



Barbara's Private Day Nursery

Inspection report for early years provision

Unique Reference Number	303689
Inspection date	22 May 2006
Inspector	Shaheen Matloob
Setting Address	Crossley Hall, Crossley Hill, Halifax, West Yorkshire, HX3 0PL
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Registered person	Barbara Booth
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.

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 inadequate - notice of action to improve. The registered person does not meet 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?

Barbara's Private Day Nursery opened under the present ownership in December 2005. The nursery is just over one mile from Halifax town centre and serves families from both the local residential area and other areas of Halifax. The nursery premises are on three levels. Children are grouped according to age and the nursery operates a breakfast and out of school club. Children can also access a soft play area,

creative area and computer room on the second level. There are two enclosed outdoor play areas.

The nursery is open from 07:00 until 18:00, Monday to Friday excluding bank holidays, for 52 weeks a year. There are currently 55 children on roll including 27 children who receive nursery education.

There are seven staff and the owner working directly with the children. The majority of staff have appropriate Level 3 early years qualifications and other staff are working towards them.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children learn the importance of personal hygiene through established daily routines. They have a sufficient understanding of health and hygiene. They know, for example, they must wash their hands before meal times and after using the toilet, this prevent germs and stops them from getting poorly. Children remove outdoor shoes when using certain equipment, such as the ball pool and soft play area, to prevent injuries and also keep equipment clean. Children know and generally comply with health and hygiene routines but do not often contribute towards them. Staff consistently wear disposable gloves and aprons for nappy changing to sustain reasonable levels of hygiene and prevent cross contamination. The majority of staff hold valid first aid certificates. However, policies and records relating to medication and accidents are unavailable, unclear or inconsistent. This is a clear breach of regulation as set out in the National Standards and compromises children's safety.

Children have good opportunities to participate in physical activity and learn about healthy living. Staff help them to understand the changes in their bodies, such as their heart beating faster after music and movement, and exercise. A large soft play area and ball pool offer children good opportunities to promote their physical development, where they can run, jump, slide and develop balance and coordination skills. Children are able to be active and rest according to their needs. Suitable arrangements are in place for children to sleep and rest. Children begin to understand the impact of exercise on their physical health and know that they need a drink because they are thirsty and that it is good for your kidneys.

Children benefit from a healthy diet. Staff request information from parents about special dietary needs and provide meals that are healthy and nutritional. Mealtimes are generally a sociable occasion where children have good opportunities to interact and develop social skills. Children learn about healthy eating through planned activities and discussion. They know that certain foods, such as sweets are bad for them and they make their teeth drop out.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are cared for by staff who are caring, affectionate and welcome children and parents into the setting. Children's creative work is displayed around the nursery to give them a sense of belonging and ownership. However, the premises are not made welcoming and general cleanliness, maintenance and state of repair and decoration is inadequate. This compromises the safety of children and clearly does not meet the National Standards.

Suitable play equipment and resources are made available for children to adequately promote their development. However, these are not organised effectively to allow children to encourage independent access and do not always offer sufficient challenges. Sufficient furniture is available and allows flexibility for groups of children to play together and sit together at mealtimes. Toys and resources are checked frequently to ensure that they remain safe and prevent later accidents. Staff conduct an adequate risk assessment of the premises to ensure that hazards are minimised. Although, this is insufficient and does not effectively reduce hazards, such as radiator guards, fire extinguishers and general storage of equipment and resources is clearly dangerous. Fire safety is adequate. There are procedures for emergency evacuations, but these are not displayed and fire evacuation records are unavailable for inspection. Overall documentation regarding safety is insufficient and does not work well in practice.

Children are reasonably protected. Staff are aware of their responsibility toward child protection in line with relevant procedures. They are able to implement these and maintain appropriate records to safeguard children's welfare.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children have good relationships with staff, who meet their individual needs through sensitive and appropriate interaction. For example, staff clap and cheer when children they have completed simple tasks. Children learn problem solving and manipulative skills as they connect pieces to create a train track. Children enjoy singing and staff use daily activities to incorporate nursery rhymes into each activity. For example, whilst playing with animals children sing 'Old McDonald'.

Children are becoming confident to make decisions and explore. They are interested in a suitable range of developmentally appropriate activities and experiences, although, these are not always challenging to help children take the next steps in their learning. Children are engaged in activities where they use a range of media to paint and create shapes using paint brushes and sponges. This activity helps them to recognise colour and children begin to develop art and design skills. They use their imaginative and physical skills to pat, mould and create green play dough into trees.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have some understanding of the Foundation Stage and how children learn. However, as they have not attended

any training regarding the Foundation Stage, this impacts on the planning of activities, children's learning and achievement records. Staff plan a suitable range of activities that satisfactorily cover the areas of learning and generally meet the needs of individual children. Activities initiated by staff are balanced as they allow children to initiate some activities and steer them into directions of their own interests. Staff adapt activities appropriately to allow all children access to the full range of activities.

Planning is mainly mid and short term and incorporates topics and themes, although these do not clearly identify the intended learning outcomes for children. Monitoring and assessments are adequate. The information gained from them is adequate, but it is not used consistently and effectively to improve teaching methods. Children achievement records are available and include general observations of children's progress and samples of work, although they do not always demonstrate clearly the next steps in children's learning.

Children are happy and content in the setting. They are happy to leave their parents and attend and settle well. Children are confident because staff listen to them and value what they say. Staff know children well and give children opportunities to contribute their ideas and personal experiences through general conversation. Children are given responsibilities to increase their self-esteem and to gain independence, such as putting their shoes and coats on. They accept responsibility for their actions, with support and they know the difference between right and wrong. Children show an interest in some purposeful, first hand experiences. They sometimes offer their own ideas and respond to appropriate challenges. Overall, children make satisfactory progress in their learning and achievement given their capabilities and starting points.

Children show curiosity and have a positive approach to new experiences. They explore branches of a 'weeping willow tree' and staff ask effective questions to increase their knowledge and understanding. Children separate from parents with ease and have a good sense of belonging in the nursery as they are welcomed by supportive staff. Children develop good relationships and play cooperatively with each other and talk freely to staff about their home life. Children make connections between different parts of their life experience, as they talk about their holidays.

Children use gestures and words to express their feelings. They show excitement as they put their hands over their mouths, giggle or make noises. Children develop skills as confident speakers and begin to use story language when repeating and acting stories. They join in with favourite nursery rhymes and anticipate key events and important phrases. Children show an interest in books and have good opportunities to look at books independently and listen to stories in a group. They ascribe meaning to marks and have suitable opportunities to paint and draw pictures. However, these are not sufficiently developed in other areas of play and children lack opportunities to use writing as a means of recording. Children have some opportunities to recognise their names as they find their named water bottle. Children recognise letters of the alphabet and letters in their name as they spell their first names. More able children know the difference between capital and lower case letters. Children engage in activities which require hand-eye coordination. Children use pencils to write, most write their first names with correctly formed letters.

Children show an interest in numbers and use counting in every day activities. Staff help children to recognise numbers on items of their clothing and hats, and children use number names and language spontaneously through ball games and number rhymes. Most children can count to 5 and more able children can count and recognise numbers up to 10. However, there are limited opportunities for children to use calculation skills and develop an interest in number problems. Children show an interest in shape and use size language, such as massive and little to describe objects.

Children talk about and remember significant things that have happened to them, such as previous activities and their home life. They show curiosity whilst exploring items and ask questions about why and how things work. They investigate construction materials to build towers and chocolate factories, using wooden blocks and construction kits to join pieces together to build and balance. Children know that tools can be used for a purpose and know that the tools, such as a hammer and saw are used to chop and bang. Children have good opportunities to use technology and frequently use computers to perform simple instructions.

Children have good opportunities to promote physical development. They use the outdoor and soft play area freely with pleasure and confidence. They move spontaneously within the available space and have good opportunities to respond to music by gesture and movement as they participate frequently in 'baby ballet'. Children create intended body movements as they clap, shake their arms and legs and coordinate their movements to music. Children show respect for other children and personal space as they play and dance. They show a good awareness of their own physical needs and independently access drinks when they are thirsty and lie down to recover from exercise.

Children explore media and materials as they participate in planned creative activities. They differentiate between different colours and most children recognise primary colours. Children begin to describe the texture of things as they make baskets using willow branches. Staff use effective questioning to help children explore further as show an interest in what they see, feel and touch. For example, what does it feel like and what colour is it. Children enthusiastically join in with singing and ring games daily. They sing simple songs and repeatedly request their favourite songs.

Helping children make a positive contribution

The provision is satisfactory.

All children are warmly welcomed into the nursery, treated with equal concern and their individuality is respected. Children take part in activities that are reasonably appropriate to their needs and abilities. They benefit from some planned activities and resources which help them to value diversity and learn about the wider world. Children celebrate festivals and special events, such as Chinese New Year, Eid and also sample foods from these cultures.

Strategies used to manage children's behaviour are consistent and take into account their level of understanding and maturity. Explanations provided by staff ensure that

children understand the difference between right and a deliberate act of wrong-doing. Staff help children to understand the affect of their behaviour on others. This positive approach to behaviour management establishes clear and realistic boundaries for children who are consistently well-behaved and polite. The provision fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is satisfactory. Relationships with parents are trusting and mutually supportive. Welcoming and approachable staff seek parent's views about their children's needs and interests before children start nursery and during the settling in period. A complaints procedure is available although this is not displayed and contains outdated information of the regulator. Parents receive adequate information about their children's achievements and nursery education through daily verbal discussion, which keeps parents updated about their child's day, activities and general well-being, to promote continuity of care. However, children records of achievement are not shared effectively with parents and they are not actively encouraged to become involved in their child's learning in meaningful ways.

Organisation

The organisation is inadequate.

Indoor and outdoor space is used ineffectively and not maximised to provide play and learning opportunities for children. Staff deployment adequately contributes to children enjoyment and their ability to take an active part in the setting. Staff have a suitable knowledge of child development and an appropriate regard for the welfare of children.

Leadership and management is satisfactory. Staff are inducted reasonably well, staff have meetings to discuss their development and training needs. However, lack of training in the Foundation Stage and Birth to three matters has an overall impact on outcomes for children. The owner has a positive attitude and shows willingness to address issues in order to improve the setting. Legally required documentation is weak. Policies and procedures are either unavailable or insufficient. They are not easily accessible, organised or available for inspection.

The outcomes for children are inadequate as a result of the owner's insecure knowledge and understanding of good quality childcare, the National Standards and the failure to comply with several regulations. The organisation of care does not meet regulatory requirements. This compromises children's safety and well-being. Overall, the provision does not meet the needs of children who attend.

Improvements since the last inspection

At the last inspection, the nursery was asked to improve the settings policies and procedures and regulatory documentation as outlined in the National Standards, improve staff deployment and organisation of staffing levels and improve the general cleanliness and maintenance of the premises to promote the health, safety and well-being of children.

The nursery has made some improvements and has addressed some issues regarding mandatory documentation and policies and procedures and staffing ratios. There is some improvement regarding the premises. However, there are several regulations regarding documentation and health, hygiene and safety matters which still remain outstanding

Complaints since the last inspection

There have been no complaints made to Ofsted since April 2004. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint 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, the registered person **must** take the following actions:

- ensure that the premises are safe, well maintained and staff take positive steps to promote safety within the setting
- devise a clear policy regarding the administration of medication and ensure that the procedure is understood by all staff, if medication is to be given, ensure that staff obtain prior written consent to administer any medication and ensure parents countersign medication records to acknowledge entry
- ensure that accident records are consistently maintained and signed by parents
- ensure that the registration system shows staff attendance on a daily basis, showing hours of attendance
- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint
- ensure that all records relating to day care activities are organised, readily accessible and available for inspection at all times

These actions are set out in a ***notice of action to improve*** and must be completed by the date specified in the notice.

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 staff knowledge of the Foundation Stage guidance
- ensure that planning clearly demonstrates the intended learning outcomes for children and use assessment and monitoring effectively to identify ways to improve teaching
- ensure children's records give a clear picture of progress, identify the next steps in their learning.

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