



# Northover House Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY307860
<b>Inspection date</b>	26 June 2006
<b>Inspector</b>	Mary Daniel
<b>Setting Address</b>	3 Northover House, Northover, Ilchester, Yeovil, Somerset, BA22 8NG
<b>Telephone number</b>	01935 840244
<b>E-mail</b>	
<b>Registered person</b>	Elizabeth Emma Wilmore
<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?

Northover House Day Nursery has been registered since August 2005. This privately owned nursery operates from the owner's home, situated in Ilchester, near to the town of Yeovil. Children have use of two main play rooms, a dining room and associated facilities, and a separate sleep room is available for babies and toddlers. There is an enclosed outdoor play area available at the side of the premises. The nursery is open from Monday to Friday, 08:00 until 18:00, all year round, except for

one week at Christmas.

The setting is registered to care for a maximum of 20 children aged under five years, at any one time and there are currently 21 enrolled, two of whom are in receipt of funding for nursery education. The group supports children who have special educational needs. A staff of seven support the provision, four of whom are qualified to NVQ level three. The group receives the support of the Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's awareness of healthy eating is very well promoted. For breakfast, they eagerly choose from a range of cereals and toast. All children happily tuck into their lunch, such as turkey lasagne or ham, broccoli and cauliflower cheese. At snack time they readily eat apple, pear, raisins and rice cake. As a result, they are provided with a well balanced menu of nourishing foods. Children have regular drinks provided of juice or milk. Babies' bottles are clearly labelled and stored in the fridge. Babies are cuddled while fed, which helps them settle down quietly for their rest. Children's particular dietary needs are recorded and alternative healthy meals provided where required.

Children are very well encouraged in taking care of their own hygiene needs. For example, they have a visit from the dentist who tells them how to keep their teeth healthy and strong. They make a lovely fruit salad and talk about the foods which they know are good for them. They know to wash their hands before going to eat, and change into their slippers before going into the play rooms. This helps them understand how to keep themselves healthy and prevent germs spreading. The children's bathroom is kept clean and nappies are disposed of hygienically. However, not all staff consistently wear disposable gloves to change nappies, which leaves some risk of cross contamination.

Older children have fun using up their energy as they run and jump outside. They confidently pedal their bikes and throw and catch bean bags. This helps them develop their large muscle and co-ordination skills well. Younger children climb and crawl in their playroom. They watch and smile as the older ones run and chase the bubbles blowing in the air outside. Babies' sleep patterns are respected. For example, a baby is given his 'cuddly', which he holds as he is rocked gently to sleep. Older children rest after lunch in a quiet room. As a result, children have regular opportunities to exercise and relax and are supported well in healthy living.

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

The provision is good.

Children are cared for in bright, inviting play rooms. They have sufficient space to move around safely and can easily access a wide range of exciting and attractive

toys and resources. Furniture and equipment is of good quality and supports children's needs. For example, babies sit securely in clean highchairs and stretch out in comfortable wooden cots. Older children sit together on sturdy, low wooden benches for their circle time. Toddlers cuddle into the soft, brightly coloured bean bags and cushions. All children use colourful, child sized cups, plates and cutlery for mealtimes. This helps them feel comfortable in the setting and contributes to developing their independence and social skills.

Children join in with a road safety activity and meet the lollipop lady. They learn that red means 'stop' and green means 'go'. They know they need to walk nicely into the dining room and not run. As a result, they begin to understand how to keep themselves safe within everyday routines. Children's safety in the nursery is supported well. For example, a security pad system is fitted at the entrance and clear emergency evacuation procedures have been formed. A detailed risk assessment form is in place, but has not been completed on the change in rooms for the younger children.

Children's well being is monitored effectively through use of some documentation, such as the 'oopsies and ouches' book, which records bumps and bruises. Staff have completed child protection training and there are clear procedures formed to support the management of any concern arising.

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

The provision is good.

Children settle easily and are comfortable within the nursery. Staff are caring and friendly, talking with children at their level. Children are confident enough to seek reassurance and have good interaction with staff. For example, there is close contact with babies as they are cuddled whilst being bottle fed and talked to when having nappies changed. This helps them feel safe and at ease within the setting. Babies and toddlers contentedly explore an exciting range of activity toys. For example, a baby shows curiosity and spends time lifting the flaps on a soft activity doll. Toddlers jump up and down in excitement to music and laugh as the 'marble' rolls down the large marble run. Older children listen to their visitor from the navy and readily sing a favourite boat song together. Children are cared for well and staff give good support overall. Staff have completed training on the Birth to three matters framework, and are starting to use this system to make some observations of the younger children's development. However, this has not yet been sufficiently implemented to use for planning a range of suitable activities. Younger babies and toddlers enjoy playing with the toys available and are cared for well, but at times there is little variety in the activities provided for this age group and they play with similar toys all day. As a result, not all areas of their early development are fully supported.

### **Nursery Education**

Teaching and learning is good. Children enter the nursery happily and enjoy their play. They are busy and engaged throughout the session. They willingly join in with adult led activities and are supported very well in initiating their own games through the good organisation and storage of a variety of age appropriate toys and resources.

A broad range of motivating, themed play activities are planned, which incorporate the six areas of learning. For example, the dentist visits and talks to the children about keeping their teeth healthy. Following this visit, children make toothbrush pictures, they read a story together about going to the dentist and act this out in their role play. They cut out pictures of teeth to make a 'smiley' poster. This helps children in their creative, fine motor and co-ordination skills, increases their health awareness and their language, literacy and social development. Staff make very good use of open ended questions to help children think for themselves. For example, when talking with them about foods that are good and bad for them. They talk with children at their level and give a calm and positive approach to learning through play. As a result, children are confident to explore, ask their own questions and show a natural interest in their play. Children's self-esteem is well promoted. On arrival they see their name on their coat hook, and they find their name card for self-registration. Staff praise them and help them to feel welcomed. They mix happily with their peers and spontaneously join in singing and dancing to a favourite song, such as 'Here we go round the mulberry bush'. They behave well and know the daily routines, such as changing into their wellingtons for outdoor play. They use knives and forks confidently at meal times. This supports them in developing their independence skills, but they are not always challenged further to build on these abilities, for example, by pouring their own drinks or buttering their own toast.

Children listen well to a favourite story. They look at books with interest and some can follow the words and pictures across a simple story. Some children recognise familiar words, for example, on the clearly labelled containers, in which toys are stored. Children are confident in mark making. They trace over letters with good control and some can form very clear and recognisable letters, for example, of their own name. They help to make signs for their café and write a menu. However, creative materials, such as pencils and crayons are not readily available to support or give challenge to children to start writing independently, for example, in their own initiated games. They learn about their community as they meet people who help them, such as the firemen, police and lollipop lady. They talk excitedly about sitting in the 'nee nor' car, and recognise their names as staff clap out the sounds. They enjoy rhyming stories and activities. This helps children in noticing differences between sounds and they begin to link letters with them.

Children enjoy counting and do so often. At snack time staff encourage them to count how many cups they need, how many children are present and to take 'one' piece of apple at a time. They start to represent numbers by using their fingers, and use numbers spontaneously in their play. They help to count in a story, but this knowledge is not always reinforced by use of the written number. They sing 'Five currant buns in a baker's shop' and count how many are left, and count on one more flower in a picture on an activity sheet. This helps them to start developing an understanding of early calculations, but more able children are not fully challenged to begin independently solving some simple practical problems within their everyday routines. Children talk about what is big and little. They play with the pots in the sand and discover what is full and empty. They find a space to sit for their group circle time and say how heavy the small bench is as they help to move it out of the way. As a result, children begin to develop awareness of size, shape and measure.

Some planned topics encourage children's awareness of their world, such as 'Winter',

when they talk about the Eskimos and how cold it is where they live. They look at the changing colours in autumn. Children talk about rainbows and how these are formed. They make a hand painting rainbow for the nursery and see all the lovely colours. They take part in activities related to a mini beast topic and look at the 'Hungry Caterpillar' book. They know that the caterpillar turns into a 'beautiful butterfly'. This promotes children's understanding of their natural environment. Children have great fun playing their action games and songs. They laugh as they try to waddle like a penguin or jump like a kangaroo. They move to music in different ways. These activities contribute to helping children learn to control their body movements and they move around the play areas confidently. They participate in many exciting activities planned to develop their fine motor skills. For example, in making collage displays or when making patterns with a peg board. They carefully use gardening tools to dig a hole for their plants. This supports them in developing their co-ordination skills well. Children have fun in their creative activities and use their imagination with the small world toys, such as the airport or farm set. They make wind chimes and hear sounds which are low and high. They join in role play activities such as in their 'café, dentist or shop', and enthusiastically sing their favourite songs. This helps children use their creativity and they respond to different experiences with expression. For example, beaming with pride when they put on a special hat their visitor from the navy has brought to show them.

Staff observe children's progress and support their development overall, through further meaningful activities. A new assessment system is being introduced, which will enable staff to clearly record children's progress across the stepping stones of the Foundation Stage curriculum. However, there is currently little recorded on their achievements, which impacts on the challenge provided for children in some areas of their learning and within general daily routines.

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

The provision is good.

Children are valued and welcomed. Time is given to talk with parents and find out their child's likes and dislikes. Babies' home sleep and feeding routines are clearly recorded and mirrored as closely as possible. Regular liaison is maintained with parents through use of a daily diary for the younger children. Staff get to know children's needs very well and recognise when they are tired or thirsty. Parents are able to pop in and see their child at any time. This contributes to children settling happily and gives reassurance to parents. There are clear procedures in place for managing children's particular learning difficulties and a named co-ordinator has attended relevant training. All children are shown respect and encouraged to join in with all activities. Children play with toys reflecting other cultures, such as dolls, small world people and dressing up clothes. They celebrate events around the world, such as Chinese New Year and make kites for a Japanese festival. This helps them start to learn about some other ways of living. Positive images from around the world are reflected within the play areas, but overall these are limited.

Children behave well. Most use good manners naturally at meal times and understand that it is not nice to shout as it might upset the 'little ones'. They are

effectively encouraged in playing well together. Staff give a positive approach and talk calmly, giving clear explanations to children. This helps them know what is expected of them and they begin to develop their own sense of right and wrong.

Partnership with parents is good. Parents are given regular newsletters to keep them updated on events. Their involvement is encouraged, for example, in providing photos of their children for a themed activity on 'Ourselves'. On registration, parents are given a comprehensive welcome pack, which contains nursery policies and procedures. However, overall there is limited information provided on the nursery education and daily activities are not always displayed. As a result, parents are not fully supported in sharing in all aspects of their child's learning. Children's spiritual, moral, cultural and social development is fostered. Children celebrate each other's birthdays and some festivals from around the world. They learn about Jesus as they act out a nativity play at Christmas. They are encouraged to help and they sing their sharing song. This helps children to learn to be kind and accept the needs of others.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides. Children are cared for and play in a well organised environment. Clear daily routines are established and sessions run smoothly. Staff make very good use of songs to help children identify different parts of the day. For example, they sing their favourite train song as they walk into the dining room for their meals. This helps them to feel secure and know what will happen next. Children's welfare is promoted through the clear staff recruitment procedures in place, which ensure they are cared for by suitable staff. High adult to child ratios are maintained, which means children are well supported. Required records are in good order and accessible for daily use. They are used with regard to confidentiality and stored securely. Management staff are aware of registration requirements. However, some changes in use of rooms have not been notified to Ofsted.

Leadership and management is good. Staff are committed and work well as a team, creating a friendly atmosphere. Clear induction and appraisal systems are in place for staff, which helps to identify their particular strengths and weaknesses. This helps to monitor their professional development and they are encouraged in ongoing training opportunities. Staff regularly discuss the activities provided to review and improve what is offered. This helps towards the planning of a range of purposeful activities. However, the system for monitoring how well activities support the children's learning is not fully implemented and this impacts on some areas of children's learning.

## **Improvements since the last inspection**

Recommendations made since the last inspection, relate to health and safety, record keeping and sharing of records with parents, and the assessment of the younger children's development. The nursery have started to address these issues and staff all now wear slippers or indoor shoes inside and no outdoor shoes are worn in the babies' room. This helps prevent the risk of cross contamination. Some prevention

has been put in place across the gap near to the side wall in the garden and children are discouraged from playing in this area. However, this does not fully prevent their access and this recommendation has still to be fully addressed. The complaints policy has been updated in line with recent legislation and made available to all parents. This encourages good working relationships with parents, who share a positive approach to talking with all staff members. An observation system linked to the Birth to three matters framework is being introduced and all staff have completed training on this system. However, this has not yet been fully implemented. Parents are kept well informed of relevant systems for recording information on aspects of children's health. Accidents and incidents are now clearly recorded, and an 'oopsies and ouches' book is used for detailing any existing injuries. Parents are informed of these systems on registration and written information is provided within their welcome pack. This helps to ensure all aspects of children's well being is supported.

At the last inspection of the funded nursery education, recommendations were made relating to children's use of ICT resources and the assessment of their development. Children have use of a variety of toys and resources, which support their understanding of simple technology. For example, they play with remote control and battery operated toys, calculators, cash registers and help a member of staff to develop a photo from a digital camera. As a result, they begin to learn how things work, but this is not always fully promoted through planned activities to help children explore why things happen. The nursery manager is clear on how to record children's development effectively and a printed format for assessment using the stepping stones from the Foundation Stage curriculum has recently been obtained, although is yet to be established.

### **Complaints since the last inspection**

There has been one complaint made to Ofsted since the last inspection. Concerns were raised on 24 February 2006 in relation to the following: National Standard 1 (Suitable person), National Standard 3 (Behaviour): National Standard 6 (Safety): National Standard 7 (Health): National Standard 11 (Behaviour): National Standard 12 (Working in partnership with parents and carers):

An unannounced visit was carried out on 2 March 2006, and from this visit and the providers reply it was identified that the National Standards continue to be met and that the registered person continues to be suitable for registration.

The provider is required to keep a record of any complaints made by parents, which they can see on request. The complaints record may contain some 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):

- complete a risk assessment on the change in room for babies and toddlers, to ensure their health and safety is fully supported, with particular regard to the kitchen and changing areas
- continue to develop and extend the range of activities provided for the younger children, to consistently give them more variety in their play
- continue to establish a suitable assessment system, such as the Birth to three matters framework, to monitor the development of all the younger children, and use this information to plan suitable activities to support their development and provide variety in their play

### 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):

- continue to develop the observation and assessment system linked to the Foundation Stage curriculum, and use this information to build on children's existing skills and abilities and ensure they are sufficiently challenged in all areas of their learning
- extend the information available for parents on the nursery education and activities provided.

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)