



## High Bank Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY259723
<b>Inspection date</b>	05 April 2006
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<b>Registered person</b>	High Bank Nursery
<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?

High Bank Nursery opened in September 2003. It operates from five rooms in a fully renovated building on a working farm close to Darlington. The nursery serves the local and surrounding communities.

There are currently 146 children from 6 weeks to 8 years on roll. This includes 27 children who receive nursery education funding. Children attend for a variety of sessions. There are procedures in place to support children with special needs.

The nursery opens five days a week for 51 weeks a year. Sessions are from 07.30 to 18.00.

There are 16 staff working with the children, of whom 11 have early years qualifications and 2 staff are currently working towards qualifications. The nursery receives regular support from the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is promoted within the nursery by staff following effective procedures and practices that meet the needs of all children. All staff have relevant first aid training. Accident and medication records are in very good order which positively supports children's health and well-being. Staff offer support and guidance to help children gain an understanding of hygiene routine and begin to become increasingly independent in personal care. For example, they know washing hands stops germs spreading. Good procedures, which are well adhered to by staff, such as staff wearing disposable gloves and aprons for nappy changing and the allocation of separate cots, with freshly laundered bedding for each baby, ensures high levels of hygiene are maintained to prevent the spread of infection.

Children enjoy a wide range of activities which contribute to their good health. Each day there are both indoor and outdoor activities to help children learn the importance of physical activity in maintaining a healthy lifestyle. For example, as they ride on wheeled toys, take part in music and movement and enjoy physical education sessions. This promotes all children's physical development, gives them confidence to try out new skills, set their own limits and know when to ask for help. All children are able to rest and be active according to their individual needs.

Children benefit from a healthy diet and enjoy fresh fruit at snack time. Meals are varied and nutritious and enjoyed by the children. Although younger children are offered drinks regularly and most of the older children help themselves to drinks throughout the day. However, the drinks dispenser, in the new extension room, is not easily accessible to the children. Children are beginning to understand the benefits of a healthy diet through topics and activities. Children's individual needs are taken into account to ensure children remain healthy.

All staff have completed recent training on the Birth to three matters framework. Staff use the guidance to adapt and plan a range of activities and play experiences to promote younger children's learning.

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

The provision is good.

The nursery presents a warm, caring and welcoming environment in which to care for children. For example, children's art work is displayed throughout the nursery along

with information for parents. Premises are secure with good systems in place for monitoring visitors and for ensuring children are unable to leave the premises unsupervised. Staff carry out daily written risk assessments to identify potential hazards and minimise the risk of accidental injury to children. Staff give high priority to helping children understand how to keep safe and to maintaining children's safety, both indoors and outdoors. For example, children line up in an orderly fashion when waiting to go outdoors. When playing outdoors they are gently reminded to be aware of where each other is, so they do not bump into each other when riding on wheeled toys. This helps children learn to take responsibility for keeping themselves safe.

Premises and most resources are well organised, both indoors and outdoors, to maximise play space for children and to assist children in self selection of toys and activities. Children move around freely and safely while using a good range of safe, developmentally appropriate furniture and equipment. However, there are no domestic style furnishings in the baby rooms to allow children to develop mobility and to continue normal life experiences.

Children are well protected. Staff have a secure understanding of child protection procedures in line with the local Safeguarding Children Boards procedures and have a sound understanding of their roles and responsibilities.

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

The provision is good.

All children enter the nursery confidently and settle quickly. They are eager and keen to learn and show enjoyment and excitement in the well planned activities. Children are confident and have a strong bond with staff. This increases their self-esteem and well-being. They play happily together and staff encourage them to take turns, share and respond to each other. For example, as they use the gardening utensils in the soil, take turns with the wheeled toys, painting and creative play. Babies benefit from routines which are consistent with their experiences at home. Younger children become confident communicators as they share resources in their play, for instance, using story sacks and role play. Older children improve their communication skills in singing and musical activities. Children achieve well because staff are skilled and use their experience of early years guidance, such as Birth to three matters framework and the Curriculum Guidance to the Foundation Stage, to provide good quality care and education.

Children become independent as they choose between a variety of toys, equipment and activities which appeal to all. Children begin to make sense of the world and express their ideas as they join in a diverse range of exploratory and sensory experiences. For example, playing in the garden centre and doing simple experiments with flowers.

Nursery Education.

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage and how children learn effectively. Staff plan interesting activities which they adapt to meet individual children's needs and

interests and link them to the areas of learning. Assessment records are used and children's progress is recorded. However, they do not clearly identify and link to the stepping stones or when children have reached them.

All children show a strong sense of belonging as they greet each other and staff enthusiastically on arrival. They are eager to learn and they are able to work on their own and as part of a group, taking turns and sharing, for example, when playing in the soil. They display a positive self image and are beginning to develop personal and independence skills. All children separate well and with confidence from parents and all have formed good relationships with adults and their peers. Older children communicate confidently and initiate conversations, listen and respond well to what others are saying.

Staff provide good opportunities and make good use of resources to extend children's progress in mathematical development. For example, numeral wall displays and at circle time counting the number of children in the circle. Children show an interest in numbers and counting with older children, counting reliably to 10 and beyond. They use fingers to represent numbers, for example, counting the number of spots on the dice. Children are beginning to use language to compare size and position and older children can correctly name different shapes. Children are beginning to show an interest in living things and their surroundings through a variety of topics and they are gaining an awareness of their own culture. Children have good access to books and imaginative play to further develop and support their learning.

Children move with confidence and control. They use a range of large and small equipment well and climb with confidence. They use simple tools for a purpose and join in first hand experiences, for example, playing in sand and soil. Children are gaining an understanding of personal hygiene. Children use their imagination in play and have opportunities to experience music and dance. They sing and join in with action songs and rhymes enthusiastically from a good repertoire of songs.

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

The provision is good.

Children are warmly welcomed into the setting and very good relationships are formed between children and staff. Staff take positive steps to fully promote the welfare and development of all the children attending. They ensure that the resources positively represent the children who attend as well as individuals from the wider community, for example, other cultural and religious festivals are celebrated. This enables children to develop a positive attitude towards others.

Children are very well behaved and show concern for others, for example, when playing in the soil the children wait patiently to take turns to use the gardening tools. They respond well to the staff's calm and consistent approach and there is a strong emphasis on respect and consideration for others. Effective use of meaningful praise and encouragement ensures children's spiritual, moral, social and cultural development is fostered.

Positive relationships are established with parents to ensure children receive good

quality care. For example, parents are warmly welcomed at any time into the nursery; their views, experience and knowledge of their child is acknowledged and valued. This information is used as a starting point for their child's care, teaching and learning. The staff have a two way sharing of information with parents and regular written and verbal communication keeps them well informed about all aspects of their child's care, achievements and progress which enhances children's learning. Parents are kept well informed about the policies, routines and activities of the nursery. Partnership with parents and carers for children who receive funded nursery education is good.

## **Organisation**

The organisation is good.

All children are settled and relaxed and staff work well together as a team to provide a warm and caring environment for children and their parents. There are comprehensive recruitment and selection procedures in place to ensure all staff are suitably vetted. Rooms are well organised to enable younger children to initiate and extend their own play and learning. However, the space and lay out in the pre-school room does not always allow children to have a free flow approach to some resources and floor space. The staff and management are aware of this and are moving the pre-school facility into the new extension. This will enable the children to have more choices and space to practise and develop their skills and learning more effectively.

Leadership and management is good. The management and staff ensure the smooth running of the nursery and are well aware of their roles and responsibilities in developing children's learning. There are designated staff to work with children under 3 years of age and committed, qualified staff to work with all children working towards the early learning goals. The manager ensures that staff who work with the children in receipt of funding for nursery education have a sound knowledge and understanding of the curriculum, to enable them to help all children achieve well. The management continue to evaluate staff and their practice, policies, and information gathered from parents to continue making improvements to children's care, teaching and learning.

All records, policies and procedures for the safe management of the nursery are in place. Induction training for new staff and ongoing training in child protection, first aid and Birth to three matters framework help staff keep children healthy and safeguard their welfare.

Overall the needs of children are met.

## **Improvements since the last inspection**

The last Children Act inspection recommended that the nursery should; ensure all records of accidents and of administered medication are signed by parents and improve procedures for identifying babies' individual feeding utensils.

The nursery management have made significant improvements which promote

children's safety and good health. The accident and medication records contain parent signatures and babies' individual feeding utensils are clearly labelled.

### **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 complaint 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 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 fresh drinking water is more accessible to all children
- ensure some domestic style furniture is provided to assist children in developing mobility and to continue normal life experiences
- review the organisation of the floor space and layout of the resources in the pre-school area, to enable children free flow throughout the sessions.

#### **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 the assessment records to identify them with the stepping stones and clearly record when children have achieved them.

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)