



Great Sutton Nursery

Inspection report for early years provision

Unique Reference Number	EY261932
Inspection date	22 May 2006
Inspector	Suzette Butcher
Setting Address	Alvanley Road, Great Sutton, Ellesmere Port, Merseyside, CH66 3JZ
Telephone number	0151 348 0127
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Registered person	Tina McNally
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

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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?

Great Sutton Day Nursery is privately owned. It was re-registered in 2003, although it has been a registered nursery for many years prior to this date. It operates from designated premises within the Great Sutton area of Ellesmere Port. The nursery is open each weekday from 07.30 to 18.00 throughout the year. Children have access to secure enclosed outdoor play areas.

There are currently 61 children aged from six months to under five years on-roll. Of

these, 18 receive funding for nursery education. Children attend from the local area. The nursery currently supports a small number of children with learning difficulties and/or disabilities. There are 12 members of staff. Of these, 11 hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is protected through established health and hygiene routines, which reduce risks of cross contamination and infections. Staff have current first aid certificates and all required documentation is in place. Areas are regularly cleaned and tables wiped before and after snack times. Staff implement adequate hygiene routines and procedures with all toys and equipment. Self-help skills are encouraged within the nursery when children develop awareness and confidence. Independent learning is not actively promoted throughout the setting when, for example, older children follow routines with staff supervision and do not learn to accept responsibility for their own personal care. They are beginning to understand that they are washing away dirt and germs from their hands to protect their health and confidently help themselves to tissues, blow their nose and put the tissue in the bin. Younger children are gently encouraged and supported as they follow a toilet training programme and nappies are changed regularly. They learn to wipe their hands and faces after they have eaten.

Opportunities for physical activities are available indoors and in the outdoor play area. Babies and toddlers gain confidence as they crawl and climb on the soft play equipment. Children learn to use their bodies in different ways and move with control as they walk along balancing beams or play a game of skittles. They enjoy driving cars or riding bikes outside and learn to negotiate and organise themselves within a group. A weekly music session provides opportunities to learn to move to music. Children experiment and learn to manipulate different materials and consistencies, such as water or sand, and improve their fine motor control as they use coloured pens or pencils and build a model.

Children enjoy choosing what they would like from a menu of photographs showing different snack items each day. They are regularly consulted about what meals and items they have enjoyed and the cook values their opinions and reviews her menus appropriately. Meals are healthy, nutritious and made from fresh ingredients on the premises. Children are gently encouraged to consider why healthy options are good for you and talk about different foods together or experiment in food tasting sessions. They choose either a drink of water or milk at lunchtime. Fresh drinking water is available in a low level water dispenser, where older children help themselves throughout the day and younger children are offered drinks on a regular basis. Children enjoy helping to organise plates and cutlery for lunch and younger children take turns to carefully carry drinks to their friends. Everyone in the room sits together to eat in a relaxed, social setting where they chat happily to staff and each other. Good manners and kind actions are praised and encouraged when children remember to say 'please' and 'thank you'. Babies' individual dietary needs are

recognised and details of their progress is regularly shared with parents. Toddlers are given time to experiment with different tastes and textures as they happily chew on finger foods. Children's individual needs are recorded and met at all times, and the cook endeavours to provide an inclusive menu; for example, she makes the same pudding with soya milk for children with allergies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe in the welcoming environment where they are well supervised and protected from harm. Each child is able to move about freely and safely within their play-area, where risks are quickly identified and minimised because staff are observant and vigilant. Daily comprehensive risk assessments and health and safety procedures are followed to ensure that children are protected. The appropriate safety equipment is in place and checked regularly. The main entry point is secure and visitors are identified before they are admitted to the premises. The safe collection of children is ensured by encouraging parents to follow clear procedures. Babies and young children sleep safely and comfortably where they are frequently checked and monitored by the staff.

Children learn about keeping themselves safe when they listen to stories about a fire or an accident. They remind each other that they must take care and eagerly recall the number they must ring to call the emergency services. Children understand why they must follow the required procedures when practising the emergency evacuation of the premises. Children learn to follow the Green Cross Code on walks and outings in the local area. Staff gently raise children's awareness and encourage them to consider the consequences of their actions in potentially dangerous situations. For example, they remind children to walk and be careful because they nearly pushed into another child and might have hurt them. Children choose their own games and activities from the wide range of play materials and resources available at a low level around each room. This encourages children to make their own choices and to accept responsibility for tidying toys away and keeping the environment clear and safe. Resources are frequently checked and follow strict safety standards.

Children's well-being is protected because staff have a good awareness of child protection policies and procedures, and recognise their responsibility to protect children in their care. Staff attend training on a regular basis to update their knowledge, and understanding of issues, procedures and the child protection policy is reviewed regularly to reflect any changes in procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy warm, caring relationships with each other and staff in the friendly nursery. Children smile happily and greet staff and other children as they arrive each day. Babies enjoy experimenting with sound and action toys as they are encouraged to bang on a drum or play a xylophone. They gain confidence as they move around

in a supportive environment or try to reach out for colourful shape on an activity centre. Toddlers explore construction materials and problem solve as they build a tower of bricks. They learn about wheels and movement when they play with their favourite cars and trucks, and compare size and colours in their games. However, there are few opportunities for babies and young children to explore natural resources and sensory materials to help them to make sense of the world around them. Older children have fun painting with their hands and brushes as they experiment with mixing colours and making patterns. They have the confidence to make their own decisions as they state firmly that they 'have not finished yet' and continue to paint another picture.

Early language and communication skills are encouraged and developed as staff respond warmly and repeat babies' first sounds. The use of gestures, signs and facial expressions is reinforced in play situations as staff quickly respond and understand what a child is happily pointing at and trying to say. Familiar lively songs and action rhymes provide further opportunities for children to link sounds, gestures and meaningful language as they practise and rehearse their skills together. Pictures and photographs of activities provide visual cues and reinforce language. For example, children enjoy helping to choose the day's activities from a menu of photographs each morning. They eagerly gather together to find their name-card or to share a story where they happily join in with favourite phrases.

Staff have a basic knowledge and understanding of the Birth to three matters framework and a programme is in place to enhance and extend this knowledge throughout the nursery. Children across the age ranges benefit as staff share their new expertise and ideas when they develop and build on their current practice. Planning is linked to Birth to three matters framework in two nursery areas and a system is in place to record observations to identify what each child already knows. However, procedures have not been fully developed to link observations within the assessment and planning cycle to plan the next steps for individual children's learning.

Nursery Education.

The quality of teaching and learning is satisfactory. Children make sound progress through the early learning goals because staff have a basic knowledge and understanding of the Foundation Stage framework. Planning is in place and is clearly linked to the early learning goals. Staff observe and record what children know and can do, but this information is not used to inform future planning. Subsequently, planning is based on activities and topics, and observations are not used effectively to assess what each child already knows and can do to plan the next steps for individual children's learning.

Children are offered free play and structured opportunities during the day. However, most activities are directed by an adult, which inhibits children's creativity and does not promote independent learning. Children confidently initiate conversations with adults and other children and ask questions. They enjoy sharing information about past experiences, such as going on holiday on an aeroplane or thinking about the weather and the seasons, as they develop a stronger sense of time and place. Children play imaginatively and enjoy role play games together in the home corner.

Weekly music and dance sessions provide opportunities for children to make connections between areas of learning. They enjoy singing lively songs about caterpillars or use a parachute to make train noises. They link sounds with gestures, language, numbers and movement, and wait patiently to play different instruments to make a pattern of slow or fast rhythms. Children learn about the wider world and different cultures in a weekly French session where they learn to count in French and name familiar objects. Mathematical skills are developed as children regularly count, sort, match and classify objects in play based activities. For example, everyone takes turns to count how many children and adults are present each day or play games where they compare size, colours and shapes. Children recognise letters and sounds as they look for their own name card each day and sing the alphabet song together. They confidently practise writing patterns and learn to write their own name.

Helping children make a positive contribution

The provision is satisfactory.

Children are generally well behaved and relate well to each other in the happy atmosphere where mutual respect is encouraged and everyone is valued as an individual. Children learn from and follow the staff's calm, consistent and respectful example as they think about each other's needs. Children learn to share, take turns and play cooperatively when they initiate role play or play a board game together. Younger children are sensitively supported as they play on their own or alongside others. They gradually learn how to interact with others and play together with staff guidance. Minor disagreements and squabbles are skilfully dealt with by staff when they respond appropriately according to the individual child's level of understanding. They quickly intervene when young children squabble over the same toy and gently offer each child positive attention and support as they redirect the game. They negotiate with older children and encourage them to consider the consequences of their actions, and to recognise positive and negative outcomes. Regular enthusiastic praise and encouragement from all staff promotes a positive attitude where children gain confidence and positive self-esteem. Babies enjoy plenty of hugs and cuddles as they seek reassurance and encouragement from a familiar adult. Success and individual achievements are celebrated when children are awarded stickers or build up points on a chart. Children learn to respect rules and understand boundaries as they patiently wait for their turn or help to put things away at tidy-up-time.

Every child is welcomed and actively involved in the inclusive environment. Individual strengths and weaknesses are clearly identified and appropriate support is offered to enable children to make progress in all areas of their development. Information is shared between staff, parents and relevant support agencies, which promotes a positive and effective attitude for children with additional needs and their families. Action plans with achievable targets are agreed with parents and reviewed on a regular basis. Staff identify and attend training opportunities to extend their knowledge and experience of children's specific needs, which promotes equal access for a wider range of children. Children have access to a range of resources, play opportunities and activities, which reflect diversity and acknowledge cultural differences when they celebrate different festivals together. This positive attitude and approach fosters children's spiritual, moral, social and cultural development.

There is a satisfactory partnership with parents, which supports children's continuity of care. A parent's booklet provides clear information about the setting, and newsletters and notices keep parents informed. Informal chats at handover provide further opportunities to discuss issues and special times are arranged to discuss sensitive or confidential information. Parents are consulted in questionnaires and their opinions are valued and recognised when reviewing nursery procedures. For example, staff complete a daily diary for every child in the nursery after parents of older children comment that they would like to have this information too. Parents write about their overall satisfaction with the quality of care provided and are particularly pleased with the friendly, welcoming environment where staff are helpful and approachable. Settling in procedures are in place to reassure parents and enable children to develop confidence as they gradually adapt to being a part of their group. Parents are given basic information about the Foundation Stage and the Birth to three matters framework. However, parents are not invited to share information on a regular basis to discuss their child's ongoing achievements at home and in nursery. Parents are informed about topics and nursery events, but they are not offered meaningful activities to do at home with their child or invited to join nursery activities to form stronger links. Consequently, parents are not actively involved in their child's education and development.

Organisation

The organisation is satisfactory.

The quality of leadership and management is satisfactory. Recruitment and employment procedures are in place to ensure that staff are all experienced, appropriately vetted and suitable to work with children. Effective induction procedures are in place for new staff members and students are appropriately supervised and directed. Appraisal meetings are held on a regular basis to review individual progress and identify training needs. Management are actively involved in the day-to-day running of the nursery, which means that they are approachable and informed within the setting. They recognise the nursery's strengths and weaknesses, and review issues in regular staff meetings and during informal discussion throughout the day. They prioritise areas for improvement and value the opinions of their staff and parents; for example, the outdoor play area has been identified as a priority for refurbishment to increase levels of security and improve the quality of care and education for the children. However, restrictions within the daily organisation and routines throughout the nursery have not been clearly identified or reviewed when, for example, daily routines are too rigid and inhibit children's free choice and independence. The management's monitoring of the quality of teaching and learning does not encourage staff to actively promote children's independent learning in all areas of learning. Staff work well together in the stable team and everyone is aware of their roles and responsibilities. Key-worker systems promote consistency for children and high staff ratios are maintained. Staff all have an appropriate early years qualification or are working towards a qualification. They attend regular training to update their knowledge and experience to continually improve the quality of the care and education that they provide. Staff attend cluster meetings in their area to share information and good practice with other early years providers. The setting receives advice and support from the Early Years teachers.

Most documentation and records are in place to support the care of children and confidentiality is maintained throughout. However, the policy and procedures for complaints has not been reviewed to include the revisions to the National Standards and a record of all complaints with appropriate information available to share with parents on request is not maintained. Policies and procedures are available for staff and parents.

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

Improvements since the last inspection

At the last care inspection, the setting agreed to improve areas within the nursery to ensure that children were safe. Toys are now stored safely and radiators are covered to keep children safe. Staff have attended regular training on child protection policies and procedures to increase their knowledge and understanding and all staff recognise their responsibility to protect children in their care. The setting also agreed to review and revise all the nursery policies to ensure that they comply with regulations. Policies and procedures have been reviewed and amended to meet the National Standards, although recent revisions have not been implemented.

Improvements made to date ensure that children are cared for in a safer environment and most aspects of documentation relating to their care are in place.

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.

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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):

- increase opportunities for babies and young children to explore natural resources and sensory materials
- review the policy and procedures for complaints to include the revisions to the National Standards and maintain a record of all complaints with appropriate information available to share with parents on request
- revise nursery organisation, routines and the quality of teaching and learning to actively promote children's independent learning (also applies to nursery education).

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):

- use observations as the basis of assessment to identify what each child already knows and can do to plan the next steps for individual children's learning (also applies to care)
- actively involve parents in their child's education and development by introducing meaningful activities to link with the home and regularly sharing information on their child's progress at home and in nursery (also applies to care).

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