



## Cawthorne Road Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	302829
<b>Inspection date</b>	15 February 2006
<b>Inspector</b>	Hilary Mary Mckenning
<b>Setting Address</b>	Cawthorne Road, Barugh Green, Barnsley, South Yorkshire, S75 1LQ
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<b>Registered person</b>	Julie Tasker
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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?

Cawthorne Road Day Nursery opened in 1991. It is a privately owned facility, which operates from a detached, single-storey building, situated in the Barugh Green area of Barnsley. There are two rooms available for children's play, with adjoining kitchen and toilet facilities. Children also have access to an enclosed outdoor play area.

The nursery provides care every weekday throughout the year, between 08.00 and 18.00. There are currently 48 children on roll. This includes 13 children receiving nursery education funding. The nursery supports children with special educational needs and where English is an additional language.

A team of seven staff work with the children, all staff are qualified or are working towards a qualification. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a warm and clean environment. Staff promote good hygiene practice to prevent the spread of infection and keep children healthy. Children are encouraged to manage their own personal hygiene through appropriate practice and daily routines. For example, children wash their hands before eating and after outdoor play. Children enjoy a well-balanced and nutritious range of snacks and drinks to meet dietary needs and requirements, essential for their well-being, healthy growth and development. Meal times are social occasions where staff maximise opportunities, encouraging children's independence in serving and feeding themselves and joining in their conversations. Children enjoy having the opportunity to choose what they would like to eat. Children confidently ask for drinks as required throughout the day. Children under two benefit from the same nutritious menu as older children.

Children enjoy regular physical activities both indoors and outdoors, contributing to their physical development and promoting a positive approach to exercise. They take part in an acceptable range of physical activities that contributes to their well-being. They make their own choices from an appropriate range of resources that help them to gain confidence and new skills. Children are excited about sharing their achievements. For example, they are keen to show how they can throw a ball and successfully negotiate wheeled toys around the play area. Children move around confidently and safely, negotiating space and obstacles as they manoeuvre wheeled toys successfully.

Children under three are beginning to benefit from the setting using the 'Birth to three matters' framework. Young children follow their own routines, supporting their individual rest and sleep needs. Babies are developing their physical skills through support and encouragement as they use furniture to pull themselves up and toys to push along.

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

The provision is satisfactory.

Children are cared for in a safe and well-maintained environment. The risk of accidental injury is minimised, as staff conduct clear daily risk assessments to reduce potential hazards. The safety of the children is a high priority and the nursery has effective safety and security precautions, such as door security buzzers and visitors book. There are collection arrangements that increase children's safety. Staff ensure that it is a safe place where children can play and learn. Children are learning to keep themselves safe as staff involve them in discussions about safety and teach them safe practice. For example, children are gently reminded not to put toys in their mouths and where they may ride bikes indoors. Staff are skilled in allowing a good balance between freedom and safe limits. For example, younger children develop confidence to climb the steps of the slide because staff stay close by, hold their hands and give reassurance.

Children are generally well protected as staff have a clear understanding of child protection procedures. However, there is no process should an allegation be made against a member of

staff. Children use good quality resources. They are able to self-select equipment and activities from a range of resources, which meet safety standards.

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

The provision is satisfactory.

Children enjoy their time at the nursery. They arrive happy and eager to participate. New children are helped to settle by sensitive and caring staff. Close and caring relationships increase children's sense of trust and help to develop children's self-esteem. Children show a sense of belonging and make their own choices about their play from a range of good quality resources and activities. Staff use the 'Birth to three matters' framework to provide interesting, daily experiences that stimulate their curiosity and promote younger children's learning. The babies listen and respond to rhymes, stories and songs with enjoyment. They also experience opportunities for making marks with their fingers and experience a variety of textures in paint and other creative activities, such as finger painting.

Nursery education.

The quality of teaching and learning is satisfactory. This ensures children make steady progress in all areas of learning. Children are sufficiently confident and assured to work and play independently or in groups. They show interest in an acceptable range of purposeful activities that sustain their interest. For example, children learn to persevere with activities they enjoy, like the shape matching game on the computer. Children show acceptable levels of independence, imagination and concentration. Children are confident speakers and good listeners, easily engaging in conversation. They enjoy and listen attentively to stories. They use language confidently to make their own needs known. For example, at snack time children voice their likes and dislikes and ask confidently to go to the toilet. Children are developing good relationships and behaviour is generally good. Children benefit from individual support to help them count up to 10, to recognise shapes, colours and sizes. For example, children use comparative size and positional language independently when putting a jigsaw together. However, staff do not maximise opportunities in every day activities to consolidate children's mathematical awareness and solve simple problems. Staff gain an acceptable understanding of children's interests by talking to parents and making their own observations when children play. They interact appropriately with children, reinforcing and consolidating learning appropriately. Assessments of progress are clearly linked to the stepping stones. Staff observe children's daily achievements but do not use this information to plan for the next steps in learning. Therefore, the links between assessment, planning and stepping stones need to be improved. Staff make appropriate use of the early years Curriculum guidance for the foundation stage, to provide satisfactory care and education. Overall children make satisfactory progress in all areas of learning.

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

The provision is good.

Children are warmly welcomed into the nursery as staff are sensitive to their needs. Children are treated with equal concern and staff meet their differing needs appropriately. Children

develop their self-esteem and confidence as they voice their opinions and make choices about their play. This results in children being confident enthusiastic learners. Children's behaviour is generally good. They begin to understand right from wrong in a caring and sensitive environment. Children play together harmoniously and become aware of how their behaviour can affect others. Children tidy away toys as they finish playing. They share, take turns and begin to make choices. Staff support children to resolve difficulties together. This positive approach fosters children's spiritual, moral, social and cultural development. Children are beginning to learn about cultures and beliefs with an acceptable range of resources and the celebration of festivals of the wider community.

Partnership with parents and carers is good. Parents are confident to approach staff and are kept generally well informed about their child's care and education. Parents receive good quality information about the provision. Children settle well because the staff encourage parents to be involved in their children's care. For example, staff share information through the daily record book about routines and activities throughout their child's day. Children clearly benefit from the positive partnership which has developed with parents. This results in children being happy and content in their play.

## **Organisation**

The organisation is satisfactory.

Children are cared for in a homely environment where they can move around and explore freely. Familiar staff are always on hand to offer support and reassurance to children and parents. This contributes to children feeling secure and content in the nursery. The organisation of the different play areas encourages children to develop independence and initiative. All staff are appropriately vetted and have suitable skills and experience to work with children. Most required documentation, which contributes to children's health, safety and well-being, is in place and regularly reviewed. Parents' wishes regarding their child's care influence day to day practice and clear written agreements are recorded.

Leadership and management of the nursery is satisfactory. The manager leads a staff team who have a regard for children's welfare. She acts as a role model as she frequently works alongside staff. Children benefit from a staff team who are committed to self-evaluation and improvement of their practice. For example, staff recently attended the 'Birth to three matters' framework training. This commitment to improvement ensures the continuing development of the educational provision. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider was required to address a number of issues related to record keeping. All the documentation has been reviewed and all recordings of any accidents include all the required details. Fire drills are held regularly and appropriately recorded. These measures help to safeguard children in the event of an accident, illness or fire.

The provider was also required to make available to parents a written statement providing details about the procedure to follow if they have a complaint and how they may contact Ofsted.

These measures help to ensure that children's welfare is safeguarded and to provide parents with useful information about the service.

### **Complaints since the last inspection**

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **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 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 child protection procedures follow local guidance.

#### **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):

- use daily routines consistently to develop children's use and understanding of mathematical language and simple problem solving
- develop planning to ensure appropriate challenge for more able children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)