

Baytree Park Day Nursery

Inspection report for early years provision

Unique Reference Number	511126
Inspection date	22 March 2007
Inspector	Judith, Mary Horsfall
Setting Address	Joshua Lane, Middleton Junction, Middleton, Manchester, M24 2AZ
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Registered person	Gary Parkinson
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 satisfactory. 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?

Baytree Park Nursery is situated on the borders of Middleton and Chadderton, north Manchester, close to Mills Hill railway station. It opened in 1994 and operates from several rooms in a converted building. A maximum of 100 children may attend at any one time and this includes school age children who attend the after school and holiday club. The nursery is open each weekday from 07.30 to 18.00 for 52 weeks of the year, closing only for bank holidays. All children have access to secure enclosed outdoor play areas.

There are currently 101 children on roll. Of these, 38 children receive funding for early education. Children come from a wide catchment area, as most of their parents travel in to work in Manchester or Oldham. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 28 members of staff. Of these, 20 hold appropriate early years qualifications and five are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are learning the importance of a healthy lifestyle through discussion with the staff and carrying out regular hygiene practices, such as hand washing at relevant times during the day. Children describe how washing hands 'gets rid of germs, which can make you ill'. The children generally benefit because the staff clean the equipment and premises, but the general condition of much of the decoration and some furnishings is rather worn.

Babies have plenty of room to explore their environment and develop their crawling, standing and walking skills, however, there is limited domestic style furniture. Older children particularly like outdoor exercise each day and are developing their physical skills, such as cycling, balancing and climbing. Playing with hoops, manoeuvring wheeled toys around toy bollards and playing catch the ball improve their hand to eye coordination and control over their bodies.

Children have the opportunity to rest and sleep in accordance with their individual requirements. Children are adequately nourished, however, a high proportion of sugary food is on the menu. Individual dietary needs are discussed with parents and accommodated. Children can access drinking water at all times, contributing to their good health.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, mainly safe and secure environment because some safety precautions are in place, such as a fire drill system and accident records. Suitable levels of supervision are provided for young children when visiting the toilet and outdoor play areas. The cabin and grounds area for the out of school club presents some hazards and are not as welcoming as the main building. Other outdoor areas are not very stimulating to the children and offer limited opportunities for them to develop their skills and abilities.

Indoors, toddlers and older children are able to play and move around safely and confidently within the play areas due to effective organisation of furniture and resources. They learn to keep themselves safe through appropriate discussions with staff about dangers, such as fire, which links to a visit from the fire brigade as part of the theme 'People who help us'. Children use suitable, safe toys and equipment which meet British safety standards.

Children's protection from potential abuse is restricted because some staff are unclear about their roles and responsibilities in a child protection situation.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children's individual needs are generally fostered because the staff become familiar with the children's needs and preferences, for example, knowing children's food likes and dislikes. Children over two years of age acquire new knowledge and skills because staff use suitable planning and observation records to inform their activities. Babies and younger children do not have such detailed records in place and this restricts the planning of appropriate activities to ensure the children are progressing adequately.

Children enjoy using an appropriate range of craft materials which develop their creativity and sense of achievement, such as painting and playing with bowls of different textured items including dried lentils and rice. They enjoy being in control of their own play and making active choices. They play happily in their self-chosen activity and enjoy cooperative games, such as table top games.

Throughout the nursery children develop confidence and self-esteem because staff give them frequent praise and encouragement. Children are happy and secure as they are able to settle into the environment with their keyworker, at their own pace through a series of visits with parents.

Nursery Education.

The quality of teaching and learning is good. Children are making sound progress towards the early learning goals. Staff knowledge and understanding of the stepping stones leading towards the early learning goals is secure and children benefit from the staff's continued commitment to further training. However, insufficient resources restrict the children's opportunities to learn about information and communication technology. For example, although the children are very interested in computers, they do not have access to one in the nursery.

Children benefit from high quality interactions and appropriate use of questioning techniques to encourage them to talk and consider the consequences of their actions. Children's interest is effectively captured in some well planned learning experiences. For example, an organised visit from a fire engine provided much enjoyment and interest in colours, numbers and role play.

Planning is good, it is clear and links well to the stepping stones towards the early learning goals, based on themes and areas of learning. There are strong long, medium and short term plans covering a broad range of activities, linked to themes. Support from Early Years teachers and advisors from the local authority assists in effective observations and planning procedures, ensuring children's progress is monitored and improved. The activities are varied, accessible and motivating, with staff consciously adapting activities to meet the needs of all ages and abilities.

Accommodation and resources promote children's learning well, with good quality continuous areas of play. Children are happy and settled. They make firm relationships and are very confident when working and playing independently and in groups. Children's behaviour is good and they are becoming sensitive to the needs of other people, such as helping a child who fell off a chair, reassuring them and being kind.

Children's knowledge and enjoyment of language is developing well and is supported by good staff interaction. Children are encouraged to form, recognise and use familiar words, letters and text in practical everyday activities such as recognising their names on their coat pegs and spelling out their names. They are involved in regular planning meetings where they sit with pencils and notepads, discussing with staff their preferences for future play sessions and these views are respected and acted upon by the staff. For example, at one of these meetings the children said they wanted to build a big train, so the staff facilitated this activity by providing large cardboard boxes and the train was created in the outdoor area.

Children have a high level of understanding of counting and shape. They use appropriate language in their play, such as massive, heavier and less. They are developing an awareness of

number, pattern, basic addition and subtraction in everyday practical play activities such as counting the numbers of boys present and adding this to the number of girls present.

Children's physical skills are developing steadily. They move very confidently in safety and are gaining good control of their bodies. They enjoy regular dance classes and many use the outdoor climbing frame and tricycles within purposeful play. Children develop a broad awareness of time and place, reflecting in detail on their home lives, holidays and family members. Their awareness and knowledge of diversity and the wider environment is encouraged by French lessons and activities promoting different cultural festivals. Children use their imagination appropriately in role play with the resources available. They are becoming adept at using small tools, such as pens and scissors, but the lack of knives at the dining table is restricting their learning in this area. At present, snack and meal times are dominated by the adults. Limited child involvement in the dining experience restricts children's independence and sharing skills.

Helping children make a positive contribution

The provision is satisfactory.

Children feel a sense of belonging as they are warmly welcomed into the nursery and enjoy friendships with their peers. Positive interactions with staff, particularly at meal times, further develops children's feeling of being part of the nursery community, with visits to other rooms when preparing to move up to another group.

Children behave well and learn right from wrong because staff talk to them and give them explanations about their behaviour. Staff adequately ensure all children are fully involved in the life of the setting through changing or adapting play activities to accommodate all levels of ability. Children's welfare is adequately protected through staff knowing what to do in the event of identifying a child with learning disabilities.

Working in consultation with parents is promoted through the use of consent forms and a relevant settling in policy. Children's needs are met as parents are given information on a daily basis regarding progress and well-being. Although a complaints procedure and record is in place, parents are unaware of these documents and this could result in complaints regarding the children's care being dealt with inappropriately.

The children begin to be aware of their own needs and the needs of others through being encouraged to help each other, for example when one child fell off a tricycle, two other children went over to comfort them and asked them to join their game. They generally learn about the wider world through some play resources, activities reflecting diversity, for example, books, dolls, French lessons and celebrating Chinese new year. Children's social, moral, spiritual and cultural development is fostered because they are learning about the wider world.

Partnership with parents and carers is good. Parents are given a broad range of written information explaining the Foundation Stage and are invited to join in theme work. There are clear plans on the walls and regular records of children's progress are available at all times to parents. Staff ensure that parents are well informed of educational activities, for example, giving two months notice about a forthcoming 'ugly bug ball', so that parents have adequate opportunities to obtain suitable costumes and props for their children. Parents are very pleased with the educational progress that children make in the nursery saying 'they have come on in leaps and bounds'.

Organisation

The organisation is satisfactory.

Children are protected by satisfactory vetting procedures being in place. However, although a written staff induction procedure has been prepared, this has not been fully implemented, resulting in some of the staff being unfamiliar with important procedures and putting children at risk.

Adequate systems are in place to ensure appropriate staff to child ratios are met at all times, thus protecting children's safety and well-being. Effective deployment of staff contribute to children's enjoyment and achievement during their time at the nursery.

Most of the required documentation has been put in place although many policies and procedures have not been reviewed for four years. There are weak levels of organisation within the office systems which contribute to lowering the safety and efficiency of the provision.

Appropriate organisation of play areas and resources allow children to be independent and confident learners. Rooms within the nursery are well organised to clearly define different areas of activity. Children benefit from staff's commitment to broadening their knowledge and skills in childcare practices through further training, such as first aid courses.

The leadership and management of nursery education are satisfactory. The manager has an adequate understanding of the 'Curriculum guidance for the foundation stage'. She is committed to developing the education provision and has worked with local authority staff and external agencies to broaden her knowledge. The manager is aware of weaknesses and has some systems in place to monitor the teaching and learning.

Overall, the provision meets the needs of the range of the children for whom it provides

Improvements since the last inspection

At the previous inspection the registered person was asked to provide evidence of induction training. This has only been partially addressed and a further review of the induction procedure is needed as not all members of staff are aware of important nursery policies and procedures.

Organisation of records was previously raised and again, this has not been fully addressed requiring further work to ensure records are up to date, organised, accessible and shared with staff and parents.

There was a request to ensure that staff who are covering for absent colleagues in an acting up position have sufficient guidance to carry out their role. This has been undertaken with a mentoring system being established, ensuring that staff in such roles are aware of routines and children's needs.

The issue of availability of fresh fruit and drinking water has only been partially met with little evidence of healthy snacks, although water is now generally available. Food is now kept covered before being served improving hygiene for the children.

Improvements have been made in the education area, particularly as requested in expanding knowledge of mathematics in day to day activities and purposefully engaging children in play at all times.

Complaints since the last inspection

Since 1 April 2004 there has been one complaint made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

Ofsted received information regarding: staffing ratios, National Standard 2; safety, National Standard 6 and; health, National Standard 7. A childcare inspector visited the premises on 22 June 2005. Actions were agreed with the provider in relation to the National Standards 2, 7, 14. Ofsted was satisfied that by taking these steps the provider remained qualified for registration at the time the investigations were closed.

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.

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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 all staff are familiar with, and comply with current Safeguarding Children guidelines
- improve the operational plan, updating and re-organising all documentation, ensuring children's records and other relevant documentation is accessible to parents
- ensure all existing and new staff are fully briefed on nursery policies and procedures
- ensure the nursery, indoors and outdoors is safe and suitable for 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):

- improve the children's skills and independence at meal times
- ensure children have access to a wider range of programmable equipment and technological resources.

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