



York House Nursery

Inspection report for early years provision

Unique Reference Number	550144
Inspection date	02 May 2006
Inspector	Ann Doubleday / Josephine Ann Northend
Setting Address	40 Market Place, Bishop Auckland, County Durham, DL14 7NX
Telephone number	01388 608335
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Registered person	Redd Nurseries 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?

York House Nursery was first registered in 1985 and was registered to the present owner, Redd Nurseries Limited in 2001. It is located in the centre of Bishop Auckland and serves the local and surrounding areas. Children are cared for in 2 rooms and a separate baby unit. A maximum of 60 children may attend the nursery at any one time. The nursery is open 5 days a week from 07.30 to 17.30 for 51 weeks of the year. Children have access to a secure outdoor play area.

There are currently 85 children aged from birth to under 5 years on roll. Of these, 40 children receive funding for nursery education. The nursery supports children with special needs.

There are 16 members of staff working with the children, all of whom hold a recognised childcare qualification. The nursery receives regular support from the Local Authority. They are currently working towards Quality Counts, a quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's physical development is satisfactorily supported, with opportunities to play outdoors each day. Children use a variety of equipment such as tricycles, tyres, large bricks, sand and water. Older children climb up and down stairs well, some using alternate feet. Children rest and are active according to their individual needs.

Many staff have food hygiene and first aid certificates. The effective use of a sick children's policy and accident and medication procedures enable the children's health needs to be satisfactorily met. Children are beginning to learn the importance of good hygiene through daily routines. Staff set a good example as they use protective clothing during nappy changing procedure. This prevents the spread of infection. Children are encouraged to wash their hands before lunch, however, they do not wash them before snack and children and staff in the tweeny room use a communal bowl for hand washing before lunch. This means good hygiene is not fully supported.

The cook and nursery staff work well together to ensure children's special dietary needs are met. Children begin to understand the benefits of a healthy diet, through the inclusion of fresh fruit and vegetables in the menu. However, because meals are not well planned in advance, they do not always meet children's needs sufficiently. For children who do not want what is on offer, no alternative is provided, consequently, some children remain hungry. Children receive drinks at snack and meal times, however, they can not freely access drinking water through out the day, this means their independence is not fully promoted.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming environment where most risks are identified and minimised. However, the furniture and premises are not sufficiently clean and used tissues are not always disposed of appropriately. Staff use accident recording to assess risks to children regularly. This means children are able to move around safely, freely and independently.

Equipment is stored well in child height furniture to encourage independent access. Rooms are set up for children's arrival and toys are available for all ages, and in

sufficient quantities to ensure children enjoy a wide range of activities to satisfactorily promote their development. However, furniture is not always appropriate for the ages of the children in the room, for example, the chairs in the tweeny room are not at the right height for all children to reach the tables. The security of the premises is generally good and there is a clear lost and uncollected child policy in place. Fire procedures are implemented satisfactorily.

Staff have sound understanding of their role and responsibilities under child protection and procedures are in place in the event of an allegation against staff. This means the welfare of children is protected.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Most children enjoy their time at the nursery, they arrive happy and eager to participate. Children are making satisfactory progress. Children's relationships with staff increase their sense of trust. They are beginning to develop good relationships with each other.

The baby room is clean, warm and welcoming. Babies settle well, they have good bonds with staff within their room and are familiar with other staff. This has a positive impact on their sense of security. The good relationships evident between babies and staff helps them develop a strong sense of self. Communication skills are well supported through good adult-child interactions.

Activities for younger children are planned. Staff are aware of the Birth to three matters framework and are beginning to implement some aspects, for example, treasure baskets to promote their senses. Play opportunities are age appropriate and resourced well.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage curriculum. They plan an interesting and varied range of activities across the six areas of learning, however, as they follow through on children's own ideas the plans are not always implemented. This leads to some gaps in the curriculum, particularly for the older and more able children. Activities and resources are not sufficiently adapted to suit children who learn at different rates. Assessment records are completed and children's progress linked to the stepping stones, however, the records are not dated to clearly show their progress. The children are confident in their play and learning, however, the poor behaviour of some children is not always managed well by staff. This impacts upon their learning.

Children are developing good communication skills, they initiate and hold conversations with staff and each other for extended periods of time. Children are developing early writing skills, some hold pencils correctly and form recognisable letters. Children are beginning to link sounds to letters, however, this is not extended for the older and more able children. They have good access to books and these are used in many activity areas as a source of reference. They handle them well and turn

the pages correctly. Children listen well to stories and can predict what is going to happen next.

Children have access to a computer, they use a mouse confidently to complete a simple programme. Children count reliably up to 10 and beyond and can recognise some numerals. They are beginning to use problem solving in every day routines, for example, how many plates are needed for lunch. However, this does not sufficiently challenge the older and more able children. They are beginning to recognise and name some shapes and use size language appropriately. Children extend their large physical skills through a variety of experiences. They climb stairs well, some using alternative feet. They move with control and are developing good levels of hand-eye coordination as they manipulate small pieces of equipment. Children are developing a sense of space as they move around inside and outside with increasing control. They are developing their health and bodily awareness as they understand why they need to wash their hands and the effects of exercise on their body.

Children have generally good relationships with staff, they are confident to ask for assistance when needed. Some children are well behaved, however, the behaviour of others is challenging. They do not always respond to requests from staff and their behaviour is not managed consistently. This has an adverse effect on the learning of the group. Children have good self-care skills, for example, as they pour their own drinks and put on their own coats.

Children are beginning to use their imagination in role play. They select from a range of creative resources and are beginning to use their senses, however, this is not extended in every day routines. Children explore using a variety of materials and use maps and magnifying glasses confidently. They design well and use tools safely. They cut competently with scissors. Children are developing some understanding of their environment and the local community, including other cultures and beliefs. They are beginning to develop a sense of time as they learn the days of the week and simple features of the weather. However, this is not fully extended for the older and more able children.

Helping children make a positive contribution

The provision is satisfactory.

Children are happy and settled. They are welcomed by staff and the childcare rooms are set up for their arrival. There is a clear equal opportunities policy in place. Children learn about the local community as they take part in outings to the local park and shops. Activities are undertaken and a satisfactory range of resources are available reflecting other cultures and races. This helps increase children's awareness of diversity and develop a positive attitude to others. Therefore children's spiritual moral, social and cultural development is fostered.

There is a key worker system in place and children's records contain clear information about their individual needs. However, their needs are not always fully supported by staff, for example, children's noses remain dirty at times and pre-school children do not have sufficient privacy in the toilet area as the cubicles do not have doors. The nursery has a clear special needs statement in place and the named

coordinator has started to access relevant training. The nursery works well with other agencies in order to support children with special needs.

There is a clear behaviour management policy in place. However, it is not always implemented appropriately; children receive inconsistent messages from staff and are not always well behaved. They receive some praise for positive behaviour.

Partnership with parents is satisfactory. Children benefit from the two way sharing of information about their needs and daily routines. Parents information is displayed on a notice board, they receive a nursery brochure, regular newsletters, a written report about their child's progress and photographs of their child's progression throughout the nursery. Parents do not receive written information about the Foundation Stage or how to continue their child's learning at home.

Organisation

The organisation is satisfactory.

Most children enjoy their time at the setting, which contributes to them being happy and settled. Children are able to move around confidently and independently within the childcare rooms. There is a key worker system in place and children are grouped appropriately. However, the organisation of the nursery day does not fully support all children's needs, for example, the nursery is not sufficiently clean and children's behaviour is effected by the routines in place. Adult to child ratios meet the minimum requirements.

Leadership and management of the nursery education satisfactorily promotes the children's learning. There are clear recruitment and vetting procedures in place and all the staff have early years qualifications. The manager actively seeks training opportunities for staff and promotes their attendance. The knowledge gained by staff is used to further support children's care and welfare. There is a clear staff appraisal system in place, however, the manager is not fully aware of the settings strengths and weaknesses, and has not fully addressed the recommendations agreed at the last inspection resulting in lack of challenge for older and more able children.

Required documents are available and stored confidentially. Detailed policies and procedures are in place, they are shared well with staff to appropriately promote the welfare, care and learning of the children. However, the complaints procedure has not been updated to show recent changes and a log of complaints is not accessible to parents. There are effective systems in place for the sharing of information with parents about the service and their child's activities and systems are in place to consult with them about the nursery practices. The provision meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the provider agreed to develop staff's knowledge of child protection, ensure the premises are secure and develop the medication and behaviour management procedures.

The premises are now secure. The behaviour management statement has been improved and staff have completed child protection training. Parents now sign the medication record to acknowledge when medication has been given. This ensures children's welfare is safeguarded.

At the last education inspection the provider agreed to plan and organise adult led activities to ensure all children receive sufficient challenge and to ensure that staff set high expectations and clear boundaries for children's behaviour.

Adult led activities are planned but because staff follow through on children's own ideas the plans are not always implemented, consequently, older and more able children do not always receive sufficient challenge. Staff do provide boundaries for children's behaviour but children sometimes receive inconsistent messages from staff and therefore are not always well behaved.

Complaints since the last inspection

There have been no complaints made to Ofsted 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.

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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):

- improve hygiene practices in relation to the cleanliness of the building and equipment, hand washing and the disposal of tissues
- review the menu to ensure meals are planned to be balanced healthy and nutritious and sufficient for children's needs at all times
- ensure children's individual needs are fully supported
- develop the complaints procedure in line with current changes and ensure a complaints log is made available to 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):

- ensure the management of children's behaviour is consistent and does not interfere with children's learning (also applies to care)
- extend opportunities for older and more able children across all areas of the curriculum in order to provide sufficient challenge
- improve the written information given to parents in relation to the foundation stage curriculum and how to continue their child's learning at home.

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