

Nightingales Day Nursery

Inspection report for early years provision

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Inspector Janet Singleton

Setting address Airedale NHS Foundation Trust, Skipton Road, Steeton,
Keighley, West Yorkshire, BD20 6TD
Telephone number 01535 294092
Email valerie.hogg@anhst.nhs.uk
Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Nightingales nursery is owned by the Airedale NHS Foundation Trust and was registered in 1969. It operates from a detached building in the grounds of Airedale NHS Foundation Trust in Keighley. The nursery serves the local NHS staff. The nursery is accessible to all children and there are fully enclosed outdoor areas available for outdoor play.

The nursery opens everyday all year round, although is currently operating Monday to Friday according to need. Sessions are from 7am until 7pm. Children are able to attend for a variety of sessions. A maximum of 82 children may attend the nursery at any one time. There are currently 121 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds. However, it does not currently make provision for children older than the early years group. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 28 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Practitioners promote children's learning with success overall as children move freely in a rich and stimulating child-orientated environment. The learning environment is fully inclusive, safe and secure, positively promoting children's independence and their very good behaviour. Promotion of equality and diversity is good, resulting in good outcomes for all children. All required policies and procedures are very well maintained and regularly reviewed. Partnerships with parents and others are outstanding in promoting children's welfare and learning. Those in charge have high aspirations for quality through effective self-evaluation and identification of realistic and achievable action plans for improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that procedures for limiting cross-infection are followed by all staff with regard to assisting younger children in their personal hygiene, for example, in attending to their nose wiping
- ensure all staff are consistent in supporting and extending children in their learning and play, in particular, when playing outdoors.

The effectiveness of leadership and management of the early years provision

The arrangements for safeguarding are good because practitioners and managers have a good understanding of the need for protecting children. They are clear in their responsibilities with effective supporting documents and training to ensure their skills are updated in line with legislation. Robust recruitment and vetting procedures contribute significantly to keeping children safe. In addition, procedures for maintaining their continued suitability are in place. For example, the appraisal system, team meetings and comprehensive health service personnel policies all of which staff are fully aware. Through the effective curriculum, children are supported well in their learning and development. The detailed planning ensures the uniqueness of each child is covered and their learning needs identified.

Outstanding involvement of parents and carers in this process enables children to make good progress in their learning and provides an inclusive approach. Parents are provided with superb information about their child and what the provision is doing to promote their child's progress, for example, a monthly newsletter, questionnaire, comprehensive daily discussion and written information on the babies. Highly informative notices are displayed for their information. Comments from parents confirm that the fantastic two-way channels for communication are successful and established. They feel involved and their comments are acted upon. Partnerships with other agencies contribute to this process and are outstanding, with a communication book shared to provide a consistent approach to the child's continued progress.

The capacity to maintain continuous improvement is outstanding. Those in charge have a very clear and achievable plan for improvement through the completion of a detailed and highly reflective self-evaluation form. Parents and children are included in evaluating the provision which supports the continuous improvement of the setting. Managers are realistic, reflective and constantly challenge themselves to improve the service they provide. The recent major change is a result of parent and staff suggestions and has effected a change to the baby unit to provide a more secure and stable environment promoting their feelings of being safe.

The quality and standards of the early years provision and outcomes for children

Practitioner's good knowledge of the Early Years Foundation Stage means that effective planning is in place to meet the individual needs of the children. This enables children, including babies, to make good progress in relation to their starting points and capabilities. Practitioners have a good knowledge and understanding of the children and, combined with the sensitive observations, this means their next steps for learning are provided for in a purposeful and developmentally appropriate manner. All children have their needs planned for over a five week programme. The well-equipped environment successfully reflects children's backgrounds and the wider community. The good deployment of resources and equipment means that all areas of learning are seamlessly

integrated into the areas of continuous provision, therefore supporting a rounded approach to child development.

Children delight in playing and learning in the well-planned environment and access the continuous play provision. Practitioners are mostly effective at supporting children as they promote positive attitudes to learning. However, this is not always carried out to the outdoor environment, meaning children are not as well supported outdoors. A good balance between child-initiated and adult-led activities allows children to use their imagination, for example, in painting and role play. Children are excited and motivated as they play outdoors on a daily basis. They water the plants and assess how much the sunflowers have grown as they find out about the natural world. The babies enjoy exploring the environment and finding the lovely interactive toys to play with. They look out of the low-level windows, making noises as they begin to communicate their feelings of delight. They feel and pull the silver material as they cover themselves with it, exploring the properties and noise it makes as it is crumpled.

The children in the toddler age range enjoy the outdoors as they climb on the climbing frame and run around the inviting bark paths. They ride wheeled toys and explore in the outdoor area. They access the lovely natural materials and wooden objects as they enhance their play. Indoors they explore the properties of malleable materials as they enjoy pulling, rolling and stretching the materials. They delight in mark-making and attempt their names using their emerging writing skills. The pre-school children are very confident and well occupied. They move freely and work extremely well together as they decide how to make their pirate farm, solving the problem of construction and mathematical concepts. They decide together what animal to bring as they collect the farm animals in the truck, naming each animal in turn as they bring them to the farm. They use language to negotiate and problem solve as they work together to build the farm using the construction materials. They demonstrate their understanding of safety as they decide if there is a fire on the farm and if they can get out through the back way. All children are polite and remember their manners when asking for equipment. Behaviour is very good with a consistent approach made by all staff. Children learn about the wider world and diversity as they talk about the similarities and the differences of people, celebrate festivals and observe positive images of people.

By engaging in everyday activities, for example, hand-washing, children learn about good health practices. They enjoy healthy snacks and meals and, through discussions, learn about healthy choices. However, they are not all supported in attending to their personal needs, for example, wiping their own noses. By exploring and learning how to use programmable toys and the computers they develop their skills for the future. Children use the touch screen with confidence and show increasing understanding of the programmes as they play the number match game. This, combined with the positive use of praise and, as a consequence, the building of children's self-worth and esteem, means that children are learning and developing in a positive and beneficial environment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met