



## Play Days Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY152999
<b>Inspection date</b>	21 March 2006
<b>Inspector</b>	Sandra Davies / Elaine Marie McDonnell
<b>Setting Address</b>	James Cook University Hospital, Marton Road, Middlesbrough, Cleveland, TS4 3BW
<b>Telephone number</b>	01642 850850
<b>E-mail</b>	
<b>Registered person</b>	Play Days Day Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## 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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Play Days Day Nursery has been registered as a day care provider since 1990. It is located in adapted accommodation, with a large outdoor play area, within the grounds of the James Cook University Hospital on a main route into central Middlesbrough.

The children are accommodated in separate rooms, according to age, and share the use of the nursery dining room and outdoor area.

The nursery is registered to care for 80 children aged between birth and 5 years and operates throughout the year, Monday to Saturday from 06.45 to 18:00. Care and education are provided for children of staff working within the hospital. There are currently 132 children on roll, of whom 25 receive nursery funding. The nursery supports children with special educational needs. There are funded children currently attending, for whom English is an additional language.

There are 13 full time staff and 12 part time staff, all of whom hold a relevant childcare qualification. Five staff work with the funded children. In addition, the nursery receives professional support from Middlesbrough Borough Council.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in a warm, clean environment. Staff follow generally good hygiene routines. For example, when nappy changing. Health is satisfactorily promoted as children learn about hygiene practices. However, supervision can be inconsistent, particularly round meal times, resulting in children not washing their hands. Children are sensitively cared for when they are not well. The staff routinely check the child's temperature and if they are concerned, parents are contacted as appropriate.

Children are well nourished. They receive varied and nutritious meals. Meal times are a social, enjoyable occasion where staff sit with children. Staff work well with parents to ensure that individual health and dietary requirements are met. Older children are beginning to understand the benefits of a healthy diet through general conversation at meal times. For example, 'We need to eat our fruit. It's yummy. You will grow big and strong'.

Children enjoy good indoor and outdoor physical activity as they exercise both with and without equipment. For example, action rhymes, movement to music and playing on large equipment and bikes. Babies have little free floor space, resulting in limited opportunities for mobility. There is a large indoor area for physical activity during poor weather. Children rest and sleep according to their needs and, if required, lay down for a rest after their meal.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The premises, indoors and out, are secure and the staff are vigilant regarding door security and the collection of children. As a result children play freely in a secure and welcoming environment where potential risks are minimised. Regular risk assessments are completed. However, children's safety is compromised as a room used occasionally has a radiator which is hot and an electric socket which is unprotected.

Children have access to a wide range of good quality play equipment which is stimulating and at child height. Regular cleaning and checking routines ensure that resources remain safe and suitable for children's use. Staff help children to learn to keep themselves safe with appropriate explanations. For example, a child was asked not to climb, 'We don't want you to fall do we?'

Children are well protected because the staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. The staff continue to keep up to date with first aid and child protection training. This further promotes the children's safety.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children arrive happy and eager to participate and settle well in the nursery environment. They make good progress and are busy and occupied. They are involved in a wide range of activities and play experiences that promote development in all areas of learning. There is a good balance between adult and child led activities. The children select freely from the activities and toys, confidently initiating their own play and learning. They show interest in the play experiences available and can concentrate well. For example, when using a computer programme and when cutting paper.

Children have good opportunities to learn about their community and the wider society, which have included visits from the fire brigade and being involved in activities relating to Chinese New Year. There is also a varied range of resources available for the children that reflect positive images of other cultures and backgrounds such as dressing up clothes, dolls and jigsaws. This helps increase children's awareness of diversity and develop a positive attitude to others.

### **Nursery Education**

The quality of teaching and learning is good. Personal, social and emotional development is a strength within the nursery. Children are developing good levels of confidence and are happy and settled in the pre-school environment. They separate from main carers with confidence and have good relationships with peers and staff. Children are well behaved, share and take turns well. They are developing good communication skills and communicate well with staff and each other and can hold a conversation for extending periods of time. For example, when constructing cars and organising a race. Children have opportunities to enjoy stories read by staff and linking sounds and letters. However, children's opportunities for enjoying an increasing range of books and attempting writing for different purposes is limited.

Children can count confidently as demonstrated during board games, discussing the number of the week and story time. They also show an interest in numbers when measuring each other on the height chart. However, there are limited opportunities for children to begin to use their knowledge to solve simple number problems. They are developing an understanding of shape through activities, such as the shape of the week and computer programmes.

Children explore using their senses and talk about their experiences when involved in activities such as making pizzas, growing seeds and bark rubbing. They realise that tools can be used for a purpose as they confidently use paint brushes, scissors and shape cutters. Children confidently access the computer and can operate simple programmes. They are beginning to gain an understanding of the sense of time when growing sunflowers and through the daily routine. Activity planning gives children opportunities to learn about their own cultures and the wider world, including visitors to the nursery. For example, the fire brigade. There are good opportunities to develop physical skills as children move freely with good co-ordination, negotiating space well. The children increase their fine motor skills. Some children cut shapes skilfully and they use cutlery well.

There are opportunities for model making and children explore natural textures, such as sand, water, soil and seeds. They explore the different sounds of instruments and have opportunities to dance and move to music. The children are increasingly imaginative and communicate their ideas through role play. For example, dressing up and having a tea party, making cars and organising a race.

Staff are developing a good knowledge of the Foundation Stage and how children learn. They make satisfactory use of time and resources to support children's learning. However, some resources are not always readily available and some activities are prolonged. For example, the availability of books and paper and taking turns to water plants.

### **Helping children make a positive contribution**

The provision is good.

Equal opportunities in well promoted within the nursery, for staff and children. All children are welcomed by familiar staff who have a good understanding of their individual needs. Good procedures are in place to ensure that staff are well informed about children with special needs and those who speak English as an additional language. Children with special needs are sensitively supported and effectively included in play and learning opportunities. Staff work closely with parents and access training to ensure children's individual needs are well met.

Staff encourage children to understand responsible behaviour, play harmoniously with others and be aware of their own needs and the needs of others. For example, a child was struggling with his coat and another child helped without being prompted. Staff are aware of their responsibilities in relation to behaviour management. They manage behaviour well, resulting in a positive environment for children. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Relationships with parents are trusting and relaxed, promoting children's sense of security. Children benefit well from the two way sharing of information about their needs and daily routines. Parents receive good information about how the nursery operates, their children's individual care routines, and their individual achievements in written and verbal form. For example, the information leaflet, policies, previous inspection reports displayed, open evenings, news letters, and surveys give parents the opportunity to be involved in the nursery. Information

shared on a daily basis, including their learning progress, is highly valued by parents and they are able to contribute to their child's development. Parents who expressed views at the time of the inspection, were very happy with the care and education provided, particularly the staff, who they find very caring and approachable.

## **Organisation**

The organisation is satisfactory.

The children benefit from having well qualified and committed carers. There is a rigorous recruitment and selection procedure in place. Staff receive induction and ongoing training opportunities ensure that staff are kept up to date with current child care practices.

Adult-child ratios are met throughout the nursery. However, deployment of staff during children's meal time period is not always effective enough to ensure children receive appropriate supervision. Arrangements for staffing in the baby room does not minimise the number of carers for the individual child. For example babies may be fed by different carers during the day.

All records, policies and procedures, required for the efficient and safe management of the provision, and to promote the welfare, care and learning of children are available. However, the staffing register is not always completed on a daily basis and the written procedure in the event of a child being lost or uncollected is not sufficiently detailed. The medication record is not signed by parents to acknowledge the entry. This compromises children's safety.

The quality of leadership and management is good and this promotes the children's learning. All staff have an early years qualification. The management seek training opportunities for staff and promote attendance. The knowledge gained by staff is used to further support children's care and learning. Staff are developing a good understanding of the Foundation Stage. Consequently, children's progress towards the early learning goals is promoted well. Management are committed and this is reflected in well motivated staff who work well together.

## **Improvements since the last inspection**

At the last inspection recommendations were made to carry out risk assessments, ensure that the child protection procedure includes all relevant information, that there are opportunities for parents to receive regular information on their child's progress and that fresh drinking water is available. These recommendations have been addressed and the improvements which have been made enhance the care and welfare of children attending the nursery.

## **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.

## **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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **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):

- ensure that simple good hygiene routines are further improved, particularly deployment of staff during children's meal times
- consider arrangements for babies to minimise the number of carers for the individual child
- ensure that all records, required for the safe and efficient management of the provision, are up to date and include all the relevant information

#### **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):

- extend opportunities for children to develop an enjoyment of reading and writing skills
- ensure that staff make the best use of time and resources to further develop a challenging range of activities, to move children on to the next stage in their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)