



## Blue Sky Day Nursery

Inspection report for early years provision

**Unique Reference Number** EY308984  
**Inspection date** 09 January 2006  
**Inspector** Diane Lynn Turner

**Setting Address** Blue Sky Day Nursery, Becklands Park Industrial Estate, York Road, Market Weighton, York, North Yorkshire, YO43 3GA  
**Telephone number** 01430 871113  
**E-mail**  
**Registered person** Blue Sky Day Nursery  
**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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Blue Sky Day Nursery was registered in July 2005. It operates from a purpose built two storey building, which is situated in a business park in the town of Market Weighton. Children are cared for in three separate rooms, which are linked to their ages. These are all sited on the ground floor. There are four separate enclosed areas for outdoor play.

A maximum of 57 children may attend the nursery at any one time. The nursery is

open each weekday from 07.45 until 18.15 all year round, with the exception of the week between Christmas and the New Year. There are currently 51 children on-roll. Of these, 7 children receive funding for nursery education and 6 are over 5 years of age and attend the out-of-school provision. The nursery supports children with special needs and those who speak English as an additional language.

The nursery employs nine staff. Five of the staff, including the manager, hold appropriate early years qualification, three are working towards this and one is unqualified. In addition a cook is employed. The nursery receive support from the Local Authority and is a member of the National Day Nursery Association.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are kept healthy because they are cared for in an environment where staff follow effective procedures and practices, which help to prevent the spread of infection. For example, they clean the tables thoroughly before and after meals and ensure that the toilet areas are kept clean throughout the day. They consistently follow effective practices when changing nappies and give high priority to interacting with the children at these times to make it a positive experience for them. They provide parents with clear information about the nursery's policy for the care of sick children, which includes details of infectious diseases and the time periods children should not attend if they contract these. Children learn the importance of good personal hygiene through daily routines. The older ones know, for example, that they need to wash their hands before eating and after toileting and many do so independently.

Children benefit from a healthy diet. They enjoy varied, nutritious meals and snacks, which comply with all special dietary requirements to ensure that they remain healthy. Food is freshly prepared on site and attention is given to ensuring that fresh fruit and vegetables are offered each day. Staff work closely with parents during the weaning stage when new foods are introduced. Drinking water is made readily available in all areas. For example, babies are offered cooled boiled water according to their needs and the older children are able to help themselves to their own cup throughout the session as and when they become thirsty.

High priority is given to fostering the children's physical development. Staff use their developing knowledge of the Birth to three framework to provide a range of physical play experiences for babies and children to age three. For example, the babies have their own appropriately equipped outdoor area, which is used on a daily basis. Those who are not yet mobile are taken out in their pushchairs so that they too can enjoy the fresh air. The two to three-year-olds thoroughly enjoy being in the outdoor area. They enthusiastically join in with the activities of the older children and show determination as they are challenged to run up and down the landscaped hill. The three and four-year-olds are developing a good awareness of space. They move around confidently and with control and learn to move well in a variety of ways. They use the range of equipment in the outdoor area with confidence. For example, they

carefully negotiate a pathway as they run and chase each other and show very good ball skills as they play football. All children are able to rest according to their needs. For example, staff follow the youngest children's sleep patterns as discussed with their parents and the older ones are able to sit quietly when they want in the book corner. They know the effect that exercise has on their bodies and readily use the benches in the outdoor area to sit and rest if they become tired at this time.

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

The provision is satisfactory.

Children's risk of accidental injury is minimised effectively in the well organised setting, which has good safety and security precautions. All areas and equipment are maintained to good standards and staff are vigilant and use thorough risk assessments to reduce potential hazards. Children with special needs are safe and fully included because of the sensitive adult support and good communication with their parents. Staff have a good understanding of how to achieve a balance between freedom and setting safe limits, and how to involve the children effectively in organising their environment. Staff skilfully explain safe practices to them, such as why they need to line up sensibly before accessing the outdoor area and why they mustn't stand on the ground level window sills. They encourage them to learn about road safety as they use markings, such as a zebra crossing in the outdoor area. They do not, however, ensure that the children practice the nursery's emergency evacuation procedures on a regular basis so that they know what to do in the event of a fire.

Children use a range of well maintained toys and resources both indoors and outside. These are appropriate to their age and stage of development and are well organised in child-height furniture to encourage independent access. Resources are used well by the staff to support the children's play and learning. For example, babies are able to explore the contents of treasure baskets to help them learn about different textures.

Children are well protected by staff who have a clear understanding of the nursery's policies and procedures in regard to protecting children from possible abuse. They all attend training in child protection as part of their induction, have a good understanding of their responsibilities and know what to do if they have concerns.

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

The provision is good.

All children arrive very happy and eager to participate and those who are new to the nursery are helped to settle by staff who are sensitive towards their individual needs. Babies and children under two make good progress because they develop strong bonds with key members of staff and benefit from routines, which are consistent with their experiences at home. They enjoy a range of activities that are well planned using the Birth to three framework. These include opportunities to learn about the textures of both natural and man made materials. For example, they are able to

explore objects in the treasure baskets and experience a range of textures as they play with jelly, rice and "gloop". They respond to colours and sounds of manufactured toys with delight and have very good support to develop their early communication skills as the staff enthusiastically respond to their sounds during play.

Children between the ages of two and three are extremely confident in their relationships with the staff. They play happily together and with adults as they delight in using resources, such as jigsaws, imaginative play and outdoor equipment. Staff's developing knowledge of the Birth to three framework provides them with a varied range of experiences, which enables them to make sense of the world and express their ideas. For example, they explore paint as they print using sponges and they learn about the cold and how things melt as they handle ice cubes. Musical activities, such as singing, stories and rhymes, all contribute significantly to their developing communication skills. Children who attend the out-of-school facility are well supported by staff who are sensitive to the needs of this age range. They are provided with a good range of activities to ensure that they are well occupied and enjoy this time at the beginning and end of the school day when they are able to relax or be active according to their needs.

#### Nursery Education

The quality of teaching and learning is satisfactory. Staff demonstrate a sound understanding of the Foundation Stage curriculum and offer a good balance of adult and child-led activities, which allows the children to learn at their own pace. Activities are well planned and presented and cover most aspects of the six areas of learning. Staff have excellent relationships with the children and use questioning successfully to challenge their thinking and language skills. Systems are in place to record the children's progress and development.

Both the three and four-year-olds are interested in the activities offered. They are eager to learn, self-assured in their play and confident to try new experiences. For example, they enthusiastically use paint to recreate their recent experience of snowy weather. They listen with interest to stories at group time and join in with familiar refrains such as those in the story of "Jack and the bean stalk". They select books to look at independently but the range available is not always appropriate to their age or level of understanding in order to sustain their interest. They demonstrate good language skills as they talk about events in their lives and clearly explain what they are doing during activities. Most recognise their own name as they identify their drawer and collect their name card at group time but they do not use these cards in a meaningful way at other times, for example, to support their writing activities.

Children demonstrate good levels of imagination. They make sense of the world around them as they use role-play resources to act out both real and imagined experiences. For example, they use dolls in the home corner to recreate caring for babies and delight in pretending to capture staff as they act out the role of a pirate. They show an interest in how things work. For example, they know that they have to turn the handle to make the boats move through the water as they use the water way. However, they do not develop an understanding of all areas of information technology because they do not have opportunities to use the computer.

Children show an interest in numbers. For example, they join in enthusiastically with number rhymes, such as 'Two Little Dickey Birds', and sort correctly by colour as they match cutlery when they help to set the table for lunch. They do not, however, use counting or simple calculation for meaning during everyday activities. Their physical skills are developing very well. For example, they use equipment such as the climbing frame and balls with confidence, use a range of cutlery correctly at lunchtime and use brushes with good control as they paint pictures.

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

The provision is good.

All children are warmly welcomed into the nursery. Staff value each child's individuality and meet their needs well. Children's behaviour is excellent and a calm atmosphere is evident throughout the nursery. Staff are very good role models for the children to follow. They support the youngest ones very well in sharing and turn taking and have high expectations and set consistent boundaries for the three to five-year-olds. This helps the children to negotiate with others and take responsibility for their own behaviour. As a result they readily share, take turns and take on responsibility. For example, they help to lay the tables for lunch and cooperate at tidy up time as they help each other to put the toys and equipment away.

Children have good opportunities to learn about the wider world and their local environment through a range of activities. For example, they learn about festivals and celebrations, such as the Chinese new year, Halloween and Christmas. They go for walks in local area and take part in fund raising events for charities. They benefit greatly from visitors to the nursery, such as a musician and the postman, who share their skills with them. This positive approach fosters children's spiritual, moral, social and cultural development well.

All children benefit from the positive partnership staff have developed with their parents. Babies settle well because staff work closely with their parents to ensure they follow their home routine. Staff share important information about the children's care needs and the activities that they have been involved in each day. For example, they make themselves readily available to talk to the parents and provide written information through the daily diary they complete for each child. The partnership with parents of the children who receive nursery education is satisfactory. Staff talk to the parents about the Foundation stage and how their child is progressing and developing. Regular newsletters keep them well informed about forthcoming events and information about the current topic is displayed so parents can encourage their child to bring in objects relating to this. Parents speak highly of the nursery, the staff and the care provided.

### **Organisation**

The organisation is satisfactory.

The children's care needs are met well and the leadership and management of the nursery education is satisfactory. The premises are well organised with indoor and

outdoor space laid out to maximise play opportunities for the children. All legally required documentation, which contributes to the children's health, safety and wellbeing is in place. This is well organised and stored securely but sometimes lacks the necessary detail. For example, accident records are not always clearly dated or signed by the parent.

Children benefit from appropriate levels of qualified and experienced staff who are effectively inducted. They are enthusiastic and work well together as a team but the less experienced are not always confident in some aspects of their role. The appraisal system ensures that the nursery's comprehensive policies and procedures are implemented consistently and staff show a commitment to improvement and development. They regularly reflect, monitor and improve the quality of the care and education through staff meetings, and parent questionnaires.

Overall, the nursery meets the needs of the range of children who attend.

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

Not applicable.

### **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.

There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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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 the nursery's emergency evacuation procedures are practiced on a regular basis so that the children know what to do in event of a fire

- continue to review and monitor the deployment of staff, ensuring the less experienced are all well supported in their role
- ensure all accident records are dated and signed by the parents

### **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):

- provide more opportunities for the children to use number, counting and simple calculation in a meaningful way during everyday activities and routines
- provide more opportunities for the children to develop their understanding of information and communication technology
- develop the range of books to foster the children's interest in reading and provide more opportunities for the children to recognise and use their names in meaningful ways.

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