



## ABC Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY216465
<b>Inspection date</b>	30 January 2006
<b>Inspector</b>	Janet Skippins
<b>Setting Address</b>	193 Newsome Road South, Huddersfield, West Yorkshire, HD4 6JH
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<b>Registered person</b>	Dianne Joan Bangali
<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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

ABC Children's Day Nursery opened in 2002. It operates from four rooms in a single storey building in the Newsome area of Huddersfield. It is privately owned and managed.

A maximum of 50 children may attend at any one time. It is open each weekday from 08.00 until 18.00 throughout the year.

There are currently 72 children from 3 months to 4 years old on-roll. Of these 16 receive funding for nursery education. The nursery supports children with special needs and those who have English as an additional language. Children attend from the local and surrounding areas.

The nursery employs 19 staff; all of whom hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children stay healthy because the nursery has good procedures in place and there is a high awareness of cleanliness within the workplace. For example, outdoor shoes are not worn indoors and there are effective sickness policies and procedures in place to help to reduce the spread of infection between children.

Children learn about the importance of good personal hygiene through consistent daily routines. For example, as they wash their hands they look at photographs of themselves which show them the sequence of hand-washing and drying. They do this regularly after using the toilet, following outdoor play, painting and gluing activities, and before eating. There is a key-worker system in place which works very well generally, but the babies would benefit from their key-worker being responsible for their personal hygiene by changing their nappies.

Children are well nourished and thrive because they are provided with a varied and highly nutritious diet which includes fresh fruit, vegetables, pasta and meat. They are able to have regular drinks of water throughout the day. The nursery has been recognised for ensuring that children have a healthy diet by receiving the Kirklees Healthy Options Gold Award. Staff work in close partnership with parents to ensure that children's health and dietary needs are met.

Children develop their physical skills well as they take part in activities outside in the large outdoor play-area. They participate eagerly in well planned group activities, such as running to jump on shapes which are chalked on the ground. They learn to balance and climb using large equipment and negotiate wheeled toys around. They also enjoy regular music and movement sessions both outdoors and indoors. Young babies have access to their own outdoor area with a safety surface, where they develop their walking skills. Inside, the spacious environment is set up with soft play resources to encourage them to develop their curiosity and explore their surroundings. They rest and sleep in accordance with their own needs. A flexible routine is in place for older children, allowing them to be able to choose when to relax and rest in a quiet area.

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

The provision is good.

Risk of accidental injury to children is minimised because the nursery has very good

policies and procedures, including risk assessments, in place. Children have a good understanding of fire safety through practicing regular fire drills. They learn about road safety by practicing using pedestrian crossings which are chalked on the ground on the outdoor area. Good safety precautions are taken, such as use of wrist straps, when children frequently go out on walks. Children go out in small groups so that staff can supervise them closely.

Children use high quality equipment that is purchased from reputable sources. This can be safely and easily accessed as it is set up in an organised manner at child height. Children are encouraged to tidy-up after themselves and not leave toys on the floor where they may trip up on them.

Children are well protected because staff are trained in First Aid and they have a very good understanding of child protection procedures, giving high priority to children's welfare. Management has a clear understanding of vetting procedures and employ staff who have relevant experience, knowledge and skills in caring for children.

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

The provision is good.

Babies receive cuddles and are confident with their carers. They begin to play happily together with adults. They acquire new skills and knowledge through self-selecting activities and singing familiar nursery rhymes. Staff encourage them to use their senses as they introduce them to many tactile experiences, such as playing with cooked pasta and corn flour.

Two-year-old children enjoy activities that are relevant to their age, stage and development of their learning. For example, they practice reading skills when identifying their coat hooks and places at the lunch table, at their own pace with support from carers if needed. They receive positive praise and encouragement which makes them feel proud of their achievements and fosters their self-esteem.

### **Nursery Education**

The quality of teaching and learning is good. Older children make generally good progress because staff have knowledge of the Curriculum Guidance for the Foundation Stage. Detailed plans cover all areas of learning and children's achievements are clearly identified. Good challenges are set for children. Assessments include written evaluation of the activities to inform future planning of the next steps for children's learning. However, children's progress through the stepping stones towards the early learning goals is not summarised clearly.

Children communicate confidently. They particularly enjoy snack time when they take turns to talk to each other and the staff with ease, negotiating, swapping stories and experiences. Some children can recognise their first names and write these correctly with well formed letters. Children have many opportunities for writing for different purposes in practical everyday experiences. They enjoy listening to stories and respond well to open ended questions and requests to 'find' different objects in the pictures. Children have easy access to specific book areas and consequently have

opportunities to look at books independently for pleasure or reference.

Most children confidently count up to five and beyond independently. They use and develop their knowledge and understanding of number, position, size and shape by participating in well planned activities based around themes. For example, they go on walks to learn about shapes, by looking for shapes in the environment, such as a rectangular door. They take photographs and on returning to the nursery print the photographs and use them to make their own books about shape.

Children's physical development is encouraged through playing outdoors with a variety of appropriate equipment. They have plenty of space to run about freely, climb, balance and negotiate wheeled toys. They have good hand-eye co-ordination. This is demonstrated as they competently use chopsticks which are designed for children, as well as pencils, brushes and scissors.

Children develop a very good awareness of time and place and have a strong sense of belonging. They are able to talk confidently about past and future events in their lives. They gain a good level of knowledge of their own environment and the world around them through going on local walks and talking about the weather. They develop their knowledge of the wider world through taking part in the topic work. For example, during the week before the inspection they were finding out about the Chinese New Year. The role-play area had been made into a Chinese take away and children visited the staff in other rooms of the nursery to take orders for food. Next they prepared the food by chopping vegetables and mixing noodles and water, then put it into boxes and delivered it. On the day of the inspection the children were eating Chinese foods for their lunch, using training chopsticks as an alternative to traditional utensils. Children's Information Technology skills are developed well as they have free access to the computer. They learn about the concepts of building and joining materials together as they fit Lego bricks together, construct with wooden blocks and use staplers.

Children benefit from musical activities and respond enthusiastically to favourite songs and music, often accompanying themselves with instruments. They enjoy collage and painting for specific topics and have continuous opportunities to explore and express their own individuality in art and design.

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

The provision is good.

Children are made to feel very welcome to the nursery where they are very happy and secure and make a positive contribution. For example, children are proud of their work which is displayed to enhance the nursery environment. They are also able to recognise themselves as their photographs are used in board-games made by staff, such as picture lotto. Children's individual needs are well met and children with special needs receive very good care on a one-to-one ratio. Children's behaviour is very good and they respond well to positive praise and encouragement, sharing and taking turns. They are aware of the boundaries set within the nursery, help to tidy up and show concern for others. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is very good. Trusting relationships are established between parents and carers ensuring that children are settled and make good progress. Parents of babies share a diary with the nursery so that important information on sleeping feeding and nappy changing is readily available. They are able to see clearly displayed, relevant information on the nursery notice-board. They also have easy access to well written policies and procedures. Parents are welcomed at the nursery, they respond well to written information suggesting activities that they can do with older children at home. They can see their children's assessment records at any time, though these do not clearly summarise their child's progress through the stepping stones towards the early learning goals.

## **Organisation**

The organisation is good.

Children's care is enhanced by efficient and effective organisation. Knowledgeable, well-qualified practitioners fully understand and follow the setting's comprehensive policies and procedures to protect children, promote their wellbeing and support all children to develop their potential. Staff constantly interact with children, giving effective support and encouragement, which helps children to feel secure and confident in the spacious well-organised environment.

The manager of the nursery provides good leadership and management. Good systems are in place to monitor the process of teaching and learning, ensuring that children reach the early learning goals before leaving the nursery to move on to school.

The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Since the last inspection the nursery has made good progress. The nursery owner was asked to ensure that the staff induction system was used effectively. This has been done, a rigorous procedure is now in place and staff work well together, showing awareness of each other's roles, contributing to a well organised environment for the children.

The emergency evacuation procedure was to be reviewed. This has been given attention resulting in children's enhanced safety and understanding of fire danger. The recording system for the administration of medicines required attention. A clear system is now in place which contributes to children's health and safety.

Staff were asked to gain more knowledge and understanding of child protection issues, they have attended training so that children are now safeguarded effectively. Records regarding staff training required enhancement, there are now clear records readily available which contribute to the organisation of the setting.

Children's observation records were to be used to plan their next steps in play and learning. This now happens, promoting better outcomes for children. Opportunities

for parents to discuss their children's progress were to be increased, parents are now aware that they can meet with their child's key-worker to discuss this at any time. This contributes to a good partnership with parents.

### **Complaints 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.

Since April 2004 Ofsted has received one complaint regarding National Standard 1 - Suitable person. Ofsted visited the provision to discuss the concerns. Appropriate actions were agreed to meet the National Standards. Ofsted are satisfied that the provider remains qualified for registration.

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The quality and standards of the nursery education are good.

### **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):

- consider how arrangements for staffing minimise the number of carers for the individual child regarding nappy changing

#### **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):

- summarise children's observation and assessments records to show their progress through the stepping stones toward the early learning goals clearly.

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)