



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 309746

DfES Number:

### INSPECTION DETAILS

Inspection Date 17/12/2004  
Inspector Name Lorraine, Susan Fay

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Chez Nanny Preparatory & Educational Nursery  
Setting Address 22a Foxcroft  
Burnley  
Lancashire  
BB12 0EH

### REGISTERED PROVIDER DETAILS

Name Mrs Vernoique Rushworth

## 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

Chez Nanny Preparatory and Educational Nursery opened in 1998. It operates from a purpose built property located in a semi rural district of Burnley. The nursery comprises of three pre-school rooms and a purposely designed baby unit. There is a kitchen, office, staff rest room and storage space. There are toilet facilities for children and adults as well as nappy changing facilities. Children can access a secure outdoor play area. The nursery serves both the immediate and wider community.

There are seventy children on roll, this includes eighteen three year olds and five four year olds who are in receipt of funding. There are no children with identified special needs and none who speak English as an additional language.

The Nursery operates from Monday to Friday from 08:00 until 18:00 all year round excluding Bank Holidays. There are thirteen members of staff employed twelve of whom work directly with the children. The registered providers are supernumerary. There are twelve staff members who hold relevant childcare qualifications eleven of which are at a level three category.

This setting is a member of the National Day Nurseries Association and is also in receipt of support from the Sure Start, Early Years & Childcare Service.

### How good is the Day Care?

Chez Nanny Preparatory And Educational Nursery provides good quality childcare.

The premises are warm and welcoming in which children are confident to explore their surroundings. Children are happy to come into the setting and are eager to join in all activities. Good use is made of internal and external resources. Children enjoy regular trips out as well as outdoor play within the nursery garden. Toys and equipment are of a high quality and meet the needs of all age ranges. Documentation is in general kept to a high standard.

An emphasis is placed on keeping risk assessments up to date in most areas to ensure the safety of children both within the setting and during outings. Children are introduced to good hygiene practices through their daily routines. This includes hand washing and cleaning their teeth. The cook prepares a wide variety of healthy foods which are well presented. Children take part in the 'Smile For Life' dental campaign. The staff get to know the children very well in order to meet their individual needs. Staff make detailed records from information given to them by parents about their children. This is particularly evident in the baby unit. A child protection policy is shared with both parents and staff and there are some staff who have undertaken up to date training in relation to child protection procedures.

A varied range of interesting and challenging activities are planned by staff. Children enjoy craft activities and get to know the 'wider world' as well as their local community. Samples of children's art work are attractively displayed around the Nursery. Staff are very good role models who value and respect all children. As a result children are exceptionally well behaved within the setting.

Good relationships are fostered with parents from the onset. Staff share with parents children's achievements. Parents are made very welcome within the setting. As a result parents speak highly of the service provided.

#### **What has improved since the last inspection?**

At the last inspection this setting agreed to finalise the operational plan and make it available to all staff and parents, ensure that each child was allocated a key worker, supply parents with the regulators contact details, ensure that the child protection policy was in line with Area Child Protection Committee procedures and to develop a system for recording any child protection concerns.

The operational plan is in very good detail and available to all parents and staff. As a result parents in particular are kept informed of the settings aims and objectives. It also provides staff with a clear indicator of their responsibilities within the setting. An effective key worker system is now in place. Staff ensure that the needs of their key children are met and parents have a key person to discuss any concerns or issues arising. Parents are provided with the regulators details via the complaints procedure. As a result parents are aware of whom to contact should they have any worries or concerns about the welfare of their child.

The child protection procedure has been updated and is in line with Area Child Protection Committee procedures. The policy includes procedures to follow should any allegation be made against a staff member. As a result staff are fully aware of whom to contact should concerns arise in relation to the protection of children. An incident book is in place in which any concerns can be recorded.

#### **What is being done well?**

- Good use is made of external resources. Children enjoy trips to the park and local shops. On the day of the inspection children are excited as they prepare to post their letters to Father Christmas at the local post office. They role play

the role of the postman before their trip out.

- Staff plan a wide range of interesting and challenging activities for all age ranges. Children in particular enjoy craft activities. They show great delight in making shiny stars and three dimensional decorations for the Christmas tree. The under two's experiment with water play and are encouraged by staff when finger painting.
- The premises are extremely warm and welcoming in which children are secure, confident and happy. Children are eager to enter the setting and find their key worker. The babies are provided with a relaxed environment in which there is room to crawl/toddle around in safety. Staff play soothing classical music to help the babies relax in preparation for 'sleep time'.
- Children enjoy healthy foods which are freshly prepared on the premises. They learn about healthy eating and take an active part in the dental campaign 'Smile For Life'. The cook is provided with information about individual children's dietary needs to ensure that their needs are catered for when menu planning.
- Staff are very good role models who value and respect all children. They speak to children in positive and reassuring tones. As a result children are exceptionally well behaved within the setting.
- Positive relationships are fostered with parents from the onset. Parents are encouraged to contribute to topics and themes. The parents of a child from Chinese origin contribute Chinese food for the children to taste as they celebrate the Chinese New Year. Staff are professional and approachable and as a result parents speak highly of the service provided.

#### **What needs to be improved?**

- safety in relation to the IEE Certificate
- documentation in relation to the staff registers.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

#### **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
2	ensure that the registers contain exact times of arrival and departures of staff and children
6	ensure that the IEE certificate is updated

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

### How effective is the nursery education?

Chez Nanny Preparatory And Educational Nursery provides very good quality education overall which enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff have a sound knowledge of the early learning goals and the stepping stones. They plan a wide and varied range of interesting and challenging activities for all three and four year olds. As a result the children are confident and secure and are making very good progress in all aspects of their learning. Staff provide a warm and welcoming environment and act as very good role models. As a result children are exceptionally well behaved within the setting.

Leadership and management is very good. This has a positive impact on children's development. Managers ensure that all staff are very well supported through an effective induction, appraisal and training programme. Staff are actively encouraged to reach their potential as very good childcare practitioners. The quality of the provision is regularly reviewed and positive steps taken to address anything that may restrict children's learning. All staff are very clear of their roles within the setting and those of the management team.

Partnership with parents is very good. Parents are provided with positive information about the early learning goals and the setting in general. Parents take an active part in children's learning and are made to feel valued and welcome within the setting. Parents assist in the assessment procedure. They contribute to their own child's 'I Can Do' book. Parents are provided with regular information in relation to their child's progress and speak highly of the service provided.

### What is being done well?

- Children are interested and highly motivated to learn. They are eager to enter a warm and welcoming learning environment. Children build very good relationships with adults and peers. They tell the Inspector about their coming Christmas party. They are highly excited as they prepare to post their letters to Father Christmas at the local post office.
- Children are very confident counters. They count to ten and beyond during circle time and have sound skills in relation to addition and subtraction. Children count the number of cups required at snack time and are eager to work out the number of items missing from the shopping basket during the shopping game.
- Children learn to design and build. They make three dimensional decorations for the festive tree and use natural resources for example wood to construct the nativity scene. Children learn about other cultures. They take great

delight in tasting Chinese food when celebrating the Chinese New Year. They learn to count in French and use appropriate French sayings for example 'thank you'.

- Children learn about healthy eating. They enjoy freshly cooked food which is prepared on the premises. Children know that fruit is good for them. They take part in the dental campaign 'Smile For Life' and tell the Inspector about the importance of cleaning their teeth after eating.
- Children develop very good imaginations. They dance around the imaginary fire in order to warm their toes during their weekly ballet lesson. They pretend to be snowballs rolling backwards and forwards to the music. They act out the role of the Doctor, taking temperatures and learning how to use the stethoscope.

#### **What needs to be improved?**

- There are no areas of significant weaknesses to report, but consideration should be given to improve the following:
- Opportunities for children to access information technology.

#### **What has improved since the last inspection?**

At the last inspection this setting agreed to provide opportunities for children to write for a variety of purposes and to develop children's understanding of simple addition and subtraction through practical experiences.

Children are able to access a variety of mark making equipment and materials. This facility forms a part of the settings continuous provision. Activities are also planned in relation to the communication, language and literacy programme. Children are encouraged to label their own work, and mark make using a variety of resources for example the chalk board and the window display. They write letters to Father Christmas and make shopping lists during role play. As a result children are becoming confident writers.

Staff provide sound opportunities in which children can use addition and subtraction during everyday activity. Children count cups at snack time and determine how many children are missing from the table. They calculate the number of items taken away from the shopping basket during counting game. Children enjoy songs and rhymes in which addition and subtraction is used for example five little speckle frogs. As a result children are becoming confident in relation to this aspect of Mathematics.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested and highly motivated to learn. Staff provide a warm and welcoming environment in which children are eager to enter. Children display sound concentration skills and are excited as they plan with the teacher their outing to the post office. Children develop very good self help skills, they show skill as they put on their own coats. Staff are very good role models and as a result children are exceptionally well behaved within the setting.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers. They use expressive language very well as they describe their own feelings. Children access a wide variety of mark making materials. They show great skill and delight as they write their wish letters to Father Christmas. Children recognise their own name and know that text runs from left to right. They enjoy a variety of text and display a great interest in books.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident counters. They learn to link number and demonstrate this when discussing the date. Children learn to use addition and subtraction during everyday activities. They calculate the number of cups required at snack time and how many frogs are left during the speckled frog song. Children explore weight and measure. They weigh out the ingredients when baking. Children learn to record number and are eager to take their turn as they record the date on the chalk board.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about living things. They plant bulbs and observe the insects in the nursery garden. They learn how things work for example the clock and the camera, one child informs the teacher that the vacuum cleaner requires a new battery. Children design and build, they create three dimensional decorations for the Christmas tree. Children learn about other cultures, they eat Chinese food when celebrating the Chinese New Year.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around with confidence and with very good control over their bodies. They learn about healthy eating and how to look after their bodies. They take part in the government dental campaign 'Smile For Life'. Children display very good hand eye co-ordination, they are skilful when using scissors and are showing a preference for right or left hand. Children thoroughly enjoy physical activity both indoors and out.



**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children learn about colour and texture. They make collage pictures using a wide variety of media. Children learn how to be imaginative. They enjoy their weekly ballet lessons and take part in role play. They act out the role of the princess and the farmer during ring games. Children enjoy a variety of musical experiences. As a result they learn about different sounds and how to play musical instruments. Children learn to express their feelings through puppets and art work.

**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:*

- Provide opportunities for children to access information technology.

*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.*