



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 302013

DfES Number: 535217

INSPECTION DETAILS

Inspection Date 12/08/2004
Inspector Name Cynthia Walker

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Nightingales Day Nursery
Setting Address Airedale General Hospital
Skipton Road, Steeton
Keighley
West Yorkshire
BD20 6TD

REGISTERED PROVIDER DETAILS

Name Airedale NHS Trust

ORGANISATION DETAILS

Name Airedale NHS Trust
Address Airedale General Hospital
Skipton Road, Steeton
Keighley
West Yorkshire
BD20 6TD

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Nightingales Day Nursery was registered to provide day care in 1969. It is situated in the grounds of Airedale General Hospital. The nursery is open seven days a week from 07:00 until 19:00 for 52 weeks a year.

The group offers full day care for children aged 10 weeks to 5 years. Currently 103 children attend the nursery throughout the week. They are drawn from the employees of the National Health Service and Social Services. Children attend for a variety of sessions. The group supports children with special needs and children who speak English as an additional language; 21 children aged 3 and 10 children aged 4 receive funding for nursery education.

The group is based in a converted hospital building. The building is divided into 7 rooms; 4 rooms for children under 18 months, 1 room for children aged 18 months - 2 years, 1 room for children aged 2 - 3 years and a room for children aged 3 -5 years. These are supported by appropriate toilet and changing areas and a nursery kitchen. All children share access to a large secure outdoor play area to the rear of the building.

Fifteen full-time and eleven part-time staff work in the nursery. The majority of staff hold early years qualifications to NVQ level 2 or 3. Two staff are working towards early years qualifications. The group receives the support of the Early Years Development and Childcare Partnership.

How good is the Day Care?

Nightingales Day Nursery is providing good quality care for children aged 10 weeks - 5 years.

There is comprehensive supporting documentation to support the management of the nursery and a positive attitude to training with the majority of the staff meeting the minimum qualifications and above. There is a warm and welcoming environment with accommodation and resources effectively promoting care and learning within

the nursery.

The provision of a named health and safety officer ensures positive steps are taken to promote children's safety. Most areas for promoting children's health are in place however not all recording procedures are in place. There are appropriate procedures to support children with dietary needs and children are provided with regular drinks and a range of healthy, nutritious meals and snacks. Good behaviour is valued and this is reflected in the behaviour within the nursery. The provision of training to the staff team ensures a good understanding of child protection issues.

Planned activities meet the needs of all the children in the nursery which is supported by effective interaction of the staff team. Resources and planned activities are active in their promotion of equality of opportunity.

Parents are actively welcomed into the nursery and they receive appropriate information about the nursery and details about their child's progress.

What has improved since the last inspection?

At last inspection the nursery were asked to devise and implement a written statement on behaviour management and make available to parents an appropriate complaints procedure.

The nursery documentation is supporting their high expectations of behaviour and the nursery is working effectively with parents.

What is being done well?

- Staff plan a wide range of activities which develops learning throughout the nursery. Children are interested and enjoy their play demonstrated in their enthusiastic involvement in water play, catching shiny hearts. Young children were developing their senses exploring spaghetti, whilst older children were investigating snails with a magnifying glass. Staff encourage the active involvement of children and extend learning with appropriate questioning.
- There is a warm and welcoming environment supported by colourful displays and photographs throughout the nursery. There is also creative use of space with individual areas attractively set out, with rooms for children over two being split into areas of learning. This allows children to move confidently and spontaneously around activities.
- Toys and resources are stimulating and interesting supporting a balanced range of activities which effectively supports learning. The presentation and storage of resources allows children to make individual choices. The provision of toys and resources reflecting positive images is actively promoting equality of opportunity.
- The children are responding to the high expectations of behaviour which is reflected in play. Children are encouraged to share and co-operate in play which is skilfully supported by clear explanations and positive responses.

- Effective information is given to parents through leaflets relating to individual rooms, newsletters and notice boards throughout the nursery. Information on their child's progress is shared through daily diaries, toddler information sheets, annual open weeks and verbally at the end of the session.

An aspect of outstanding practice:

Children in the 18 months-3 years rooms were benefiting from well organised and stimulating play environment. This allowed children to choose activities independantly, show interest and be actively involved in a wide range of play and learning opportunities. This was supported by the skilful interaction of staff who responded to individual children's needs.

What needs to be improved?

- the permissions for administering medication.
- the recording of children's accidents.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Obtain written permission from parents before administering non-prescribed medication to children
7	Record details of any existing injuries when a child arrives.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Nightingales Day Nursery provides very good quality nursery education overall which enables children to make very good progress to the early learning goals. Provision for their personal, social and emotional, mathematical, physical, creative development, communication, language and literacy and knowledge and understanding of the world is well planned and they make very good progress in these areas.

The quality of teaching is very good. Staff have a clear understanding of how children learn and plan a wide range of activities which extends learning. Assessments are used effectively and directly inform future planning, ensuring appropriate challenges are set. Relationships are good; staff's skilful questioning and sensitive encouragement has a direct impact on learning. The well organised use of accommodation and resources provides an interesting and stimulating learning environment. Children are responding to the consistent and high expectations of behaviour. There are effective systems in place to support children with special needs.

The leadership and management is very good. Clear staffing procedures support the effectiveness of a well organised and efficient staff team. There is effective monitoring of the provision through regular questionnaires to parents. Staff have regular discussions about planning and are demonstrating a willingness to seek advice but are not yet extending evaluation to the overall planning

Partnership with parents is very good. Detailed information is given about the setting through information leaflets and notice boards. Regular newsletters inform parents on the activities their children are involved in, and how these can be extended within their home. Individual workers share daily information on their children's progress; supported by an annual open week.

What is being done well?

- Children are developing prolonged involvement in activities, pursuing activities such as individual drawings and constructional models without interruption. They are maintaining attention and showing good concentration at story time.
- Children can communicate well, using language to negotiate in play, highlighted in the construction of a rail track, deciding which shape the track was to be. An individual child used detailed explanations to explore his drawing of a rainy day, describing the rain, clouds and rainbow.
- Good use of the outdoor area and wider environment to allow children to explore and investigate. This is highlighted when snails were brought into the nursery and examined with magnifying glasses, followed by discussion about

their food and habitat, and then carefully returning them to their environment. Children are encouraged to develop their practical ideas to solve problems in moving water from one area to another using a selection of pipes.

- Children have access to a wide range of large and small equipment and combined with effective use of the outdoor area this is allowing them to experience a variety of movement activities. Children are moving confidently and with increasing control.
- A commitment to provide quality care and education for all children. Detailed planned activities are skilfully supported by an enthusiastic staff team using gentle encouragement, supportive listening and thoughtful questioning to actively promote and extend children's learning.

What needs to be improved?

- the evaluation of overall planning.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are demonstrating good concentration at story time and maintaining high levels of involvement in activities, illustrated in the creative area. Positive relationships have developed, with children showing concern when a child was stung. Presentation of resources is enabling children to take the initiative and develop their personal independence. Planned activities and use of dual text labels are helping children develop an understanding of their own and other's cultures and beliefs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children can express themselves confidently, using language to describe the details of a picture, and to explain what happens when there is heavy rain. Early reading skills are effectively promoted with children's attentive enjoyment and involvement at story time, including good use of books to support activities such as baking. Opportunities to experiment with writing are provided in a variety of play areas with some children able to write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Good use of daily routines, such as counting chairs for lunch and counting spots in a domino game, is encouraging children's counting skills and ability to recognise numerals. Use of number rhymes is effectively supporting the children's understanding of early addition and subtraction. Children are creating and talking about simple patterns and are using language to discuss shapes and compare heights and different sizes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are encouraged to explore and investigate, demonstrated in an exercise to move water from one container to another using a selection of drain pipes. Good use of the local environment enables children to observe features of the natural world such as snails, their habitat, and eating habits. Children's constructional skills are supported by their active involvement in junk modelling and access to a wide range of other resources. Visits are extending their knowledge of their community.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Good use of the outdoor area supports a variety of movement activities allowing children to move with good control. They are beginning to understand the importance of keeping healthy, and are discussing changes to their bodies when active, including heart beats after cycling quickly. A wide range of tools and resources which are easily accessible is supporting children's hand-eye co-ordination especially the use of scissors in junk modelling.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are producing good individual pieces of work demonstrated through a variety of experiences involving colour, texture, shape and 3-dimensional work. A variety of mediums, including 'goop' and shaving foam, is allowing children to respond to what they touch and feel. Children are allowed to communicate their own ideas through art and are using their imagination in role-play based on their own experiences, one child pretending to be traffic lights for others on bikes.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Point for consideration.
- Develop methods to evaluate all areas of the planning for the educational programme.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.