



## Spittal Day Nursery

Inspection report for early years provision

**Unique Reference Number** EY313620  
**Inspection date** 27 January 2006  
**Inspector** Ann Marie Lefevre

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**Type of inspection** Integrated  
**Type of care** Full day care, Out of School 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?

The Spittal Day Nursery was first registered in 1994. The current proprietor took over the business in 2005. The setting is approved to care for a maximum of 66 children at any one time. The children are aged from 3 months up to 8 years old. There are currently 88 children on-roll. Children come from local and surrounding areas. The nursery is open from 08.00 until 17.30, on five weekdays, for 50 weeks of the year. The group is participating in the Foundation Stage of Learning initiative and funded 3

and 4-year-old children attend. Children who experience special needs and those with English as an additional language are supported in the setting.

Childcare is provided in a detached building which is located on the outskirts of Berwick and close to local amenities; the building is for the sole use of the nursery. There is a closed-circuit-television security system to monitor entry to the premises. The accommodation consists of three large classrooms, which are designated for different age groups, and there is also a sleep room for babies. There is a kitchen, an office, and separate toilets for the children and staff. An enclosed, outdoor play area is adjacent to the building. There is fully supervised access to the local school playground and soft play building. The beach and a play park are a short walk from the setting.

Overall responsibility for the nursery lies with the proprietor/manager and there is a deputy manager; both have appropriate qualifications. There are 10 other regular staff members, and 3 occasional backup staff. Many staff hold a suitable early years qualification and have completed a variety of training courses. Students and volunteers are welcomed into the setting. The group also has the support of the local school reception teacher and from a local authority early years advisor.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children have opportunities to learn about the importance of health and hygiene in their daily routines and activities. They are encouraged to take responsibility, to be aware of hygiene and wash their hands appropriately; after going to the toilet, after messy play and before meals, for example. They learn about germs and keeping their bodies healthy. However, although older children use the washroom facilities well, children under 2 years old have a communal bucket for all hand washing and this is not ideal especially prior to having their meals. Children learn about keeping their play areas tidy and many children respond well to tidy up prompts and are eager to help put small toys in appropriate boxes.

Babies and toddlers have naps in accordance with their needs. There is a well equipped baby sleep room with cots and a baby monitor. Clean bedding is available for each child. There are also comfortable areas within the under two's playroom for children to rest. There is a cordoned-off nappy changing area in the playroom. Staff wear protective gloves and aprons when changing nappies. They gently soothe and support each child to ensure that they are not distressed. Soiled nappies are hygienically disposed of. Staff maintain daily records in relation to naps, nappy changing, food intake and activities in relation to each little one.

Children's health requirements are highlighted in the well organised recording systems and policies in relation to their needs. These are carefully maintained to ensure that parents and the staff are kept informed about any health issues. Children's health is protected in practical ways as they learn about dental and

general physical health in their daily activities and routines. Older children confidently clean their teeth after lunch, and there are strategies in place to introduce babies and toddlers to regular teeth cleaning. Staff have completed appropriate first aid training and there is a well stocked first aid kit which is checked and replenished when necessary. Staff are keen to ensure that children benefit fully from being cared for in a healthy environment.

All children benefit from the healthy eating approach in the setting and several staff members have completed food hygiene training. Snacks are provided by the nursery so children can enjoy freshly prepared foods including fresh fruit and raw vegetables. Some children stay for a mid-day meal and enjoy a packed lunch provided by their parents or have a meal prepared in the local school kitchen and brought into the nursery in sealed containers. Lunch and snack times are social occasions around the tables for the older children, however, the seating for babies and toddlers is widely spaced so that they tend to be isolated from each other. Drinks are served with food and are available on demand at other times, with babies being offered regular refreshments. The proprietor is currently negotiating to have a water fountain linked into the water supply so that older children may help themselves. Staff ensure that any special dietary needs are adhered to; they work closely with parents and obtain any necessary information.

Children develop their physical and emotional well-being in a range of games and projects. They are able to participate in fun activities which exercise their bodies as well as develop their thinking skills. They benefit from being outdoors in the fresh air as they use the enclosed outdoor play area for physical exercise. Children are also taken out into the community to visit the beach, to collect pebbles and shells for activities in the nursery, go on interesting walks or visit the nearby school to use soft play equipment. Children participate in physical exercise in the playrooms as they enthusiastically join in songs and rhymes to help them with their learning as well as exercising their bodies. Children also develop their emotional well-being as they build relationships and socialise with other children and adults.

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

The provision is satisfactory.

The premises are very welcoming and organised for children to use safely. Children access the designated childcare areas freely with age-appropriate supervision and good support from the staff. Children are encouraged to be aware of safety, both inside and outside the setting, in daily routines and activities, for example, they learn about road safety. Staff have taken steps to provide greater security in the premises. A new door entry system has been fitted professionally and this supplements the CCTV security system. However, the door release knob has been fitted at child height and is accessible to children. The door magnet does not always click shut securely, therefore, there is a potential for children to leave the setting unsupervised.

The designated outdoor play areas are well planned, safe and secure for children to play in. Visual risk assessments are undertaken in the setting prior to each session. Staff take effective measures to ensure that children do not gain access to hazardous

materials and substances, for example, a high door catch to prevent unsupervised access to the kitchen. Appropriate fire safety equipment is in place and fire notices are prominently displayed. Regular fire drills are undertaken with the children.

Staff are vigilant and take effective measures so that play resources, equipment and furniture are maintained in a safe and clean condition for the children attending; all items are checked frequently. Staff ensure that the toys and activities comply with safety standards and are appropriate for the age and stage of development of each child.

Children are protected by the carefully maintained documentation in relation to child safety in the setting. Recording systems are used in conjunction with written parental consents to ensure consistency of care for each child. Children are also protected as staff continue to develop their awareness, knowledge and skills by participating in appropriate external and in-house training, including child protection. Although staff have had no concerns to date in relation to child protection issues arising in the setting, they have an understanding of what to be aware of, who to contact and what to record.

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

The provision is satisfactory.

Children are well supported in the setting allowing them to settle and benefit from the staff's sensitive and calm approach to their care and learning. Staff have an appropriate awareness of the Birth to three matters framework and this is reflected in the actual care of the children. Children build positive relationships with staff who respond well to their differing needs.

Children have many opportunities to participate in exciting activities and projects. All children are valued by the staff, who help them to develop their confidence and sense of self-worth. Staff have a sound knowledge of the children and the wishes of the parents to ensure that there is consistency and continuity so that each child can learn and progress effectively.

Babies and toddlers are provided with a warm, affectionate and safe environment where they can explore and learn, using all of their senses. They are supported in the use of different, age-appropriate resources in the setting and outdoors. The little ones enjoy watching or catching bubbles blown by staff who introduce simple counting into the game and they experience different textures as they are helped by staff to create exciting pictures. They have fun as they learn through their play.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Children are helped to gain confidence in their abilities and build positive relationships while they interact with their peers and with staff. They participate in new and exciting experiences and are encouraged to take an active role in the group. Staff are skilled at using clear and simple language and guidance which enables the children to learn and develop well. Staff have an understanding of the foundation stage of learning, early learning goals

and the six areas of learning. There is detailed planning in place which is used well in practice. Staff monitor the children as they participate in activities and use this to inform future practice.

There are many exciting play and learning opportunities occurring throughout each session. Staff use effective teaching methods and tools, for example, the organisation of the play areas reflect the areas of learning; there are exciting wall displays of children's work, there is consistent use of upper and lower case letters for labelling and play resources are used to provide learning and life experiences. However, learning is not always further extended to provide practical experience in some routines and daily activities, for example, during snack time.

Staff understand how children gain independence and allow them to explore and investigate in many stimulating activities. These are organised to allow for flexibility and spontaneity which enables each child to choose what they want to do and introduce their own ideas. Children are enthusiastic in their use of the play areas which allows them to develop their imagination in fun and exciting ways. For example, they develop their knowledge and skills while exploring the science activity area, participating in games of pretend in the travel agency or the doctor's surgery, using different material in art activities, or working with educational computer programmes.

All children are building self-confidence as they relate to peers and adults. They express their thoughts and ideas as they communicate well in planned and incidental activities. Children chat about their family and friends, telling of events and holidays. Children become familiar with the written and spoken word in many ways. They listen well to guidance from adults. They practice their mark-making skills, use the book areas freely and are respectful in the way that they handle books. Children enjoy story-time and they take an active role in discussions.

Children are taught about numbers and simple mathematical concepts. They develop their number recognition and counting skills while learning about simple addition and subtraction, for example, removing currant buns through the medium of a rhyming game. They recognise shapes and use these in their work.

Children gain an understanding of the natural world as they learn about animals and growing things. They enjoy constructing and building with bricks. They have many opportunities to learn about modern technology as they use the computer, telephone and other equipment. There is a strong emphasis about promoting equal opportunities in the setting and children are able to gain experience of different cultures and festivals as well as having an understanding of their own environment.

Staff ensure that the setting is well organised with resources which allow the children to have effective learning experiences as well as plenty of fun. There is a balanced range of activities in keeping with the six areas of learning and designated play areas reinforce children's understanding and knowledge. Staff prepare well for the sessions and ensure that all necessary materials and equipment are in place both for the planned activities and additional free-play. Staff are sensitive to the differing needs of each child. There is a close partnership between staff, parents, the local school and other agencies to ensure that each child really benefits from their placement.

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

The provision is satisfactory.

Children benefit from the staff's positive attitude towards equal opportunities and respecting individual and differing needs. There are opportunities for children to develop their awareness of their local communities, and learn about other cultures. For example, they have tried noodles and prawn crackers as part of snack time, learned about the different animals in the Chinese calendar and made lovely paper dogs to take home. There are resources in the setting which reflect differing backgrounds. Children who have additional needs are well supported in the nursery. Stereotyping is discouraged and all children have the opportunity to participate in age-appropriate activities according to their individual stage of development.

Children learn about sharing and valuing others from the good role models provided by the staff. Staff gently and sensitively support, praise and encourage children in their daily routines and activities which helps them to develop their self-esteem, confidence and sense of belonging. The children are very polite and well behaved. They are very happy and relaxed in their groups and they respond well to lots of encouragement from the staff. Children are enabled to make choices in their play and daily routines and gain increasing confidence as they select playthings and participate in activities. Staff encourage children to share their opinions and take an active role in the group. Children are very well supported as they take responsibility and grow as individuals. They build friendships with their peers and enjoy participating in a range of group and individual activities as well as just sitting and having fun with a friend.

The partnership with parents and carers is satisfactory. There is a strong sense of community in the setting. Parents participate in the exchange of information necessary for their child's care. They are kept informed about daily issues, are aware of planning and topics for activities. This is evident from discussions with parents and in the positive interaction between staff and parents during drop off and collection times. There is useful information in the pack for new starters, notice-boards are used very well and there are also verbal updates to ensure that parents have an understanding of the service provided for their children. Children's individual development files and daily reports for the younger ones are available for parents to see how their children are progressing. Many examples of the children's work are displayed in the setting and children take plenty of their art and craft projects home and show what they have achieved.

The setting fosters children's spiritual, moral, social and cultural development well.

## **Organisation**

The organisation is satisfactory.

Leadership and management are satisfactory and effective in the setting to ensure that smooth, consistent practice is in place for the benefit of all the children and their parents. The proprietor / manager takes an active role in the overall management of the nursery provision and staff members take responsibility for the actual care of the

children attending. The staff team are focussed and dedicated in their work. This is reflected in the well organised activity areas, in the many health and safety measures taken and in the use of the good quality resources and equipment. Detailed planning for activities and daily routines enable children to settle well and feel secure.

Well structured and informative files, and other means are available to inform staff and parents. A wide range of policies and procedures, such as child protection, behaviour management and equal opportunities are used to inform practice and protect the children who attend. There are detailed and well ordered recording systems in place, including individual child records. Staff update and develop these for the benefit of children attending, their parents and for the staff team. There are effective registration systems to record attendance which are completed on the children's arrival and departure. Staff complete further attendance checks with the children as they are welcomed into the setting.

Children benefit from the care provided and from the staff's positive attitude towards their own training and personal development. Staff members have completed, or are participating in a range of appropriate training relating to the health, welfare, safety and educational needs of the children. They continue to look at further development to enhance their practice. The setting is currently participating in the healthy pathways award and information is being gathered in relation to this to develop the knowledge and skills of staff in their work with the children.

Overall, the needs of all children who attend are met.

#### **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 the 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**

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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 that children under 2 years are seated in a way that promotes social interaction and a sense of belonging during meal times
- ensure that there is a hygienic system in place for children under 2 years to wash their hands before they have food
- ensure that the entrance door is secure so that children do not leave the premises unsupervised.

### **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 further opportunities for children to develop and extend their learning through everyday activities and routines.

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: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)