



Conkers Nursery

Inspection report for early years provision

Unique Reference Number	EY241094
Inspection date	04 April 2006
Inspector	Janet, Elizabeth Singleton
Setting Address	Dewhurst Road, Langho, Blackburn, Lancashire, BB6 8AF
Telephone number	01254 240 059
E-mail	
Registered person	Home from Home Childcare Ltd
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?

Conkers day nursery has been registered since March 2001, with the current owners Home From Home Childcare Limited assuming responsibility in October 2002. The nursery is located in a rural area known as Langho in the Ribble Valley, close to the motorway network. The premises is a modern, purpose designed detached facility, operating from nine rooms built on two levels. The ground floor accommodates children under-3-years of age with pre-school children and school aged children

catered for on the first floor. A fully enclosed outdoor play area is available with both hard and soft play surfaces. A maximum of 74 children may attend the nursery at any one time. The nursery is open weekdays between 07:30 and 18:00 all year excepting bank holidays.

There are currently 78 children on roll. Of these, 30 children receive funding for nursery education. There is an Out of School service offered in term times before and after school as well as during school holiday periods. The setting supports children who have special needs.

The staff team consists of one childcare qualified manager, who is supernumerary, a deputy and 14 members of staff, the majority of whom are either qualified or relevantly trained in childcare. There is a cook employed to prepare fresh meals each day. There are two rabbits, fish and two Gecko's (small lizards) kept as pets.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children health is mostly promoted as the staff follow appropriate hygiene practices, for example, washing hands before meals. However, hygiene practices before lunch within the toddler room, increase the risk of cross-contamination as children share the same water and towel to clean their hands. The routine for cleaning the pre-school room was not followed and therefore, the children's health is compromised. Children develop positive oral hygiene practices as the setting has completed 'Smile for Life' accreditation and encourages children to clean their teeth after lunch. Children's medication needs are met by the appropriate documentation including parents written consent being in place and maintained.

Children are nourished as they are provided with a variety of meals which are varied and healthy and freshly cooked on the premises. Children were seen to be enjoying beef bourguignon and mashed potatoes at the time of the inspection. The setting has improved the menus to accommodate more fresh fruit and vegetables to further meet children's dietary needs. Children enjoy fresh fruit for snack, as they choose from apples and oranges.

Flexible routines allow younger children to pursue their own interests as they are changed when needed, are encouraged to make choices about their play as they crawl and are supported by staff to build on the opportunities provided. Children choose musical toys, pull-along toys and read books as they enjoy close and caring relationships.

Children develop their physical skills as they take part in daily activities both indoor and outdoor. They show appropriate control as their ride bikes, stopping, starting and changing direction as they learn to manage their movements. Children enjoy ballet classes which further develops their control of their bodies. They practice their fine motor skills as they use scissors and small tools to increase their hand-to-eye

co-ordination and to practice those skills needed for writing.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming and mostly safe indoor and outdoor environment which is planned to meet their needs by having individual group rooms and shared rooms for play, for example, messy area, art and craft room and role-play room. The nursery is welcoming to parents and children being enhanced by children's own work including spring flower pictures, culture displays and tartan pattern making displays.

Children make choices from a wide range of suitable and safe equipment including construction, small-world and a good range of books. Children are able to select materials as they access the securely stored equipment enabling them to enhance their play. Children are mostly protected from harm and neglect because they are cared for in a secure and mostly safe indoor and outdoor environment. However, the barrier to the top of the stairs is insecure and therefore children's safety is compromised. There is sufficient space for the number of children who attend and regular risk assessments are carried out to ensure that the premises remain suitable for purpose.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children make progress because staff have a sound understanding of the early learning goals and the Birth to three matters framework. They plan a range of interesting activities which support younger children's learning and development as they provide play opportunities which are appropriate for their age and stage of development, for example, art and craft, soft toys and story time. The children develop a sense of self as the staff build generally supportive relationships with them and use praise and encouragement satisfactorily to further develop their self-esteem.

Children make choices and their decision making is promoted as they choose toys from those provided including a range of colourful interactive equipment, baby gyms and post boxes. Younger children acquire new knowledge and skills as they are supported as they attempt to stand and staff clap in encouragement. They enjoy a delightful story time snuggling with staff and exploring the pages of the book. Children enjoy free painting as they mix colours and design their own masterpieces.

Nursery education

The quality of teaching and learning is satisfactory. Children are making sound progress towards the early learning goals. Staff work well together and understand their roles and responsibilities in setting a satisfactory curriculum to meet children's educational needs and to promote their learning. They evaluate activities to assist in delivering a childcare and education programme to continue to meet the children's

needs appropriately. However, not all areas of the curriculum are given equal emphasis and children's learning in the area of mathematics is not promoted effectively. Therefore, opportunities for children to build their knowledge of numbers and early calculation skills in a spontaneous manner are limited. Staff generally sit with and support children asking mostly challenging questions. However, snack time is not beneficial as children spend a considerable length of time waiting for the next stage of the process, therefore, opportunities are missed to assist children in learning through everyday activities.

Children are confident and motivated as they sit and listen at circle time, readily volunteering their answers. They are developing their independence as they choose the resources and manage their fastening when attending to their personal needs. They understand the need to take turns as they wait to play their musical instrument. They delight in making choices as they choose quality resources from those within easy reach. Children use their developing language skills as they express themselves, as they chatter to children and staff about their play. They delight in mark making and are mostly confident in recognising their own name at snack time. They ask questions effectively and listen to the answer when told an activity has had to be changed. They understand communication is different in different countries as they take part in the Spanish and French lessons.

Children count to four with some children counting to ten and above. They recognise shapes and pattern as they name circle, square and triangle and recreate the tartan pattern to make pictures. They delight in talking about the rabbits as they watch them run, eat and drink and learn about the features of living things. Children show their developing technology skills as they access the computers with confidence and use the mouse effectively. They learn about time as they discuss today, tomorrow and yesterday at circle time, understanding there is a sequence to the days of the week. They develop a sense of place as they talk about home, holidays and their caravan. They develop their creative skills as they explore malleable materials and make images in both two and three dimensions. They delight in singing and sing with enthusiasm, carrying out the actions to Rolly, Polly. Children confidently play their musical instruments as they beat out a rhythm to their songs during circle time. Children access the role-play and small world and they use their imagination to act out the story of Rapunzel and make tea in the home corner. Children delight in making glitter pictures using a variety of textures and material to create their own masterpieces.

Helping children make a positive contribution

The provision is good.

The setting has a written policy for equality of opportunity of which all staff are aware and this works well in practice. Children are welcomed into the setting being valued and respected because the staff ensure all children have the same chances to participate by encouraging them into all activities both planned and unplanned. The inclusion of all children is actively planned and monitored with children who have special needs being fully supported and fully included in the setting.

There are very positive strategies for helping children learn to manage their behaviour. Children are beginning to understand between right and wrong because staff praise and support them, keeping them occupied to prevent boredom. Children readily follow staff instructions to listen and respond to staff and other children, understanding there are behavioural expectations in the setting. Children are very well behaved and use good manners saying please and thank you when asking for things. Staff use stickers effectively for tidying up and for being good, therefore, encouraging children to develop good control over their own behaviour.

Partnership with parents is good and contributes significantly to the well-being of the children. The setting shares good quality information and welcomes parents into the nursery and encourages them to contribute to their child's record of achievement. Parent's views are sought as they are invited to the parent's open day and complete the communication book sharing children's development which enables staff to plan for individual progress. Parents learn about their child's development as they view their child's folder of work and staff provide daily opportunities to discuss their child with them.

The children learn about the community and other cultures as they engage in activities which promote their understanding, for example, different countries. They enjoy playing together and learn to share as they wait their turn to take part in the group games. They learn to manage their behaviour and follow staff instruction to line up, to sit on the mat and to get their coats. This positive approach fosters children's spiritual, moral, social and cultural development.

Organisation

The organisation is satisfactory.

Children's care is enhanced by the appropriately organised environment to enable children to make choices from good quality resources. Children's needs are met and safeguarded because all legally required documentation is well maintained. All policies and procedures are regularly reviewed and updated, as a result children's welfare is further protected. The setting has provided a satisfactory system for the vetting and clearance of all staff, in line with the change in legislation, to further meet the needs of children and keep them safe.

The leadership and management is satisfactory. The management team is mostly effective in promoting sound levels of progress, monitoring and evaluating performance and identifying and tackling weaknesses of the care and education provision. Staff meetings are held regularly to monitor and evaluate the settings provision for the care of the children. Staff work well together, are committed and support each other in their roles. Children's welfare is promoted as staff hold qualifications and have experience in early years. Further training is encouraged for all staff to increase their knowledge and skills, to improve their practice and the care and education of the children.

Overall, the setting meets the needs of those children who attend.

Improvements since the last inspection

At the last inspection the setting was asked to; consider the privacy needs of older children, ensure natural hazards outdoors are managed to protect children, obtain written consent for the seeking of emergency medical treatment or advice, maintain accurate records of the arrival and departure of children and to seek advice from the fire officer regarding the fire escape.

The setting has built a screen within the bathroom to maintain privacy, erected a second fence to prevent access to the natural hazards, obtained written consent from parents for seeking emergency medical attention or advice, improved the recording of the times of attendance of the children and sought advice from the fire officer regarding the fire escape.

The above action ensures that children can attend to their personal needs in privacy and are kept safe when playing outside as they cannot access the natural hazards. Children's emergency medical needs can be attended to immediately by having the written consent of parents. The improved recording of the times of attendance ensures all children are accounted for and that documentation meets with the requirement of the National Standards. The advice from the fire officer ensures children are kept safe should there be a need to evacuate children using the fire escape.

Complaints since the last inspection

There are no complaints to report.

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 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):

- limit the risk of cross contamination for children in the toddler room when washing hands before lunch
- ensure the cleanliness of the pre-school room after snack time
- maintain the safety of the children in regard to the stairs accessed from the first floor.

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):

- ensure all area's of learning are given equal emphasis and in particular the area of mathematics
- develop the procedure for snack to further promote children's 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