



William House Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	301136
Inspection date	13 June 2006
Inspector	Elaine Marie McDonnell
Setting Address	The Old Presbytery, Barton Street, Darlington, Co. Durham, DL1 2LN
Telephone number	01325 489997
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Registered person	William House Day Nursery Ltd
Type of inspection	Integrated
Type of care	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.

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?

William House Day Nursery opened in 1990. It operates from the old presbytery house on the outskirts of Darlington and serves the surrounding urban and rural communities. Younger children are cared for in five rooms on the ground floor and the older children use four rooms on the first floor of the building. A maximum of 84 children may attend the nursery at any one time. The nursery is open each weekday and occasional Saturdays, for particular events, all year round except for public

holidays and between Christmas and New Year. Opening times are currently from 07.30 to 18.00. As well as full day care the provision also offers out of school and holiday care. Children can be taken to and collected from local primary schools.

There are currently 157 children aged from three months to eight years on roll. Of these, 52 children receive funding for early education. Children up to 11 years are also be cared for by the provider.

The nursery employs 29 members of staff to work directly with the children, the number of staff on duty depends on the number of children attending each session. Of these, 28 hold appropriate early years qualifications at levels two, three and four. Eight members of staff are employed within the nursery in administrative, food preparation and domestic roles.

In addition to the nursery staffing team, there are also five teachers employed on a weekly basis to provide specific lessons in French, yoga, dance, music and horse riding. These extra curricular lessons are available to children at an additional cost.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because practitioners follow very good health and hygiene guidelines, policies and procedures. For example, tables are thoroughly cleaned before snack and meal times, staff wear aprons and disposable gloves when serving snacks, changing nappies and helping children with toileting. Children's bathrooms are regularly checked and cleaned. Older children understand simple good health and hygiene practices and have been involved in an activity in relation to 'the properties of soap'.

Appropriate accident and illness procedures are in place to protect children's health, including detailed medication and accident records. A qualified nurse is employed by the nursery and takes overall responsibility for administering medication and assessing accidents and illness. Several members of staff have an appropriate first aid certificate and first aid boxes are available on both floors of the nursery.

Children are very well nourished. They receive varied and nutritious freshly cooked meals. Snacks include a wide range of fresh fruit and milk is offered at each meal and snack time. Drinking water is readily available for older children and babies are offered regular drinks throughout the day. Independence is well promoted at eating times as the older children help themselves to cutlery and to water from the dispenser. They are also offered choices in relation to snacks and drinks. Meal and snack times are sociable and enjoyable occasions with children and chatting happily together whilst eating. Children's health and dietary needs are very well met as practitioners work closely with parents to obtain written information individual dietary requirements and family preferences.

Children have very good opportunities to enjoy physical activity and regularly play

outdoors with a range of good quality equipment. When indoors, the children participate in action rhymes and stretching activities. Some children are involved in a range of extra curricular activities on a weekly basis, such as yoga, dancing and horse riding. Children have good opportunities to rest and sleep according to their needs and babies individual feeding and sleeping patterns are adhered to.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a very warm and welcoming environment where examples of their art work is attractively displayed throughout the nursery. Children have access to a good range of suitable and safe toys and equipment.

Appropriate steps have been taken to ensure a safe indoor and outdoor environment for children. For example, the nursery and the outdoor play area are kept secure at all times and a record of visitors to the setting is well maintained. Emergency evacuation procedures are in place however, these do not include clearly defined measures for evacuating children from the first floor. A wide range of risk assessments have been completed, including assessments of outings, and issues highlighted have been addressed.

Children are appropriately protected as staff understand their role in relation to child protection and are able to put appropriate procedures into practice when necessary. Staff receive in-house training in relation to child protection issues and the subject is also covered during induction. Procedures are in place to be followed if allegations are made against a member of staff or volunteer. However, these procedures are not currently included within the child protection policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children are involved in a wide range of interesting activities and play experiences to cover all areas of development. For example, large physical play, role play, craft activities, singing, stories, sand, water, reading and writing. They show a lot of interest in what they do and comment freely about their feelings in relation to activities and routines. For example, the children state 'I love snack time, I love playing outside, I love that story'. Children's confidence and self esteem are well promoted as they are appropriately encouraged and praised by staff, for example, when eating their lunch and when demonstrating good manners, which they often do.

The current theme of 'under the sea' is very evident throughout the first floor rooms and the children independently extend the theme when they draw ponds, fish and crocodiles at the mark making table. They also talk about 'fish food' and eating fish and chips. The children are keen to grapple new ideas as they acquire new knowledge, for example, they can name many sea creatures and their characteristics, such as 'jelly fish sting like bees and wasps, crabs and lobsters have claws and sharks are dangerous.' Children respond very well to challenge and

concentrate for extended periods when playing with the sand, singing songs, listening to stories and when participating in role play with bandages and other first aid play items.

Children have some opportunities to learn about wider society, for example, when having Chinese food for lunch during a recent 'culture day'. The learning programme also supports children's understanding of their local community and they have helped to raise money for the local hospital. Babies are settled and well cared for and staff have a satisfactory understanding of 'Birth to three matters' and are beginning to support each other to implement the framework. Staff manage children's behaviour well. They are skilled at challenging the children and helping them to become focused and resist distractions during activities. Staff use time and resources well however, space is not always effectively used as some activities and rooms are congested. This restricts scope for free movement and extension of activities.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the Early Learning Goals. Staff have a good knowledge of how children learn and provide stimulating and interesting activities to help children progress along the stepping stones. Personal, social and emotional development is a particular strength within the setting as children enjoy excellent relationships with adults and peers. They confidently initiate interactions with others and talk freely about their home life. They have a very positive self image and manage their own personal hygiene well. Children enjoy listening to and using language in their play and amuse each other by making up rhyming words. They enjoy singing familiar songs and rhymes and when watching 'Barney' they naturally joined in with singing along to the theme tune. The children enjoy favourite books and show excitement when staff get out a book in relation to the current theme. They enjoy linking sounds to letters and naming letters of the alphabet. Some children can read key words. They have opportunities to write letters and numbers, they recognise their names and many of the children can form some recognisable letters, others can write their names.

Children have access to a wide range of board games and computer games to promote their understanding of calculation, subtraction, shape and space. They have very good access to information technology equipment and learning programmes and confidently use these resources to support their learning. Children move with control and confidence and sensibly and safely use the stairs. They show good awareness of space, themselves and others, avoiding accidents and collisions when using large physical play outdoors. They can construct objects well and show increasing control and safety when using small tools, such as scissors, glue sticks, pencils, paint brushes and cutlery.

Staff have a good understanding of children's starting points as initial assessments are completed and parents views are included. Assessments are sufficiently rigorous and give a clear picture of progress and are effectively used to help move children onto the next stage in their learning. Practitioners have a good knowledge and understanding of the Foundation Stage and of how young children learn. They plan a broad and balanced range of activities and experiences across the six areas of learning. Teaching meets the needs and interests of all children and activities are

pitched appropriately, for example, activities may be made less or more challenging to suit the needs of individual children.

Helping children make a positive contribution

The provision is good.

Equal opportunities is very well promoted within the setting as all children are included and involved. Staff have a good understanding of the individual capabilities and preferences of the children in their care and activities are modified to suit individual children or small groups of children. There are currently no children with learning difficulties and/or disabilities attending the setting however, there are appropriate procedures in place for the identification and assessment of children's needs. There are no children who speak English as an additional language attending the nursery. Children's spiritual, moral, cultural and social development are fostered within the setting. A 'friendship bench' has been introduced in the outdoor play area where children can sit if they want the company of someone else.

Children are very well behaved and are happy to abide by the rules of the nursery and remind each other of these. For example, they remind each other about sitting on their bottoms when watching a television programme so that everyone can see. They also independently discuss the importance of being quiet when passing the baby room, in case the babies are sleeping. The children often demonstrate good manners and are good at taking responsibility, such as when tidying away the items they have been playing with.

The quality of partnership with parents and carers is good. The nursery effectively includes parents and carers in children's learning, they are informed of the current theme and help their child with reading books and worksheets at home. Parents receive good quality, comprehensive information about the provision and the educational programme. Parents are kept well informed of their children's progress and achievements both through discussions with staff and through written reports and profiles. The setting actively seeks parents' views and detailed questionnaires are sent to parents periodically asking for their views and comments. Management have provided lots of useful information leaflets for parents to take as they wish. These are presented in the entrance area and included leaflets relating to healthy eating, education, immunisations, choosing the right toys and car seat, caring for gums and teeth, equality and keeping children safe.

Organisation

The organisation is good.

Recruitment and vetting procedures are sufficiently rigorous and robust to ensure children are well protected and cared for by staff with relevant experience, knowledge and skills. Comprehensive induction procedures for staff are in place. Staff development is well promoted within the provision and staff have very good access to both external and in-house training courses. As a result staff are well motivated, work well as a team and act as good role models.

Practitioners have high regard for the well being of all children and are attentive to their needs, children receive good adult support and attention. Staff are committed and effectively promote an inclusive environment in which every child matters. Good policies and procedures are in place. They are well implemented by staff and work well in practice.

Adult to child ratios are maintained and positively support children's care, learning and play. Students are also offered training places within the provision and are not included in adult to child ratios. Group size and staff deployment contribute appropriately to children's good health, safety, enjoyment and achievement, for example, yoga sessions include a set number of children to ensure that it is an enjoyable and valuable experience for those involved.

The quality of leadership and management is good. The provision benefits from strong leadership and management which contributes well to the promotion of the outcomes for children and children's progress towards the Early Learning Goals. The provision meets the needs of the range of the children for whom it provides. The management team have a clear vision for nursery education and a strong focus on the personal development of all children. The setting works well with the local authority and has almost completed 'Kite Mark Quality Assurance' and has recently gained an 'Investor In People' award. Management are committed to the ongoing assessment and development of the provision. The management team work in an open office on the first floor, which staff and children visit informally throughout the day. For example, staff may visit the office to discuss general issues and children may visit to show senior staff their drawings or other work. The relaxed and informal organisation of the management team promotes a happy and welcoming environment for both staff and children.

Improvements since the last inspection

At the last inspection the provider was asked to conduct effective risk assessments in all areas that children use to ensure their safety at all times. Children's safety has been well promoted as a wide range of risk assessments, include assessments of outings have been completed and issues highlighted have been addressed.

The provider was asked to inform Ofsted of all significant changes to the operational plan. The organisation of the provision has been improved as all changes are clearly recorded and a copy sent the regulator on a monthly basis.

In relation to nursery education, the provider was asked at the last inspection to consider the organisation of space to give children increased choices and to extend the opportunities for them to select and use resources independently. This has been partly addressed as some tables have been removed from some rooms and low shelving has been provided. However, the use of space in some rooms on the first floor does not always give sufficient scope for children to enjoy free movement and well spread out activities.

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):

- extend the child protection policy to include the procedure to be followed in the event of an allegation being made against a member of staff or volunteer
- extend the emergency evacuation procedure to include measures to be taken where children are located above ground level
- review the use of space on the first floor to ensure there is scope for free movement and well spread out activities (also applies to nursery education).

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):

- make improvements as indicated in the care section above.

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