls, tricycles and practice running skills. Regular sessions offered by a qualified sports specialist enables children to develop a range of physical abilities. Children develop competent small physical skills through access to a variety of equipment and activities. For example, children competently use paintbrushes, join together pieces as they complete jigsaws and build three-dimensional models.

Staff have an awareness of the Birth to three framework and its value when working with children of this age.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for within areas that are well organised according to the children's age and level of development. Rooms are well prepared on a daily basis prior to the children's arrival ensuring they have play opportunities as soon as they arrive. Children access a variety of activities and opportunities on a daily basis which are supported by good resources and equipment. Children enjoy a range of activities both indoor and outdoor which contribute to their enjoyment. Staff make use of the available space to provide the children with a range of learning and development opportunities. Staff make use of indoor space to provide physical play when outdoor play is not possible.

Children access a good range of age appropriate toys and equipment, additions to this range are made regularly. Resources are regularly rotated and are used to support activities and children's enjoyment. Children have opportunities to develop their skills of independence as they self select toys and equipment from that on offer and upon request. Babies access toys and equipment placed close to them. Opportunities for free play throughout the day enables children to make choices about their activities and to self select toys and equipment. Toys and equipment are checked regularly for safety and hygiene to ensure children's safety at all times.

Children's safety is promoted well because staff have a good understanding of the need to ensure their safety at all times. Children are cared for within a safe and secure environment because staff follow clear policies and procedures and use safety equipment such as safety gates, however, some socket covers are missing. Regular risk assessments are conducted along with the regular checking of recorded accidents to ensure children's safety. Risk assessments are undertaken for specific activities throughout the day and staff undertake frequent head counts particularly when children use the outdoor play space to ensure children's safety. The regular conducting of fire drills ensures staff responses are effective in ensuring children's safety in the event of this occurring.

Children's welfare is given a high priority. Staff have a good understanding of child protection policies and procedures, they are clear and confident about their responsibility in this area. A clear child protection policy is in place which is shared with staff and available for parents and carers and is on display at all times.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children are learning and developing through a range of planned activities and opportunities which help to promote their learning, overall development and enjoyment. The nursery manager and pre-school staff are aware of both the Birth to three framework and the Curriculum guidance for the foundation stage. The person in charge has developed planning for children under three which involves them in a range of experiences and play opportunities.

All children enjoy planned activities, which are supported by a range of resources covering a variety of play experiences, for example, very young children are involved in a variety of sensory experiences, such as water play and other tactile experiences. Toddlers enjoy a range of play experiences such as craft, construction, physical and imaginary play. Children have access to age appropriate activities which cover a range of play experiences both in and outdoors.

Children are greeted warmly by staff as they arrive enabling them to settle and participate in the activities on offer. Children are becoming competent learners through appropriate staff communication and interaction. Staff are spontaneous, they support children encouraging the development of their confidence and enjoyment. The manager and person in charge monitor activities and staff performance across the nursery.

Nursery Education

The quality of teaching and learning is satisfactory. Children enjoy a varied range of activities and experiences which support their learning and development. All children arrive happy and settled, ready to involve themselves in the activities on offer. Children have good relationships with one another and adults. They are able to share and take turns with toys and equipment. They sit quietly when listening to stories or others as they speak and sing songs, congratulating one another when finished. Children are developing skills of independence as they deal with personal tasks. Children are becoming confident communicators as they engage in conversations with one another and adults, as they talk about their families and their pets during story time. Opportunities for children to make marks and develop writing skills through the provision of writing materials within role play areas and adding their names to their art work are not built upon.

Children are beginning to develop an understanding of mathematics through planned activities, access to varied mathematical equipment, written materials and activities, for example, children are encouraged to think about 'big' and 'small' as staff read a book about pets. However, spontaneous everyday opportunities to enhance children's understanding of numbers and number operations are not built upon.

Children engage in a range of themes and activities that help them to consider the wider world and the world they live in, through a variety of themes and the celebration of various festivals such as, Diwali and Chinese New Year. Children are developing an understanding of early science as they are involved in experiments such as watching what happens when sugar, salt and sand are dissolved in water and what happens to ingredients during baking activities.

Children's physical skills are provided for with access to a range of equipment to aid the development of large and small physical skills. They participate in music and movement, complete obstacle courses and regular physical activities including additional sessions offered by a qualified sports specialist. Children's manipulative skills are developed as they use paintbrushes, scissors, as they join together construction equipment and complete threading. Children's imagination is developing through access to appropriate resources. Role play areas are changed to encourage the development of children's imagination. Children are offered opportunities to use a variety of textures and techniques in their art and craft work, for example, free painting, hand and foot printing and finger painting. Activities involve children in sensory play activities such as, playdough, water and sand.

Activities are planned by pre-school staff in conjunction with the person in charge. Pre-school staff have recently taken on this role, they are committed to their role and the continued development of their knowledge of the Foundation Stage and how to plan activities. However, they presently lack the experience to use planned activities to stretch children's learning. Long, medium and short term plans are formulated giving equal emphasis to all six areas of learning. Themes and activities are monitored and evaluated but these evaluations are not effective in showing the outcome of the identified activity. Children's development and progress is observed and recorded either spontaneously or during identified activities. This information is used to target specific children in planning but not consistently used in planning the curriculum.

Helping children make a positive contribution

The provision is satisfactory.

All children are included in all the activities provided; their individual needs and circumstances are known and provided for by staff. Children develop an understanding and awareness of their own environment and that of the wider world, for example, as pre-school children look at other countries and festivals from around the world, such as, Chinese New Year and Diwali. Children access some resources that promote their understanding of diversity and disability.

Staff are aware of the children's individual needs and requirements and are clear about how they access resources and support for children with English as an additional language and children with special educational needs to enable them to participate fully in all activities and opportunities. The layout of the toilet facilities compromises children's privacy and dignity at these times.

Children's behaviour is very good. Children receive praise for their efforts, attempts and achievements which has a positive impact of their self confidence and

self-esteem. Children are polite, share, take turns, they are learning to co-operate with one another and show consideration for others. Children's spiritual, moral, social and cultural development is fostered appropriately.

Partnership with parents and carers is satisfactory. A positive partnership with parents and carers supports children's placements. Parents and carers are kept up to date with their child's development, achievements and general well-being through informal verbal discussions upon arrival and collection and through written daily diaries for babies and information sheets for toddlers and pre-school children. Developmental records are also available for parents and carers of all children upon request. Parents and carers have access to information about the setting and what it has to offer, policies and procedures through an information pack, displays in the entrance area and access to the operational plan. Some information on the Foundation Stage is available for pre-school parents and carers. The setting seeks parents and carers views on the provision through their own parental questionnaires and comments box. Parents and carers spoken to were positive and supportive of the provision and what it offers their children.

Organisation

The organisation is good.

Leadership and management are satisfactory. The registered provider, who acts as the nursery manager, and person in charge meet regularly to discuss the provision. They undertake regular monitoring of the provision looking at staff performance, training and development, activities and the curriculum. Regular room meetings, senior staff and full staff meetings are conducted and along with appraisals ensures staff work in a consistent way across the provision and that training needs are identified and addressed.

The nursery manager and person in charge have made good use of the nursery's self evaluation form, using this as a training tool with staff to assess the setting's performance and provision as a whole. The staff team have evaluated the provision and developed an action plan to address identified issues. This shows a strong commitment to the provision of an effective environment for the development and well-being of the children in their care.

A comprehensive operational plan, policies and procedures are in place. Induction, staff meetings and appraisals are used to ensure that staff are kept up to date with policies, procedures and changes in regulations and childcare initiatives.

A high ratio of staff who are qualified in childcare work with the children on a daily basis. Staff are offered access to further training opportunities to enhance their skills and knowledge, this has a positive impact on children's learning, development and welfare.

All legally required documentation which contributes to children's health, safety and well-being is in place and is well maintained.

Overall, the provision meets the needs of the range of the children for whom it

provides.

Improvements since the last inspection

Not applicable.

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):

- review the location and storage of children's individual face flannels to prevent the possible spread of infection. Ensure access to children's drinking cups and bottles does not pose hazards to children's health and re-consider snack time arrangements.
- ensure electrical sockets are made inaccessible to children
- ensure children's privacy is respected when using the toilet

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):

- develop staff's knowledge and understanding of the Foundation Stage to enable them to identify outcomes and extend opportunities for children's learning through planned activities.

- ensure planning and the provision of activities reflect the identified gaps in the provision
- monitor and evaluate planning and activities effectively and use these to formulate future plans and the next steps for all children's learning
- further develop information for parents and carers on the educational provision.

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