



Cavendish Lodge Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY313335
Inspection date	03 July 2006
Inspector	Stephanie Joy Bennett
Setting Address	Cavendish Lodge, Back Cavendish Street, Keighley, West Yorkshire, BD21 3EL
Telephone number	
E-mail	
Registered person	1st Safari Day Nurseries 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 inadequate - notice of action to improve. The registered person does not meet 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?

Cavendish Lodge Private Day Nursery is run by 1st Safari Day Nurseries Limited. It opened in January 2006 and operates from four rooms in a converted building. It is located in the town of Keighley, West Yorkshire. A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round. All children share access to an enclosed play area.

There are currently 69 children aged from three months to five years on roll. Of these 19 receive funding for nursery education.

The nursery employs 11 members of staff. Of these, eight hold appropriate early years qualifications and three are working towards a qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children develop an appropriate awareness of personal hygiene skills through daily routines, such as hand washing. Older children understand that applying sun cream and hats, keep their bodies healthy and safe in the sun when playing outdoors. However, their health is compromised when they have easy access to water trays and plastic kitchen equipment containing dirty water in the outdoor area, which staff fail to clear away or replace with fresh water.

The risk of the spread of illness between children is minimised, because sickness policies and procedures are shared effectively with parents both verbally and through displayed notices. Medication records are appropriately maintained to ensure that the children's daily health care is managed.

Children enjoy a good range of nutritious meals, fruit and drinks which meet their dietary needs, because staff have a sound awareness of each child's needs, through written documentation which is displayed in the rooms. They access drinks at regular intervals, but older children are not encouraged to independently access their own drinks, to develop an awareness of their own needs and well-being. The hygiene practice for children under three years is not as effectively promoted, as they sit on the floor to eat fruit snacks, which they put on the floor.

Children develop a good understanding of using their bodies in a variety of ways and how they change when they exercise. For example, after running around outdoors, staff talk about feeling hot and out of breath. They access a variety of equipment which develops their physical skills, such as jumping on the trampet and throwing and catching balls. Children have sufficient opportunities to climb and balance, as they occasionally use balancing equipment and a small climbing frame. However, there is little available to further challenge older children's large physical skills. They develop a good awareness of space indoors as they hold hands for circle time and make room for each other. Younger children's physical skills are sufficiently promoted as they climb on small frames, ride on trikes and practice ball skills, which develops their coordination. Children age two to three, paint and use large construction materials to build and develop fine physical skills. Babies climb up against furniture to help further their development and play games, such as ring-a-roses.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

The physical environment is in reasonable repair and is generally welcoming, with displays of children's work and their own named coat pegs, which increase their sense of belonging. However, some areas, such as walls and woodwork, appear neglected with paint chipping off, decreasing the sense of quality and value for children and parents. The systems for identifying and assessing risk to children, both indoors and out is not sufficient to keep them safe. For example, the main bathroom has a loose cubicle wall which has not been properly fixed, posing a danger to children.

Older children access equipment and furniture which is cracked and can catch fingers, so their daily safety is not properly managed. Some resources, such as my little pony toys and dolls dressing up clothes, are in poor condition and are not presented attractively for children, so they are not played with.

Accident records are appropriately maintained to manage the welfare of the children. Staff ensure that registers are kept up to date and have a very good awareness of procedures, such as fire evacuation, to keep children safe in the event of emergency. Children are kept secure because records of visitors and staff are appropriately maintained. An intercom security locking system prevents unwanted visitors from entering the building.

Children are protected from harm because staff have a sound knowledge of the child protection procedures, which are shared with parents. All staff hold up to date first aid qualifications, so that children are treated appropriately in an emergency.

Helping children achieve well and enjoy what they do

The provision is inadequate.

Children arrive settled and pleased to see adults because they are friendly, welcoming and develop good relationships with them. The babies individual routines are followed closely with regards to eating and sleeping. However, the requirement to maintain ratios with regards to qualifications and managing children, means that they are cared for by different adults during the staff break times and early mornings. This does not promote a secure environment for children. The needs of children aged two to five with regards to comfort and going to sleep, are not met because there are not enough staff caring for them after lunch.

Staff caring for young babies talk to them and help them to develop a sense of being together, as they acknowledge each other, repeat names and sing in small groups. Very young children access a small range of activities on the floor which are suitable for their needs. Staff manage to provide short bursts of activities, such as water play on the floor, which helps them explore and enjoy being together. However, most resources are stored on high shelves, so children cannot explore different materials and books independently. Staff use a planning sheet based on Birth to three matters framework, but do not plan their time and day effectively to be able to implement and organise this, so few of these activities actually happen.

Staff working with children age two to three years demonstrate confusion as to whether they plan activities using the Birth to three matters framework. Activities for this age group are basic and do not promote their independence, creativity or imagination. Children play with a limited range of resources set out on tables, such as interlocking bricks and crayoning, which appear frequently. They are occasionally provided with planned messy activities, such as cornflour and cooked pasta to help them explore. However, few resources are placed at low-level to encourage children to make independent choices and explore a variety of textural experiences. Books are not easily available throughout the provision for children under three years. Instead, they are used as a table activity or a stop-gap when staff are preparing for lunch, rather than allowing them to choose a book and sit on a key person's knee. Children do creative activities which are lead by adults, for example, gluing collage spades out of pre-cut shapes, which limits children's abilities to develop their own ideas. All children have limited opportunities to be imaginative. Role play equipment is kept out of reach for most of the time and is not attractively presented.

Children's progress is recorded on development profiles which have recently been introduced. They show that they obtain information about each child and contain photographs and examples of children's work, to share with parents. However, there is currently little written about most children as the system is still relatively new.

Nursery education.

The quality of teaching and learning is satisfactory. Children enter confidently and relate well to each other as they initiate their own conversations with adults and each other. They ask many questions both in groups and individually, which increases their confidence and challenges their learning. They are becoming increasingly independent, for example, as they are encouraged to share out cups at snack time and set the lunch tables. However, they are less able to independently select resources, such as creative materials, to enable them to design, build, join and assemble.

Children access a selection of activities which generally promote most areas of learning within the Foundation Stage. They practice appropriate physical skills using space hoppers, bikes and trampets. They have a good awareness of the importance of being healthy and how their bodies change when they exercise, through daily routines, such as hand washing. During the winter, they learn how running around, jumping and dancing can keep you warm. However, their large physical skills are not extended because the equipment available is not appropriate for older children. Planning for outdoor play lacks focus, so they tend to run around and come into conflict over a limited range of bikes and prams.

Children progress well in mathematical development, because the staff consistently use opportunities for them to count and develop good early calculation skills. For example, when they set the table for meals and during circle time. They enjoy using water play to measure weights, size and talk about full, half full and empty, as they work about how much water fits in each cylinder. Different coloured water play helps them to understand what happens when you mix colours together. They are very good at recognising their names and familiar letters through the wealth of print around the room. They enjoy listening to stories and sing favourite songs. However,

they rarely select books independently or make attempts to write for a purpose, because staff do not present the book area attractively or actively promote role play within the setting. They develop confidence in using information and technology equipment, such as computers. Staff offer good support to encourage them to develop good mouse control and navigate the computer. They develop a very good sense of place and time because there are many opportunities for them to share their family experiences, through circle time and planned activities, such as caring for babies. However, activities which encourage them to explore, investigate and observe the world around them are not well planned, so opportunities are missed. For example, children have caught snails, but these are kept out of their reach so they cannot freely observe or care for them as part of their nursery environment. Children experiment with sound and music as they access a small range of musical instruments. However, not enough activities or resources are available to encourage the use of their imagination both indoors and out. They explore texture and shape using play dough, but few resources are easily accessible, to encourage children to freely select materials, such as paint, glue and scissors to help them be more creative.

Children make satisfactory progress towards the early learning goals, as they are regularly assessed and their progress is tracked using the stepping stones. Staff demonstrate through discussion a good awareness of the individual abilities of children, but it is not indicated clearly enough how staff plan for their individual needs. Planning shows what staff intend children to achieve, but there are gaps in some areas of learning, such as physical development and creative development, which impacts on the children's progress in these areas.

Helping children make a positive contribution

The provision is satisfactory.

Children develop an awareness of our diverse and multi-cultural society as they play with books, some dressing up clothes and look at cultures other than their own, such as Chinese new year and making samosas. However, some of these resources are not readily available and some books are in poor repair.

Children behave generally well throughout the nursery. All relate well to staff and each other. A family atmosphere is promoted which is particularly strengthened through circle times. They are encouraged to be polite, share and take turns, although those age two to three years grow disinterested during periods where they are not as well occupied. For example, when staff are tidying up after lunch. Older children make a positive contribution to the environment, as they help with daily tasks, such as setting tables and sharing out cups. They are confident when talking in groups and express their needs and feelings well, seeking staff support. For example, when they need the toilet or want help with a piece of clothing. They love to sing, dance and play music, which further develops their confidence. Overall their spiritual, moral, social and cultural development is fostered.

Younger children develop a good sense of belonging and contribute to daily routines. For example, when they help with drying up cups after snack. They develop a

growing sense of me myself and I and being together, as staff use mirrors and point to each other, to help them discover who they are.

Partnership with parents is satisfactory. Parents receive adequate information about the setting and the service provided, through notice boards and newsletters. Children are secure because of the close friendly relations developed. Parents of young children receive written information about their child's day. Staff hold detailed information about each child so that their daily routines are followed. This develops a shared approach to the children's care. All parents have access to the children's development files and parents evenings are arranged, to discuss their child's progress in more detail. Older children are occasionally encouraged to bring things from home and fill in home books, but there is not enough information shared about the Foundation Stage to enhance older children's continued learning.

Organisation

The organisation is inadequate.

The registered provider and manager ensures that all staff caring for children are suitable to do so. Staff are deployed appropriately, so that each room holds a qualified member of staff. However, insufficient contingency plans to cover staff leave and sickness, mean that during certain periods of the day, staff are thinly spread across the rooms and children are cared for by different key persons. This impacts on the children's play, learning and emotional well-being when they are put together in wider age-groups. Children who play in the room where babies' sleep have fewer opportunities in the afternoon to access varied activities, as they are playing around those who are still asleep on the floor. The organisation of routines for children aged from two to three years is poor and contains too many periods where they sit and wait, either for snack, or for activities to be prepared. This limits opportunities for children to explore for themselves and affects their behaviour, as they begin to lose interest.

Records relating to children are appropriately maintained and shared with parents, to promote their daily health and well-being. Induction procedures are adequately delivered to ensure that staff have a sound awareness of the daily procedures. However, systems to identify and minimise risk are not maintained, which results in safety issues not being properly addressed. Overall, the needs of the children who attend are not met.

Leadership and management for nursery education is satisfactory. The provision has recently been bought by new owners. They have ensured that the manager has adequate knowledge of the Foundation Stage. The manager knows her staff well and leads a motivated team, despite many recent changes in ownership. The manager is currently implementing new systems to ensure that staff keep up to date with training and development, including enlisting the support of the local authority. However, there are no formal systems in place for monitoring the provision of education and the settings strengths and weaknesses. As a result, some gaps in children's learning are unnoticed.

Improvements since the last inspection

Not applicable.

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 see on request. The complaints record may also contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- assess the risk to children, in relation to the toilets and the safety of equipment and take action to minimise these
- make suitable resources and equipment more accessible to children, so that they develop independence in selecting activities and explore and investigate their environment
- improve contingency plans and the staff ratios, so that staff deployment meets the needs of children during early mornings, lunchtime and late afternoon periods
- develop staff's knowledge and understanding of the Birth to three matters framework, so that appropriate activities are planned, which encourage children to explore, be creative and use their imagination.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

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):

- plan and provide more opportunities for children to develop their imagination and creativity, which includes ways to encourage children to design, join, build and assemble materials both indoors and out
- plan and provide activities which further extend and promote children's large physical skills, including those which help them to climb and balance
- further promote children's interest in developing early reading skills by making the book area attractive and provide opportunities for children to make attempts to write for a purpose
- further develop partnership with parents so that they receive clear information on the education provided
- develop formal systems to monitor and evaluate the settings strengths and weaknesses and how these will be addressed.

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