



Helen Howes Private Day Nursery

Inspection report for early years provision

Unique Reference Number	311270
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Inspector	Ann Webb
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Registered person	Helen Elizabeth Howes
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Helen Howes Private Day Nursery has been established since 1989. The nursery is located in the lower ground floor at the rear of the Co-op building on the main shopping street of Birkenshaw village. The nursery operates Monday to Friday all year round and up to 78 children attend on a full or part-time basis. The nursery is open from 8.00 until 18:00 and there are currently 88 children on roll.

The nursery serves the local and surrounding areas. The proprietor is responsible for

the management of the setting and an officer in charge is accountable for the day to day organisation. There are 14 members staff, all hold an appropriate early years childcare qualification.

There are five playrooms with separate external office, an internal office, kitchen, staff room and enclosed outdoor play area.

They are currently 14 children in receipt of nursery education funding. The nursery supports children with learning difficulties and disabilities.

The setting receives support from the local authority. The nursery is a member of the National Day Nurseries Association and is accredited with the Kirklees Early Quality Assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children's health and well-being is successfully promoted by the nursery. The children have good opportunities to play outdoors in the fresh air developing their physical skills effectively through riding tricycles, climbing on large equipment, running and joining in games with the staff. They also take walks in the local community visiting nearby small holdings and parks. Indoors there is ample space for the children to move around in comfort, stretching out on the floor to use construction, cars and garage. Babies and children practicing their walking skills are well supported by staff and provided with appropriate equipment to help them kick, roll and pull themselves up in a safe environment.

The children enjoy a healthy choice of meals and snacks, for example, home-made shepherds pie and fresh vegetables. All meals for children are cooked daily on the premises and weekly menus are prepared and displayed for parents to see. Children's individual dietary needs are identified by parents and there is a vegetarian option available each meal. Drinking water is available for the children at all times. The older children are provided with a water dispenser and younger children have individual, named bottles of water.

During hot weather, when playing outdoors, the children wear sun cream, which is applied at regular intervals and some children wear a sun hat. Despite reminders from the staff, not all the children bring hats from home which leaves them unprotected from the effects of the sun. Information and activities to raise awareness regarding sun protection are planned and parents are strongly encouraged to supply their child with protective head wear.

Consistently implemented hand washing routines ensure that the children develop a good understanding of the importance of personal hygiene. They wash their hands after visiting the toilet and before they eat. They use soap and can choose to dry their hands with hand dryers or a paper towel. The children are fully aware of good hygiene practice and spontaneously go to the sink to wash their hands after nappy

changing and toileting. The staff further promote good hygiene and are positive role models for the children. For example, they wear protective gloves when serving food and wash down tables before the children have a meal or snack.

The children's health is further promoted through a clear sickness policy and where appropriate, children with an infectious illness will be expected to remain at home. Clear procedures and records are in place, for example, all medication administered to children is recorded and completed with a parental signature. All the staff are required to complete a first aid training course and to up date this as needed.

The children are able to rest and to sleep using suitable equipment, such as cots, sleep mats and soft furnishings. They are provided with individual bedding which is laundered after each use.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The children's safety is appropriately maintained in most areas of the nursery, however, laundry equipment is accessible in the children's toilet area and poses a hazard. The nursery is secure with the additional benefit of having a security camera fitted. The outdoor play area is fully enclosed and large climbing equipment is in good condition, fixed securely and surfaces are protected with bark chippings.

The children access safe and suitable toys and equipment which are checked by the staff to ensure that they are suitable for the children's use. Resources are stored at children's height to ensure that they are able to access them safely and make their own choices.

The children enjoy a spacious environment which is clean and well-maintained. The staff supervise the children appropriately and explain safe practices to them. For example, when a younger child climbs onto a table the staff lifts him down and gently explains that he could hurt himself. When older children are riding tricycles the staff remind them to be careful.

The staff have a secure knowledge of child protection issues which contributes to the children's safety and welfare. The child protection coordinator ensures that procedures are up to date and that the staff understand their responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled as the staff are welcoming and give them lots of attention. They benefit from the good relationships with their key workers which increases their well-being and sense of trust. Children play happily together and learn to take turns through group activities, which also helps to develop their communication and social skills.

Staff are using the Birth to three matters framework when planning activities and

tracking younger children's development. Children relate and play well with their peers and are happy and settled. The staff balance their time successfully to allow children to play and learn whilst receiving support and encouragement. The staff are interested in the children and value what they say and do. They consistently talk and listen to them, ask them questions to make them think, respond enthusiastically and give meaningful praise and encouragement.

Children quickly become absorbed in their play, making their own choices from a good range of toys and activities, such as role play, books, construction, painting and water play. They enjoy participating in a themed activity about where the children have been on holiday and talk together as a group looking at children's holiday photographs.

Nursery Education.

The quality of teaching and learning is satisfactory. However, teaching methods do not always utilise opportunities for the children to spontaneously learn through everyday activities. For example, at lunch time the staff miss the chance to involve children in counting out familiar objects, such as cups, spoons and chairs. Staff show a sufficient knowledge of the Foundation Stage and provide a good range of activities and experiences to cover most areas of children's learning. Planning is flexible, clear and covers most areas of learning in the curriculum. Assessment records for each child show the children's approach to learning and their achievements, but do not show how children are progressing through the stepping stones. This means that the staff are not able to plan effectively for the next steps in children's learning.

All children separate from their carers with confidence and seek out the staff to share experiences. Some children talk freely about their home and community. The children are well behaved, they use manners, share and cooperate at tidy up time. They can maintain attention, concentrate and sit quietly when appropriate.

The children enjoy books, they are able to listen carefully and respond enthusiastically to stories and songs. They are familiar with many stories and older children can recall the theme of a book, for example, they recite extracts from the 'Three Billy Goats Gruff'. Some children are beginning to recognise letters of their own names on name cards, however, there are limited opportunities for children to mark make for a purpose, for instance, making lists. Most are confident to use one handed tools and equipment, such as scissors, and glue spreaders.

The children are developing confidence and control of their bodies during physical activities. They are confident to ride tricycles, to climb steps, slide and to jump from equipment. They are able to negotiate space well and appreciate the space of other children. They move around indoors safely and with good coordination, moving chairs to sit down and to give themselves space to play.

Their creativity is developing well and all children enjoy participating in art and craft activities. The children use a wide range of materials and techniques, such as printing, splash painting, collage and free painting. Most children know a range of songs and can sing from memory and join in with the actions.

Children show curiosity, observe and manipulate objects, construct and design with a purpose. The children show an interest in the world in which they live, they remember and talk about significant events which have happened to them, for example, going on holiday and birthday parties. They are beginning to know about their own cultures and those of others, for example, celebrating Chinese New Year and the Easter festival.

Children are becoming familiar with number, shape and size. They use positional language well and place the troll underneath the bridge and the goats on top of the bridge. They are able to count up to ten and older children can recognise some numerals up to four. A child takes a tricycle to a marked bay and says it is parked in number three.

Helping children make a positive contribution

The provision is satisfactory.

The children are involved in a meaningful range of activities which effectively promote their understanding of the diversity of the world in which they live. For example, they are familiar with Chinese New Year and the Easter festivals. They access an appropriate range of resources which positively reflect race, gender and disability through books, dressing up, small world figures and jigsaws. They learn effectively about their local community by frequently visiting the local park, shops and school. Their awareness of the wider world is raised through activities such as the sponsorship of a water pump in a village in the eastern highlands of Zimbabwe and the receipt of an annual letter from the children of the village. Children's spiritual, moral, social and cultural development is fostered appropriately.

The children are well behaved. They respond well to the staff who use words of approval and praise to promote positive behaviour. They are learning effectively to help each other through everyday activities, such as clearing away their toys. The children are relaxed, happy and confident to make their own choices. However, at lunch time the children are not fully independent as the staff pour out their drinks for them. During water play activities the children undress to their underwear and wear a protective apron. This limits their spontaneity as they are not able to easily return to the activity as they often require adult assistance to dress and undress.

The children's individual needs are well understood by the staff. They have established professional relationships with parents to ensure that they receive, share and maintain all information needed to meet children's individual needs. They work closely with parents to ensure that they are fully involved in all aspects of their children's care, for example, obtaining parental signatures for outings and administering medication.

Partnership with parents is good. The staff ensure that parents receive clear information regarding all aspects of the nursery provision. For example, through newsletters, posters, policies, procedures, written and informal daily exchanges of information. Development profiles are easily accessible for parents to view, however, there is insufficient information regarding older children's progress.

Children with learning difficulties and disabilities are fully integrated into the nursery. The special needs coordinator fully supports children, parents and staff, attends planning meetings, works closely with other professionals and organises and attends training, for example, Makaton signing.

Organisation

The organisation is good.

The environment is organised effectively. The staff work well as a team, they know and fully understand their roles and responsibilities and provide children with a broad range of experiences. The children benefit from a high level of qualified and well deployed staff. They consistently interact with the children and offer effective support and encouragement, which helps them feel secure and confident. All the required documentation, such as emergency contact and registration details are in place, are easily accessible and stored securely to maintain confidentiality effectively.

There is a good management structure in place to ensure that the staff are supported at all levels through induction, appraisals, staff meetings and training opportunities. The management team have a good understanding of the National Standards, the supporting criteria and legislative changes.

Leadership and management of nursery education is satisfactory. However, the methods used for monitoring and evaluating the educational program do not identify the weaknesses in communication, language and literacy, and in teaching. All the staff are involved in the curriculum planning and development records are regularly updated by the child's key worker. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the nursery were asked to develop a range of resources which promote positive images of race, gender and disability. The children now experience activities and play opportunities which promote their understanding of the diversity of the world in which they live through role play, small world figures, dressing up clothes and books.

The nursery was also asked to ensure that medication records are completed with full details, the nursery have a medication record which has consistently detailed information and signatures. This ensures that children's welfare and safety is further promoted.

Additionally they were asked to develop practices during the lunch time period to enable the children and the staff to socialise. At lunch time the staff now sit for some of the time with the children, sharing news and experiences. This further develops the children's social and communication skills.

Complaints since the last inspection

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. There have been no complaints since the last inspection.

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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):

- increase opportunities for the children to develop their independence skills with regard to meal times and accessing water play
- ensure that laundry equipment is inaccessible to children.

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):

- increase opportunities for the children to mark make for a purpose
- ensure that children's development records clearly identify the progress that children make towards the early learning goals
- develop teaching methods to increase spontaneous mathematical experiences for children.

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