

# Nightingales Day Nursery

Airedale General Hospital, Skipton Road, Steeton, Keighley, West Yorkshire, BD20 6TD

<b>Inspection date</b>	16/09/2013
Previous inspection date	23/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children take part in a good range of self-chosen and adult-led activities that are tailored to meet their needs and build on their individual interests. As a result, children reach expected levels of attainment in their overall learning and development.
- Children play in a welcoming, stimulating well-set-out environment where they are happy and enjoy their play. They move around independently and access their toys and equipment easily. This shows that they are very confident and self-assured.
- There are strong partnerships with outside agencies. Support for children with special educational needs and/or disabilities is a key strength of the nursery.
- Self-evaluation, clear action plans and constant reviews mean that there is a clear process for ongoing improvement. This benefits the children's well-being, safety and learning.

### It is not yet outstanding because

- Children in the pre-school room are not consistently given opportunities to take part in preparing their own foods during lunch, to further enhance their very good independence and self-help skills.
- The very good systems in place for monitoring staff performance do not yet fully include peer observations, so that staff can learn from each other through honest and critical reflection.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children across the four rooms of the nursery and outside.
- The inspector completed joint observations with the deputy manager of the setting.
- The inspector held meetings with the manager, the two deputy managers, local authority special educational needs staff and one parent.
- The inspector spoke to the staff and children throughout the inspection.
- A range of documents were inspected, including observations, planning, tracking of children's progress and daily diaries.
- The inspector checked evidence of staff suitability, parent evaluations, training certificates, policies, safeguarding procedures and the setting's self-evaluation form.

## Inspector

Shazaad Arshad

## Full Report

### Information about the setting

Nightingales Day Nursery opened in 1969 and has been registered since 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a large detached building in the grounds of Airedale General Hospital in Steeton, West Yorkshire. The nursery is managed by the run by Airedale NHS Foundation Trust. The premises consist of seven rooms. The children have access to four playrooms, which are all on the ground floor. There is a fully enclosed garden area available for outdoor play. There are separate units for children aged under two years, two to three years and three to five years.

The nursery opens from 7am to 7pm five days a week, excluding public holidays. Children attend for a variety of sessions. There are currently 110 children on roll, all of whom are within the early years age range. The nursery employs 26 members of staff to work with the children. Of these, all hold appropriate early years qualifications at level 3, and two members of staff are completing a foundation degree. The nursery receives support from the local authority.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- provide opportunities to enhance children's independence and self-help skills further, for example, enabling them to help prepare their own food at lunchtime and pour their own drinks
  
- build on existing good systems for the monitoring of staff performance, for example, by fully establishing peer observations so children continue to receive the best teaching and care possible.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff successfully implement the Early Years Foundation Stage in practice. They plan stimulating activities based on children's interests and what they enjoy doing. They record short notes on what they see children doing during child-initiated play, and provide activities and resources to build on this. For example, when babies enjoy exploring the sand texture, the key person adds cereal flakes to enhance their interests, sensory awareness and enjoyment further. Adult-led activities are also planned well, which reflect

children's interests and stage of development. For example, there are a number of children in the pre-school room who enjoy being energetic. Therefore, outside play is extensively planned into the daily routine, so that they can make use of the excellent outdoor facilities and burn off excess energy. This also further enhances children's enjoyment and learning, such as climbing and balancing on the tyres.

The staff analyse observations to help plan for children's next steps in their learning. They use good tracker systems to show whether a child is emerging, developing or secure in specific aspects of their learning and development. This gives them a good overview of where children are and where they may need to target any support to ensure they continue to make good progress. Home link sheets and good information sharing with parents are also included in this process. For example, transition diaries include a clear picture of what children can do and accurately assess their needs and the next step necessary for their continued development. Staff value parents' input and share information about how they can help their child's learning through simple activities at home. Parents are given information about their children's learning through daily verbal feedback, regular written summaries of children's progress and opportunities to review children's learning journal records with their child's key person.

Young children love to get messy during their art activities. For example, toddlers love to crawl around the sand tray to explore, and two-year-olds have fun when they play in the sensory play spaces. Staff who work with children in all rooms are very experienced and competent. This means that the youngest children form close bonds and attachments. As a result, children are eagerly engaged in their learning. They are proud to show off their artwork, and staff are keen to extend their learning by adding objects to imprint in the paint. When children mix the paint together, staff ask them about the colours and what it feels like. Children are very excited, happy and animated during these creative activities. Staff build on children's curiosity well. For example, when children ask about using the bikes outside, staff ask children questions that make them think, such as what they will need to wear and to check if they have suitable clothing. This good questioning promotes children's thinking, independence and decision making successfully. Children love to access the role play areas and happily dress up in the various outfits. They then look at the books and point out how the princess outfit is the same in the book. This shows that young children are developing the confidence and skills to move on in their learning and move to school.

Staff place a priority on helping children to acquire communication and language skills, and supporting their physical, personal, social and emotional development. This means that children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and for school. All children, including young babies, demonstrate high levels of independence as they confidently move around the environment to experience the exciting activities and resources on offer. For example, babies crawl rapidly towards the resources that they can see around them and have direct access to their own dedicated outdoor space. Staff teach children to share and cooperate in their play and provide them with a wealth of opportunities to do this. For example, children work harmoniously together as they build towers and engage in construction games.

Children are developing a good understanding of teamwork as they help each other with

the outdoor games, and they understand mathematical concepts through following instructions around making their own dough. For example, they talk about the different amounts of flour and take part in measuring using utensils. They take part in many counting games and recognise numerals in the display work around them. As a result, they are developing skills in mathematics. They also use their skills to develop their interest in the computer area as they skilfully use the keyboard and mouse.

Staff provide lots of activities to help children to develop an understanding of the world. Children are involved in growing their own flowers and, as such, learn about what they need to do to help this process. They enjoy planting, watering, nurturing and monitoring the growth of the flowers. This helps children to learn and to explore the natural world. Children are given a wealth of opportunities to listen and talk to each other for a variety of purposes. For example, group times allow children to talk about their interests and families. These repeated daily activities have a good impact on the development of children's communication skills.

### **The contribution of the early years provision to the well-being of children**

Children are extremely well settled in the setting and have made secure attachments to their key person. Staff know children very well and understand the importance of having positive relationships with parents. They take time to support children by implementing strong arrangements for settling them in. For example, members of staff engage extensively and positively with parents during initial placements. A two-way flow of information between home and the setting means that staff are aware of children's routines, dietary requirements and general care needs. As a result, children's individual needs are well met, and parents and staff work closely together to provide consistency of care. Transition moves to new rooms are managed very well. Key persons discuss this with parents and agree the process on an individual basis. Written summary reviews on children's learning and development are handed over to new key persons, and parents are informed that once their child has moved through, they can be welcomed back into their previous room at any time. This means that children receive effective support to help them settle and move on in their independent learning.

All children have daily opportunities to take exercise and access fresh air through outdoor play. They use a wide range of outdoor resources. They climb on tyres with well-rehearsed technique and avoid their friends as they move through the area, showing good awareness of space. Children have opportunities to run, balance and jump as they practise their physical skills during the games outdoors. They recognise when they are beginning to feel cold as they put on their coats. Children benefit from a well-balanced, healthy diet at the nursery. Menus are prepared and food is delivered by the attached hospital. All foods are prepared following healthy eating guidelines. Children's dietary needs are followed rigorously to protect their well-being. Staff promote leading a healthy lifestyle and are very good role models to children. For example, they sit with them at mealtimes and eat a selection of vegetables, talking to them about the benefits of healthy eating and encouraging them to try all the vegetables. In the three-year-old room, children have appropriate opportunities to serve themselves, which aids their independence, but this is not as well supported in the main pre-school room. For example, staff do not fully

encourage children to try serving their own food and to pour their drinks at mealtimes. Therefore, children who are developing strong independence skills are not consistently supported to carry out these self-help tasks.

Children have good access to the outdoors daily to ensure that they benefit from exercise and fresh air to boost their well-being. Children behave very well in the setting and staff clearly promote strong strategies to further develop their understanding of the rules, boundaries and behaviour expected of them. For instance, children with challenging behaviour are supported by using picture cards and work baskets. These methods work well as they calm the children and allow for reflection. As a result, they are developing a strong understanding of right and wrong because all staff implement the clear rules and boundaries consistently.

Children regularly practise fire drills, and supporting children to understand how to keep themselves and others safe is a high priority for staff. Staff reinforce children's understanding through group discussions and by creating artwork of people who help. This promotes children's thinking and prompts discussions around safety issues. Children cooperate well with each other during outdoor play and share resources as they recognise the needs of others. They show consideration for others as they play in their key groups to join in the activities. This helps prepare them for their next stage in their learning. They demonstrate high levels of self-confidence as they explain to the inspector what they like to do and what their role play costumes are. As a result, they demonstrate high levels of self-confidence as they confidently engage with all adults.

### **The effectiveness of the leadership and management of the early years provision**

The management team are highly focused on driving quality in all aspects of the nursery. A strong drive for improvement and the evident embracing of quality from staff demonstrates that they are fully committed to providing the best possible start for children in their early years. The manager ensures that all staff have a clear understanding of how to meet the safeguarding and welfare requirements. Safeguarding and child protection are given a very high priority. For example, the manager fully understands her role in notifying Ofsted regarding safeguarding matters and completing accurate records of any investigations. All staff have attended compulsory safeguarding training and they can demonstrate a detailed understanding of the safeguarding and welfare requirements. Accidents and existing injuries are recorded in detail and shared with and signed by parents to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Risks are managed effectively and daily checks of the environment ensure that children can learn and play in complete safety. The nursery shares the full written policies and procedures with parents to ensure they are aware of the staff team's responsibilities towards protecting their children. Children enjoy a safe and secure play and learning environment because staff carry out daily checks and written risk assessments are completed.

The nursery follows the comprehensive NHS recruitment and vetting procedures, alongside effective induction systems, helping to ensure all adults are suitable to work

with children. All visitors are required to show identification and sign in and out of the visitors' book to ensure that a full and accurate record is kept to promote children's safety.

The recommendations raised at the last inspection have been successfully addressed, improving learning and development opportunities for children in the outdoors and the hygiene management arrangements. The manager has implemented a variety of effective methods of monitoring staff performance. However, the use of peer observations is not fully developed to ensure staff performance is monitored as well as possible to continue to build on the good service to children. Similarly, the manager is reviewing practice in the pre-school room in order to continually improve the children's good independent skills. The educational programme is monitored to ensure all children make good progress. The manager ensures that all staff have ample opportunities for further training, which is discussed at appraisal meetings, and that any mandatory training is updated. Very good partnerships with the local authority support staff in their ongoing professional development.

The manager and special educational needs coordinator within the nursery work highly successfully with parents and external professionals, such as speech and language support teams and portage workers. The manager implements individually tailored activities prepared by outside professionals, attends meetings to share information, and facilitates outstanding support for parents and other staff through training. This means that all children with differing needs receive superb quality targeted help. Consequently, close partnership working enables all children to make progress and reach their full potential.

Partnerships with parents, external agencies and other providers are well established and make a positive contribution to meeting children's needs. Information is shared with other early years providers and professionals. This includes information about the children's progress at the nursery and requests to work together to enhance children's learning in all early years settings. Informative noticeboards, newsletters, parent committees and access to the website keep parents up to date with events at the nursery. Parents state that staff are 'excellent at their work and children love to come'. They also say the quality of service they receive is 'excellent'.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	302013
<b>Local authority</b>	Bradford
<b>Inspection number</b>	910363
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	82
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Airedale NHS Foundation Trust
<b>Date of previous inspection</b>	23/05/2011
<b>Telephone number</b>	01535 294092

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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