



Ashby Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY334781
Inspection date	06 December 2006
Inspector	Margaret Bryant
Setting Address	Ashby Clinic, Collum Lane, SCUNTHORPE, South Humberside, DN16 2SZ
Telephone number	01724 742520
E-mail	
Registered person	Pre-School Learning Alliance
Type of inspection	Childcare
Type of care	Full day care, Out of School care, Crèche

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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Ashby Neighbourhood Nursery is based in the Ashby clinic in Ashby, a suburb of Scunthorpe in Lincolnshire. The nursery was registered in June 2006 and includes an out of school club as well as a crèche, all which are contained on the nursery site in separate self-contained areas. The crèche supports parents who are attending classes within the centre. The nursery opens from 08.00 to 18.00 all year round except Bank holidays and is registered to care for a total of 66 children under eight years. There is currently a total of 49 children on roll, this number being mainly children at the nursery as the club and the crèche are not fully operational at this present time. The nursery support children with learning difficulties and disabilities. Children have immediate access to outdoor areas from their different rooms.

There is a manager with an appropriate childcare qualification and all the rest of the staff hold appropriate childcare qualifications as well. The nursery is owned by the Pre-School learning Alliance and they have built good links with the other facilities on-site as well as other professionals including portage workers.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in premises which are clean and where positive steps are taken to ensure they are protected from the risk of cross infection. For example, all toys and resources in use by children are clean and children are encouraged with hygiene practices including using tissues to wipe their noses. Children use these just the once and then take them to the bin to dispose of them without any prompting by staff. Staff wear gloves and aprons when changing nappies and this also helps the risk of cross contamination and keeps children safe. Children know they wash their hands after visiting the toilet and though not quite sure why it is important, they are beginning to know this. Older children independently go to the sinks to wash their hands after messy play activities, however, sometimes there is too much water spilled on the floor.

There are written policies in place for sickness and illness as well as emergency procedures in case of accident. Arrangements for sick children ensure staff act in their best interests when they become ill by making sure they are comfortable until parents arrive to take them home. All policies and procedures in relation to health are given to parents which ensures they know their children will be looked after appropriately. All accidents which happen on the premises are recorded and shared with parents. Staff are first aid trained and competent to deal with any emergency situations and those whose certificates expire are renewed. There are first aid boxes in place which are regularly checked which ensures sufficient equipment is in stock.

Children have nutritious, healthy meals and snacks which they enjoy together with staff. These are prepared in line with their individual dietary requirements with care taken with any allergies also. Children are helped with their manners as well as to use the appropriate cutlery. Independence is encouraged by staff of children in highchairs, who are given the opportunity to feed themselves with staff support. Babies are fed by staff who hold them which reassures them they are safe. All children have drinks readily available to them, either to which they help themselves or in the case of younger children, offered to them on a regular basis. Children have suitable cups, mugs and bottles according to their age. Staff sometimes put table cloths on the tables to make the table look homely. They do not always use these however, as difficult to secure in place.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The physical environment in which children are cared for is warm, comfortable and inviting for both parents and children alike. Babies and young children have their own base rooms with a separate, adjacent room where they enjoy rest and sleep in comfort, quiet and safety. Staff have a comfortable, rocking chair where they sit and nurse tired babies and reassure them they are safe which aids their peaceful sleep. There is adequate storage for children's belongings and toys and resources are all in a safe condition. All areas are checked by staff on a rota basis. Babies and toddlers have the freedom to crawl around and toddlers gain confidence as they begin to walk. However, some areas in here are not adequately maintained. There are risk assessments in place for many areas, however, not all possible risks have been properly identified

in the main play room also. Possible hazards include long cords on vertical blinds, build up of excess water in toilet area and the outdoor area where safety of the perimeter still has not been addressed. However, staff closely supervise children in their care.

Entry into the nursery wing is monitored by staff on the reception and entry into the nursery is through invitation only by staff. All visitors sign in the book available which ensures children's safety and collection procedures in place work well. These are shared with parents. The building has a fire alarm system in place and fire procedure notices are displayed around the nursery for staff and visitors information. However, staff and more importantly children have not taken part in a fire drill. This therefore may compromise their safety in an emergency situation as staff and children have not practised evacuation procedures. The nursery have a written procedure about child protection and staff show awareness of the procedure to follow if they have concerns about a child in their care. This ensures children are appropriately safeguarded which helps protect them from possible harm.

Helping children achieve well and enjoy what they do

The provision is good.

Staff carefully plan a broad timetable of activities for children which helps ensure they are stimulated and develops their learning in all areas. The planning covers all ages of children and is appropriate and adapted for individual stages of development. Staff know the children well and ensure they plan first-hand experiences which not only enable children to make choices but also to develop their knowledge, skills and understanding. This in turn helps children develop. Each specific planned activity is observed and evaluated in both general and individual terms. For example, evaluation in general terms helps staff know if their ideas work and how they may need to adapt them for future use. Evaluation in terms of individual children assesses how much children gain from the activities. This information helps staff know how to help children develop and progress even further.

Staff really involve children in group activities such as story telling which they really enjoy. They ask children questions to make them think and help develop their skills of immediate recall about the story they hear. They also help children remember information they know from nursery as well as from home. For example, children enjoy a story about animals and they in turn open the cages on the pages and reveal what animal is inside. When they see the animals staff ask children what it is and about the noises it makes. They also ask children if they have any pets at home. The story includes familiar repeated refrains which children enjoy as they say them with their friends in anticipation of what comes next. Children also enjoy singing familiar songs together in particular those they choose for themselves. They also enjoy birthday celebrations and sing Happy Birthday to their friends, watch as the candles on the cake are blown out and enjoy the cake for their snack.

Staff set a good example to children in how they should get along together and there is lots of laughter in place. Staff encourage all children to be creative and use their imaginations and junk models shown by children depict airports they make from the boxes and of which they are justly proud. The youngest of children enjoy the attention they receive from staff and the continuity of regular staff who are familiar to them. Staff plan time to hold babies and talk to them and from a very young age they help them enjoy painting, gluing and sticking. All children

learn through every day play about colours, numbers and shapes and staff communicate with them continually to keep them interested, well occupied and happy.

Helping children make a positive contribution

The provision is good.

Children are cared for by staff who help all of them feel valued and important which ensures they feel they belong. For example, all children happily arrive and easily settle in the nursery and begin to occupy themselves from the good range of resources available. Staff show kindness to children and ensure their individual needs are met in line with parental wishes. Staff care for children with learning difficulties and disabilities and work closely with parents in sharing information about their children's specific needs. Any adaptations are made to the provision if required and this includes activities for children and this helps ensure all children feel included. Staff listen to children with interest and allow them independence and freedom of expression which they very much enjoy. For example, staff provide the materials for craft play where children have free range from tubs of different coloured glitter which they shake onto their pictures. Staff do not intervene and allow children to complete their pictures in their own time and use as much glitter as they wish. This helps children develop a real sense of independence and belonging.

Children are helped to begin to understand that they need to play nicely together and to share. They are helped by staff to appreciate one another and feel good about themselves when they receive praise and encouragement in their play. Activities are provided which help children begin to understand about diversity and the world around them. For example, they take part in celebrations of religious and cultural festivals which include: Diwali which is a Hindu festival and Hanukah, a Jewish festival. However, resources which reflect diversity and disability are limited. The height of equipment in use is appropriate to the height of the children, for example, highchairs and small tables and chairs. All children enjoy mealtimes together with babies and toddlers sitting in their highchairs alongside older children. This practice ensures all children feel part of the nursery group and included. This practise also helps with smooth transition from one room to another as children get older. The written policies on equal opportunities, special needs and behaviour are all shared with parents who receive their own copies.

Nursery staff have built good relationships with parents and there is regular exchange of information with them through conversation and written information. On a daily basis parents of young babies receive written information about their nursery day and parents of all children receive information about their individual children's development. This exchange of information helps parents know their children are stimulated and well cared for during their time with the staff at the nursery.

Organisation

The organisation is satisfactory.

Children are cared for in self-contained premises and within areas according to age. These areas are well equipped with age-appropriate toys and resources which all children can freely access. This helps aid their skills of independence. They are cared for by a staff group who all hold

appropriate childcare qualifications and several staff have key roles with designated responsibilities for certain areas. These include health and safety, behaviour and special needs. This benefits children as these staff have the specialist knowledge which helps protect and safeguard children. Staff attend mandatory training in certain subject matter including first aid. They also attend training courses which help increase their knowledge and ultimately benefit children.

There are secure systems in place for the recruitment of staff and records for this are organised well. All new staff receive a full induction into the nursery's operation and employment is subject to satisfactory clearance from the Criminal Records Bureau. All records as required by regulation are available and of a satisfactory standard. However, from inspection of accidents, incidents and home accidents records, there is some confusion amongst staff as to where some of this information is recorded. There are policies and procedures which support the records and these generally work well in practice, however, the fire procedure has not yet been practised. The complaints procedure does not contain the correct contact details of Ofsted. This means that parents who wish to complain directly to Ofsted do not have the correct information to do so. All records are securely kept when not in use which respects confidentiality of information. This reassures parents information about them and their children is kept secure. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints, made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

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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):

- ensure a thorough risk assessment is carried out and includes all identified, possible hazards in the baby room, children's toilets and outdoor area

- ensure all staff and more particularly all children take part in regular fire drills
- develop resources to include positive images of diversity and disability
- organise systems for recording and ensure parents receive the correct address of Ofsted in case of complaint.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk