



The Willows Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY308399
Inspection date	16 January 2006
Inspector	Sarah Taylor
Setting Address	Bridgefold Road, Rochdale, Lancashire, OL11 5BX
Telephone number	01706 516411
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Registered person	The Willows (Rochdale) Ltd
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?

The Willows Private Day Nursery (Rochdale) Ltd was registered in 2005. It operates from a new purpose built building in a quiet location close to Rochdale Town Centre. Children are accommodated within three base rooms depending on age. All children share access to an enclosed outdoor play area.

A maximum of 33 children aged between 3 months and 5 years may attend the nursery at any one time. There are currently 26 on roll of, whom 6 are in receipt of

funding for nursery education. The nursery is open each weekday from 07.30 to 18.00 hours, all year round with the exception of Christmas week. Children attend for a variety of part-time and full-time sessions.

The nursery currently employs two managers who have appropriate early years qualifications. Staff are appropriately qualified and experienced.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected from infection through hygiene routines as children wash their hands at appropriate times, noses are wiped and toys and equipment are kept very clean. Children learn the importance of personal hygiene as they are told why they are keeping clean. They follow toileting procedures themselves and know why they are following routines. This promotes independent self-care skills very well.

Outdoor activity is positively promoted and children freely access a well-resourced outdoor play area. This is used as an extension of the indoor area, rather than discretely. Children are able to enjoy exercise on wheeled vehicles, push along toys and equipment, as well as enjoying a range of activities, such as, balls and bouncing toys outside. Staff talk to the children about the need to play out and exercise, and ensure all children go out at some stage and this promotes understanding of healthy living.

Children enjoy a healthy diet and staff promote a nutritious diet by providing snacks, such as fruit, yoghurt and crumpets. As they eat, the staff talk to children about healthy food and the importance of a healthy diet, therefore, promoting children's understanding of healthy options. Children have juice available to drink at snack times but do not have continuous access to fresh water, therefore, hindering their good health.

Younger children are encouraged to feed themselves and make their own selections of appropriate equipment. They are supported and encouraged to be independent as necessary so that they get the most from meal times.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are kept safe in well maintained, welcoming premises. The setting is well lit by natural light, warm and well ventilated and this promotes children's wellbeing. All facilities are of a high level of safety and cleanliness. Children are safe within the setting as the entry system is secure. They play in a child friendly environment to enable free exploration and risk taking.

Children benefit from plenty of space which is very well organised and includes areas for rest, quiet activities, active games and messy games with all resources at an

accessible level for the children. They use a range of toys and natural resources (indoors and out) that are good quality and conform to British standards. They benefit from an appropriate range of suitable equipment which is obtained to be at the children's age and stage of development.

Potential risks are identified and action is taken to minimise risks, for example, broken equipment is removed. All necessary safety equipment is in place. However, there are cleaning fluids in an unlocked cupboard in the messy room. This puts children at risk. Learning about personal safety is a priority and topics are planned to teach children about people who help us in the community, for example, the road safety service and the local police officer.

Children's welfare is protected as adults have a good understanding of child protection issues and understand their role to safeguard the child. They demonstrate a good knowledge of signs and symptoms of abuse and would know how to contact social services for advice or to make a referral. Information is shared with parents to ensure that they understand that the staff's first responsibility is with the child and that the protection of the child is priority.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children happily chat to the staff and each other and eagerly join a group activity or choose their own play. They are all relaxed and confident in the secure, caring environment. Children with additional needs are offered support so that they feel happy and secure in the group. Children chatter excitedly and converse easily with their friends and with all adults. Settling in procedures are in place and are adapted to each child's individual needs to ensure a smooth transition from home to the group.

The group have recently completed the Birth to three matters framework training. They use the framework well and have begun to link it to the foundation stage. This approach, and the group's commitment to learning through play, helps to provide appropriate quality care and education for the children attending the nursery.

Younger children are learning well in all areas of development. They develop physically through indoor and outdoor play, intellectually through sensory opportunities and socially through the expectations of behaviour and values, such as, caring and sharing within the group.

Nursery Education

Children are attentive and responsive to the staff's use of questioning and explanation which is pitched at the right level for each child. They are challenged and asked, 'Why is the sand cold?' and all of the responses are valued and discussed. There are few opportunities for mark making in the role play area which does not contribute to literacy development.

Staff skilfully join in children's games and sensitively extend play or introduce new

ideas, such as, making tunnels in the sand for the cars. Every child's attention is maintained throughout a discussion and song session where children are encouraged to be involved in talking about the weather and using new vocabulary to compare conditions, such as, dull and bright. They look at the bird feeders that they have made and discuss how they have gone hard.

Children learn basic concepts and solve problems as staff include mathematical language, such as, using positional and comparison language in the sand activity, dough activity and doll activity, such as, 'Will the babies top fit you?', and discussing the reasons why it won't. The children enjoy comparing the length of the worms that they are making in the dough activity.

Children learn to predict and investigate and have opportunities to extend learning about the world. Such as, during the bathing the baby activity where they are asked to undress, bathe and dress the doll using all of the necessary equipment. The children complete the activity with enthusiasm and with little adult intervention. They are sensitive to the needs of the 'baby'. They have access to basic information and communication technology. Interesting planned sensory and creative opportunities enable children to experiment and explore shape, colours, textures and sounds in a variety of different mediums. However, these opportunities are not available through continuous play.

The quality of teaching and learning is satisfactory. Staff have an appropriate knowledge and understanding of the Foundation Stage and this provides a firm foundation for the whole curriculum. A variety of teaching styles are used from individual, groups and whole class. Consequently, children make progress in relation to the stepping stones. Every child is involved in the setting where planning systems are in place and activities are adapted to include younger children and those with special needs and English as a second language. Staff have a good awareness of each child's ability level as they successfully identify ways to extend their learning. Written observations and assessments link successfully with planning to predict the next steps in development for each child and to provide relevant information for parents.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from a policy on equal opportunities which includes a statement about anti-discriminatory practice. The group are very aware of the backgrounds that children come from and ensure that they settle well and feel secure very quickly, for example, the child with the new baby at home is encouraged to talk about his new brother.

Children with additional needs are supported through supportive liaison with parents, staff training and implementation of training in practice. Inclusion of all children is promoted through the recording of children's individual needs and all aspects of their progress. Staff use external agencies, such as, the area special educational needs co-ordinator to ensure that the care offered to children with additional needs is appropriate.

Children are very well behaved and staff have very high expectations of the children. Staff are very good role models for children as they are calm and polite. Praise is given to all of the children all through the session and this increases their self-esteem. For example, they are told, 'Lovely manners', when they say thank you for their snack. They respond with enthusiasm to requests for help to tidy and children are observed supporting each other in activities, such as, in the sand activity where one child says, 'Don't worry, we can share them'.

Children's spiritual, moral, social and cultural development is fostered through these approaches.

Partnership with parents is satisfactory. Parents can easily access clear information about the setting and their role within the setting. Two way diaries are kept to ensure that parents know what their child has been doing during the day. Meetings are arranged by the staff, to discuss the progress of the child and to give information about the curriculum.

Organisation

The organisation is satisfactory.

Children are cared for in a positive and supportive environment which effectively promotes their social and moral development. The group's commitment to improvement is reflected in the programme for staff training and the detailed process of self-evaluation. This includes peer observation and assessment, and continuous assessment of planning and practice. This maintains and improves the quality of care and learning for all children.

Children benefit from the smooth running of the group and the clear routines which make them feel secure. The manager uses very detailed induction procedures and ensure that staff are appropriately vetted and qualified. Staff are aware of their role within the group and they work well together to promote the effective running of the nursery. However, ratios are not always sufficiently maintained and this puts children at risk.

Records detail the individual requirements of each child and include relevant consents and contacts. An accurate record of visitors, however, is not kept. A detailed and relevant range of policies and procedures are in place to promote the safety and well-being of the children present in the group. Ongoing assessments of children are not kept in a confidential manner and this means that parents can read assessments of other children's ability. This does not ensure confidentiality.

Leadership and management is satisfactory. Children benefit from the appropriate leadership of the nursery. The manager and staff work well together to ensure that children are provided with good quality care and education.

The provision meets the needs of the children who attend.

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):

- ensure that all children have access to fresh drinking water at all times to promote their good health
- ensure cleaning fluids are not accessible to children to maintain their safety
- ensure an accurate record of visitors to the setting is kept
- ensure ratios are maintained at all times
- ensure assessments of individual children are maintained in a confidential manner.

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):

- increase opportunities for mark making in the quiet room
- increase opportunities for creative exploration during continuous play.

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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