



## **Gloria's Day Nursery Ltd**

Inspection report for early years provision

<b>Unique Reference Number</b>	146858
<b>Inspection date</b>	13 March 2006
<b>Inspector</b>	Kelly Eyre
<b>Setting Address</b>	35 West End, Ashwell, Baldock, Hertfordshire, SG7 5PH
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<b>Registered person</b>	Gloria's Day Nursery Ltd
<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?

Gloria's Day Nursery is privately owned and opened in 1995. It operates within two single-storey buildings on one site and is situated in the village of Ashwell, Hertfordshire. A maximum of 50 children may attend the nursery at any one time. It is open each weekday all year round and sessions are from 08:00 to 18:00. All children share access to a secure enclosed outdoor play area.

There are currently 60 children aged from birth to under 5 years on roll. Of these, 20

children receive funding for nursery education. The nursery serves the local community and surrounding villages. It is able to support children with special educational needs and those who speak English as an additional language.

The nursery employs ten staff. Nine of the staff, including the manager, hold appropriate early years qualifications. One staff member is working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are cared for in a comfortable, clean environment. There are good daily hygiene practices in place which help them to learn about the importance of personal hygiene, for example, they wash their hands before snack and meal times and clean their teeth after lunch. They are learning about the relevance of these practices as staff discuss these with them, for example, talking about washing germs away before eating. Children's special requirements with regard to health and diet are well documented and observed. They are offered healthy and nutritious snacks and meals as staff have a good understanding of this area and have attended additional training enabling them to promote healthy lifestyles. Meals are prepared daily on the premises and contain a balanced range of fresh ingredients and all food types, promoting children's growth and development.

Children enjoy a wide range of physical activities and regular opportunities for fresh air which contribute to their good health. They develop control of their bodies and improve their physical skills and co-ordination as they participate in adult-led activities such as music and movement sessions and action rhymes. They also regularly use the outdoor play area where they enjoy playing with ride-on toys, balls, hoops and balance bars. Younger children's development is consistently promoted as staff have a good understanding of child development and combine this with their knowledge of individual children to ensure that all areas are covered. An example of this is staff members providing push-along toys and additional encouragement for babies who are ready to learn to walk. Staff work well in partnership with parents to ensure that children's care is appropriate and consistent, for example, when weaning babies, staff continuously review the situation with parents to ensure that the routine is consistent and the baby is content.

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

The provision is good.

Children are cared for in a welcoming, stimulating environment where their work is creatively displayed and resources are well organised. All resources are clearly labelled with words and pictures to facilitate children's choice and independence. Their safety is given a high priority and staff carry out daily safety checks in all areas, identifying hazards and taking steps to remove or minimise these. A major risk

assessment has also been completed and this is reviewed on a regular basis. These measures help to ensure that children are able to move around safely, freely and independently. However, their safety could be affected as non-prescription medication is stored in a low-level cupboard in a changing area. The daily implementation of practical policies and procedures ensures that staff are aware of safety practices and are able to promote children's safety. For example, there is a clear procedure regarding emergency evacuation and this is practised each month.

Children are developing a good understanding about taking responsibility and keeping themselves safe. They are consistently given clear explanations by staff to help them understand the relevance of safety rules, for example, they understand why it is necessary to tidy toys away before getting others out. Staff are skilled in using everyday opportunities and topics to reinforce safety issues, for example, when working on a topic of 'fairy tales', the story of 'Little Red Riding Hood' was used to remind children about not talking to strangers. Children use toys and resources that are appropriate for their size and developmental stages. Staff check these on a regular basis to ensure that they are clean and safe. Children's welfare is very well promoted because staff have attended additional training and have a good knowledge of child protection procedures and are able to identify, report and follow up any concerns.

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

The provision is good.

Children are happy, confident and settled. They enjoy their time at the nursery, joining in enthusiastically with the activities and play opportunities provided. They are very confident in their relationships with each other and with staff, working happily in groups or independently. They confidently approach staff members to ask for help and to initiate conversations. Staff respond positively to this, showing the children they are genuinely interested and thus enhancing children's personal development and self-confidence. New children settle well, quickly becoming secure within the setting because staff are calm. They discuss all routines with parents and use this information to plan ahead to ensure that children receive appropriate support and attention whenever needed.

Children confidently make choices about their play and activities throughout the day. Staff get to know the children well and make good use of open questions and discussions to encourage them to think further and extend their learning. Children can participate in all activities because these are adapted to suit individual development and capabilities. An example of this is children participating in a threading activity where a staff member noted that for some this was appropriate, but one child was not being appropriately challenged and was therefore offered a more advanced activity.

Younger children's learning and development is thoughtfully and carefully planned and promoted. Staff have a good knowledge and an enthusiasm for the practical implementation of the 'Birth to three matters' framework. This is implemented on a daily basis, and all activities are carefully referenced and evaluated using this

framework, thus ensuring that children make good progress in all areas. Children are offered a wide range of activities, including crafts, construction, music sessions, reading and outdoor play. Older children also participate in themed work, giving them further opportunities to explore and extend their knowledge. Themes have included transport, autumn, 'people who help us', shapes and numbers.

## Nursery Education

The quality of teaching and learning is good. Children are making good progress and their overall development is promoted because staff have a thorough knowledge of the curriculum for the Foundation Stage, enabling them to plan appropriate activities. Children are supported well in whichever activity they choose because staff are skilled in allowing them time to develop their own ideas but offer support and direction whenever this is needed. Children's progress in all areas is well balanced as staff use clear assessment methods, using information gained from this to highlight areas to be covered in future activities. However, children's learning could be affected because activity plans do not detail how the activity will be adapted or extended for less or more able children.

Children enjoy a wide range of activities. These include regular opportunities to participate in a variety of crafts, role play, reading, construction and music sessions. Children's knowledge is further extended as they cover a variety of topics enabling them to look at themes such as 'opposites' where they participated in activities to increase their knowledge of concepts such as over and under, long and short, and up and down. Children now confidently apply these concepts to their daily play and conversations. They are confident in initiating conversations and in using language to explain their thoughts, often forming complex sentences. They enjoy listening to stories and show an understanding of elements such as main story characters. For example, they have participated in a topic on fairy tales, discussing what these are and producing imaginative pictures and collages of the main characters. They are also beginning to communicate through writing, for example, older children are able to recognise and form letters of the alphabet and write their names.

Children are motivated and enthusiastic about their play and activities. They have good relationships with each other, playing imaginary games and negotiating turn-taking and sharing. They show developing skills in mathematics as they learn about this through number rhymes and activities, confidently using size and positional language in their play. They are gaining an awareness of their own culture and that of others through activities, discussions and regular access to resources such as dressing-up clothes, books and puzzles, which provide information and positive images. Children use their imagination in art and role play, for example, creating beautiful collages and paintings, making flags to celebrate St David's day, and making use of a wide range of readily available resources for role play.

## Helping children make a positive contribution

The provision is good.

All children are welcomed and are encouraged to feel at home in the nursery because staff value and respect their individuality. They are offered a variety of

activities which help promote their understanding of society and increase their awareness of other cultures and ways of life. These include celebrations connected with Chinese New Year, Christmas, St David's Day and Ramadan. Children are valued and respected as individuals and staff ensure that specific needs are clearly identified and consistently met. Children are kind and considerate to each other. Their behaviour is good throughout the sessions as they confidently choose their activities and organise turn-taking and sharing. They respond well to staff, and the positive approach and good staff role modelling ensures that children's spiritual, moral, social and cultural development is fostered.

Children who have special needs have their requirements clearly identified and met as there is a practical policy relating to this and staff ensure that this is implemented. Staff members have attended additional training and use very clear methods for assessing children and monitoring their development, ensuring that any issues are quickly highlighted. Staff are skilled and sensitive in working with parents to ensure that children are offered the most appropriate care and support.

In connection to the provision of funded nursery education, the quality of the setting's partnership with parents and carers is good. Parents are given initial information about the setting and the curriculum for the Foundation Stage. They are kept very well informed of their children's progress and activities through monthly newsletters, written progress reports, parents' evenings, informal discussions with staff and the use of notice boards. Parents' views are actively sought and acted on, for example, the introduction of parents evenings was the result of feedback from parents. This positive attitude helps ensure that parents' views are valued, standards are maintained and appropriate care can be provided for each child.

## **Organisation**

The organisation is good.

Overall, the needs of all children attending are met. The good organisation and care provided by experienced, qualified staff greatly enhance the children's well-being and development. There are robust procedures in place for checking that all staff are suitable to work with children. A clear staff induction process, regular supervision and ongoing monitoring ensure that the nursery's policies and procedures are understood by all and are consistently applied. However, some policies do not contain sufficient detail which could lead to a delay in staff taking appropriate action.

Children's play opportunities are enhanced by the good organisation of space. They are able to move safely and freely between activities, enabling them to feel confident to initiate their own play and learning. Good organisation of all areas ensures that children are offered a wide range of activities and opportunities, for example, the well-organised, accessible storage of resources means that children are able to see what is available and make informed choices about their play.

In connection with the provision of funded nursery education, the quality of leadership and management is good. Children's overall development and welfare are promoted by the clear understanding that the manager has of her role and responsibilities, ensuring that she is aware of all regulations. She acts as a good role model, covering

work in all areas of the nursery and demonstrating her very genuine enthusiasm and enjoyment of her work with children. This creates a positive atmosphere within the setting and helps staff to feel valued and motivated. All sessions are well planned, and staff ensure that all resources are available so that activities are not interrupted. Children are always given sufficient time and resources to enable them to complete their activities and tasks, and staff often put these aside so that children can continue them at a later stage if needed. Children's progress is tracked through thorough ongoing assessments and monitoring. Staff pay attention to the planning of future work, ensuring that the needs of individuals are met and the development of all children is promoted.

### **Improvements since the last inspection**

At their last inspection, the setting was asked to develop resources and topics to cover all areas of equal opportunities within the whole nursery. There is now a wide range of resources available on a regular basis and children also participate in topic work which covers a variety of issues such as celebrations connected with Diwali, Chinese New Year and St David's day, thus increasing children's knowledge of this area. They were also asked to ensure that risk assessments are reviewed regularly. This is now completed on a frequent basis, with all assessments clearly dated, further improving children's safety.

With regard to the provision of funded nursery education, the setting was asked to increase staff knowledge of the curriculum for the Foundation Stage, particularly with regard to mathematics. Staff have attended additional training and receive regular advice and support from an advisory teacher. Mathematical equipment has been increased and this topic is included in all areas of work. The setting was also asked to offer more opportunities for children to explore and develop their own ideas, with appropriate staff support. The daily timetable allows time during the day for children to choose their own activities and determine their play and learning. They are also encouraged to be independent in their choice of resources, with staff monitoring this continuously and ensuring that they are available to offer support and further ideas if needed. These measures promote children's further understanding and their development in all areas.

### **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.

## **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
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National Standards for under 8s day care and childminding.

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):

- ensure that children cannot access non-prescribed medication in low-level cupboards
- continue to review and develop all policies so that they contain sufficient details to enable staff to act appropriately to protect children and promote their welfare at all times.

##### **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):

- review the planning of activities so that these show how they will be adapted or extended.

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)