



Barlby House Day Nursery

Inspection report for early years provision

Unique Reference Number	400077
Inspection date	08 February 2006
Inspector	Duncan Gill
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Registered person	Mr & Mrs A.N.Cowdy
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?

Barlby House Day Nursery is privately owned and has been established since 1997. The premises is a converted barn in the grounds of an old farm and serves the farming and rural communities of Selby and the surrounding villages.

The provision is registered to provide full day care for 49 children and there are currently 65 children on roll, of which six 3 year-olds and seven 4 year-olds are in receipt of funding for nursery education. There are currently no children attending

with special needs or who speak English as an additional language.

The nursery opens Monday to Friday from 07:30 to 18.30 throughout the year, except bank holidays, and the nursery provides an out of school club and a holiday club. There are eight staff who hold appropriate childcare qualifications and four staff who are working towards another childcare qualification. The nursery receives support from the Local Authority and are members of the National Day Nurseries Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children have some opportunities to develop an adequate understanding of the importance of healthy practices through topics and daily routines, such as brushing their teeth after lunch. However, they are not always encouraged to wash their hands before eating and older children do not always follow good routines of personal hygiene after toileting. The children are cared for in a very clean and hygienic environment. Staff fully implement effective hygiene procedures to help protect them from the spread of infection, including cleaning furniture after meals, following the list of communicable diseases and exclusion periods and through hygienic nappy changing procedures. Daily routines in place ensure children's health is promoted and babies individual needs regarding sleeping and eating are adhered to. Children are well cared for in the event of illness or injury as a qualified first aid trained staff member is always on site and effective procedures are followed for accidents, illness and the administration of medication.

The nursery day is well organised to ensure there is regular opportunity for children's physical development, through well planned outdoor and indoor activities, which helps children develop a positive attitude to physical exercise. Older children learn to move well in a variety of ways and have good opportunities to practice their balancing and climbing skills, through the use of cars, bikes, balancing beams and climbing equipment. They successfully adjust speed or change direction to avoid obstacles and develop a good awareness of space, moving safely around the setting indoors and outside. Children competently operate a wide range of large equipment in a variety of ways such as pushing, pulling, peddling and confidently use small equipment such as scissors, pencils and paint brushes.

Children are offered suitable meals and snacks during the day to ensure they have a balanced diet. They learn effectively about the importance of a well balanced diet through themes, activities and explanations from staff, including topics on growing. Babies are fed in line with their individual routines and all children's individual dietary needs are well met. Children's food is safely prepared as staff follow detailed procedures to ensure food is stored and cooked appropriately. These include carrying out daily temperature checks on the fridge and cooked food, however food hygiene training for staff has not been updated.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very clean, bright and well maintained environment, which has good evidence of their play and activity. It is suitably organised so that children can move around freely and safely accessing activities put out for them. They can access the majority of a good range of well maintained toys, furniture and equipment appropriate for their age and stages of development, such as role play, jigsaws, books and construction. Children are very interested in and want to play with what is available. Toys and equipment are stimulating, fun and provide good age appropriate challenges.

Children are kept very safe as there are a good range of safety measures in place. These include socket covers, fire prevention equipment, a fully secure outdoor play area and safe storage of dangerous substances. Staff are vigilant and fully implement detailed procedures for outings, collection of children and detailed risk assessments on all aspects of the provision to keep children free from harm. Children build a good awareness of safety through practicing emergency evacuations, visitors to the setting, effective staff explanations as to the reasons behind behaviour boundaries and activities to discuss topics, such as road safety.

Children are well protected from possible abuse or neglect. Staff are aware of the types of abuse and the signs to look for and the designated member of staff has attended training on child protection. They have a sound understanding of the procedure to follow with any concerns, although there is no copy of local Area Child Protection Committee procedures at the setting.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children enjoy a suitable range of interesting activities, which fully involve them and develop their imagination, language and physical development, for example role play, construction and outside activities. Older children's independence is appropriately encouraged. They toilet themselves, choose activities and can freely access toys, however babies and young children do not always have free access to toys and have limited opportunities to independently select activities which interest them. Children are keen to communicate, building strong relationships with staff and other children and sharing their experiences with them. They are happy at the setting and enjoy their time there. The children benefit from friendly staff, who are very interested in the children, asking questions to make them think and responding giving praise and encouragement to help build their self-esteem. Young children and babies all round development is appropriately fostered and basic planning is implemented to provide them with an appropriate range of activities. They develop their self-confidence and early communication skills well through good interactions with staff, who talk their actions through with young children and mimic the sounds they make.

Nursery Education: The quality of teaching and learning is satisfactory. Staff have

appropriate knowledge and understanding of the foundation stage curriculum. Some staff have attended relevant training and use this to provide a sound range of experiences to further children's development in most areas of the Foundation Stage. Children make suitable progress towards the early learning goals as staff implement basic planning to give children a range of experiences across the curriculum. Satisfactory assessment records for each child clearly show children's achievements, although they do not show planning for children's individual next steps in learning. Children's interest in learning is stimulated in a generally well organised room, where resources are attractively set out and well used to provide age appropriate challenges. Children are challenged to think and use their imagination, with the help of staff, who effectively use open questions and age appropriate explanations.

Children have a strong exploratory impulse, they are excited and motivated to learn and show a positive approach to new experiences. They build strong relationships with staff and other children and are keen to share experiences, talking about their family and home life. Children can successfully differentiate between colours and develop their imagination well through a good range of role play opportunities, such as hairdressers, doctors and a home corner. They enjoy singing and confidently join in with familiar songs and enjoy exploring the different sounds musical instruments make.

Children successfully use size language in their play, for example, big and little. They can competently count to five and beyond and more able children can recognise numbers up to nine. The children show some interest in number problems and are given suitable opportunities to practice their calculation skills, through practical activities and questions from staff. Children can correctly identify some shapes and show a good awareness of orientation, successfully completing jigsaws. They are confident communicators and regularly share their experiences with staff and other children. They enjoy books in small groups, however the book area is not regularly accessed by the children during free play and therefore does not stimulate their interest in reading. More able children begin to write recognisable letters and ascribe meaning to marks, however they have little opportunity to distinguish sounds and letters.

Children have some opportunities to practice operating simple equipment in role play, however they have little opportunity to develop their ICT skills. They show good interest in the world in which they live, begin to comment and ask questions about the outside world and confidently recall past experiences, talking enthusiastically about people familiar to them.

Helping children make a positive contribution

The provision is satisfactory.

Children are highly valued as individuals and are treated with equal concern. Their individual needs are effectively met as staff use detailed registration talks and agreements to find out about children's allergies, special requirements, routines, likes and dislikes. Children develop a positive attitude to others and have a broad range of opportunities to learn about the wider world and community through celebrating

different festivals, topics, activities, visitors to the setting and outings to the local area, such as the post office and library. Appropriate arrangements are in place to care for children with special needs. The setting has a suitable policy for staff to follow and will work closely with parents and outside agencies to ensure all children have the opportunity to reach their full potential. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is satisfactory. Parents build warm and trusting relationships with staff and are given clear information about the setting and their child's daily activity and welfare through a prospectus, notice boards, daily written feedback for young children and verbal feedback for older children. Parents have satisfactory opportunities to discuss their child's education and development, through being able to attend yearly open evenings with staff and chatting to them daily. Parents are informed of topics through chats with staff and planning is displayed on notice boards, however they receive little information on the Foundation Stage curriculum and are given few opportunities to be involved in their child's learning.

The children behave well. Staff support children, helping them learn to share, take turns and show respect for others. The children begin to understand right and wrong from consistent boundaries set by staff, who fully implement the settings behaviour policy. They provide age appropriate explanations to help children understand the consequences of their actions and the reasons behind behaviour boundaries and children attending the out of school provision are fully involved in rule making decisions. Good behaviour is well valued and children receive lots of praise and encouragement throughout the day.

Organisation

The organisation is satisfactory.

Children are well cared for at the setting as good recruitment and vetting procedures ensure staff are suitable to work with children. Staff have a good knowledge of childcare, as a high proportion of staff have recognised early years qualifications, however they do not regularly access further training opportunities to develop their own knowledge and enhance the care of the children. Staff consistently interact with children and are well deployed to give them effective support and encouragement, which helps them feel secure and confident. Most of the required documentation is in place, however, there is no statement of procedure to follow in the event of a child being lost and this is a breach of regulations. Staff fully implement appropriate policies and daily routines to ensure children are safe, healthy and enjoy their time at the nursery.

Leadership and management is satisfactory. One member of staff has attended found stage training and has a suitable knowledge of this. All staff are involved in basic planning, however this does not clearly show learning intentions of activities or links with the Foundation Stage. Assessment records are updated each term to monitor children's learning and development, but these do not clearly show how staff plan for children's next steps in learning. The children benefit from suitable induction arrangements to ensure staff fully understand their roles and responsibilities and

basic opportunities to improve and develop their skills, for example informal staff meetings, chats and appraisals. Overall, children's needs are met.

Improvements since the last inspection

At the last inspection the setting was asked to increase opportunities for children to practice calculation, emergent writing skills and to increase opportunities for their creative development. Children now have increased opportunities to develop these skills, such as water play, role play, painting and box craft. Children are encouraged to count and questioned effectively by staff during daily routines to develop calculation skills and they have opportunities to practice writing in role play, for example, writing menus and taking phone messages.

The setting was also asked to increase the range of resources to promote equality of opportunity, to practice the emergency evacuation procedure regularly and to develop a procedure to follow if a child is lost or uncollected. There are now more resources to help children learn about the wider world, including books, role play and dolls. The evacuation procedure is practiced every two months to help children develop their understanding of safe practices and there is a procedure for uncollected children, although there is no procedure for staff to follow if a child is lost.

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):

- develop a statement of procedure to be followed in the event of a child being

lost

- obtain a copy of local Area Child Protection Committee procedures
- develop children's understanding of the importance of good routines of personal hygiene
- develop the range, access and planning of activities for young children, for example by using the Birth to Three Matters framework.

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):

- develop planning systems to show clear learning intentions for children linked to the Foundation Stage and develop assessment records to clearly show planning for children's individual next steps in learning
- improve information provided for parents on the Foundation Stage and increase opportunities for parents to be involved in their child's learning
- develop opportunities for children to develop their ICT skills and to link sounds and letters
- develop the book area to stimulate children's interest in reading

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