

# Cavendish Lodge Private Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY313335
<b>Inspection date</b>	30 April 2007
<b>Inspector</b>	Melissa Louise Patel
<b>Setting Address</b>	Cavendish Lodge, Back Cavendish Street, Keighley, West Yorkshire, BD21 3EL
<b>Telephone number</b>	01535 611 115
<b>E-mail</b>	
<b>Registered person</b>	1st Safari Day Nurseries Ltd
<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 satisfactory. 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?

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. The nursery is open every day from 08.00 to 18.00 all year round. All the children share access to an enclosed play area.

There are currently 72 children from birth to five years on roll, of whom 15 three year olds and nine four year olds are in receipt of nursery education funding. The setting supports children who use English as an additional language.

The nursery employs 14 members of staff on a full and part time basis, of these, nine hold appropriate early years qualifications. There are several staff working towards upgrading their current qualification. The setting receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in a clean environment. The children are learning good hygiene routines. For example, the children are actively encouraged by the staff to wash their hands. They do so before meals and after toileting. The children that are more able can tell you why they need to wash their hands. The staff follow good hygiene routines to promote children's good health, such as appropriate cleaning routines that are organised well. There are good accident, medication and sickness procedures in place to ensure that the children's welfare is maintained.

The children are nourished well and they receive good quantities of food. They eat meals which are prepared freshly on the premises every day. The children enjoy hot meals. For example, they eat fish pie with mashed potato and lots of vegetables. There are snacks available, such as rice cakes, celery and raw carrot. The more able children help with the preparation of the snacks, which aids their independence. They learn about healthy foods through discussion. The afternoon tea is varied and often offers foods, such as sandwiches with a mixture of wholemeal and white bread, with fillings, such as tuna, jam and ham. Children drink healthy drinks. For example, they have lots of water and milk. The children's dietary needs are met well through discussion with the parents. In addition, the babies' eating patterns are followed according to their individual routines. For example, they eat their food pureed or with lumps depending on their individual stage of development.

The children's gross physical skills are developing well. For example, the children and babies can move around independently indoors and they have opportunities to play outdoors. The children are starting to learn how exercise keeps them healthy. This means that they are starting to understand the benefits of a healthy lifestyle. All the children can access equipment, such as push and pull toys and 'sit and ride' toys. They learn to balance on the balancing blocks and climb on the large climbing frame.

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

The provision is satisfactory.

The children are cared for in a stimulating and reasonably maintained environment. For example, there are lots of bright and attractive displays in all the rooms and lots of useful information for the parents. However, some areas of the nursery have not been maintained, in order to promote a completely quality environment for the children. For example, some of the cupboards have not been redecorated or replaced. The children can move around independently in their own rooms, accessing a generally good range of equipment stored appropriately in most areas. However, some of the storage in the babies' bathroom and play rooms is less effective, therefore not promoting a completely organised environment for the children.

There is a good security system at the nursery, which ensures the children are kept safe and secure. The children can select a safe range of equipment indoors and outdoors. The new fencing outdoors promotes a secure environment for the children to explore. There are risk assessments in place to keep the children appropriately safeguarded.

The children are learning the importance of fire safety awareness. There are effective fire procedures in place, which are fully understood by the staff and the fire evacuation procedure is practised regularly with the children. In addition, the children learn about their own safety

and the safety of others as they move around the room. For example, they receive gentle reminders not to run around in a small space.

The children's safety is protected and promoted as the staff have a suitable understanding of how to protect children and whom to contact if concerned about a child. However, there are no Local Safeguarding Children Board procedures available, in order to fully promote these procedures for children.

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

The provision is satisfactory.

The children and babies are cared for in an environment, which is generally welcoming. For example, they are greeted pleasantly on arrival. The young babies receive some suitable communication during activities, such as eye to eye contact and the staff talking to them. However, there are sometimes periods of time when language is not continued, in order to further the babies' communication skills through daily routines and activities. The babies enjoy exploring the environment. For example, they enjoy experiencing simple painting activities, pouring glitter on to their pictures and experimenting with the paint in their hands.

The children benefit from a range of planned activities. The activities are linked clearly to the 'Birth to three matters' framework and the Foundation Stage, in order to aid the children's individual development. All the children can select a generally good range of resources to explore, which are at their level. This helps aid their independence and they have choice. For example, they can explore the treasure baskets, dress up, play in the water and look at books on comfy cushions. In addition, the children receive some good communication and interaction from the staff. For example, the staff sit with the children and explain what they are going to do. They ask questions and encourage the children's interest at story time. The children's care needs are appropriately met. For example, the children eat, sleep and have their nappies changed at suitable times.

### **Nursery Education.**

The quality of teaching and learning is satisfactory. The staff have an appropriate knowledge of the Foundation Stage. Most staff have received some training to support their understanding and to help them deliver the Foundation Stage satisfactorily for the children. The staff plan activities sufficiently, in order to cover the areas of learning, with particular regard to the main focus activity of the day. For example, the planned painting or water play activity. The written plans demonstrate what resources are to be used, what language is planned and what the learning intention is, which aids children's learning appropriately. The main activities that the children do are evaluated, in order to help the children's learning and development. The evaluations for the whole of the nursery education provision are currently being developed.

The teaching methods are sufficient in helping children to progress in their learning. For example, the organisation of the environment is suitable to ensure children's learning is enhanced. The resources are arranged accessibly and to encourage the children's interest. This enables the children to use them spontaneously and in structured activities, in order to further their learning. The staff ask suitable questions, such as 'what colour is this?' and 'what do you think happens next?'.

The children are learning appropriate self-care skills and independence. For example, they wash their hands and put on their own coats. They take responsibility and help to prepare the snacks

and give out drinks. The children are generally confident and they control their behaviour generally well. In addition, they relate appropriately to adults and other children. For example, they respond appropriately to requests from adults, such as at tidy up time. The children's communication skills are developing well overall. For example, they answer questions that encourage them to think. The children are developing their early reading and writing skills generally well. For example, they can match two of the same picture and different shapes. They respond with interest at story time, listen well and join in with puppets. The children have opportunities to mark make and to start to put meaning to their marks through structured and spontaneous activities. However, there are fewer examples of children learning to write for a purpose through making lists and role play.

The children are developing their understanding of early mathematics satisfactorily. For example, they count in structured activities and some times spontaneously. The more able children can count to ten. However, there are fewer examples of children counting in every day routines, in order to continue to reaffirm their counting skills. They start to understand simple calculation as they take three pictures away from six. However, there are fewer examples of children counting in every day routines, in order to continue to reaffirm their counting skills. The children have sufficient opportunities to build bricks of different shapes and sizes. They match hoops of the same colour outdoors and fit smaller ones into bigger ones. This means that they are developing their understanding of shape and size sufficiently.

Children develop their creativity generally well. They explore different media, such as paint and collage. They use their imagination through the use of puppets whilst joining in a story. They use available props to aid their play, such as dressing up materials and the climbing frame. The children show an interest in rhythm and rhyme as they sing. They are demonstrating an interest in operating equipment. For example, they use the mouse on the computer and they can sometimes operate different programmes. The children are learning about the environment and how plants grow. They learn to care for plants and can state what they need to help them grow. The children learn about similarities and differences in people through a topic. This provides opportunities for children to discuss cultural differences in a positive way.

Children explore and investigate sufficiently. They use construction toys, blocks, glue and spreaders. They are developing hand and eye co-ordination and they start to realise tools have a purpose as they experiment. They are learning about the concept of space as they negotiate an area where they can sit down at story time. In addition, the children are developing their gross physical skills well as they climb large apparatus outdoors. They are effectively challenged as they balance on the balancing beams. In addition, the children learn about how their bodies work. For example, they start to learn what foods to eat in order to keep their body healthy. They also learn how their body feels after exercise.

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

The provision is satisfactory.

Children are learning generally well about diversity. For example, the children are starting to develop knowledge about differences in society, through projects and accessing a range of suitable resources to reflect positive views of diversity in society today. For example, there are books, pictures, dolls and dressing up costumes and materials. In addition, festivals, such as the Chinese New Year, are celebrated.

Children's behaviour is managed appropriately through suitable interaction from the staff. For example, the staff set boundaries and explain situations to the children. The children are

reassured during daily activities. They receive simple explanations from the staff regarding small disputes that arise, such as whilst learning to share toys. In addition, the children receive praise as they help tidy away the toys and help one another. Children's spiritual, moral, social and cultural development is fostered. In addition, the children's individual needs are met. For example, the staff observe the children at play and work with the parents, in order to respond to their needs appropriately.

Partnership with parents is satisfactory. Children's security, stability and learning is promoted generally well by the staff's suitable working relationships with the parents. For example, there is a range of supporting written information available for parents, such as relevant policies and procedures. The parents are also provided with information on the activities available and some information on the nursery education, through the displays and newsletter. However, the information provided to parents has not yet been expanded to give parents ideas on how they can continue play and learning activities at home, in order to support their children's individual care and learning further.

## **Organisation**

The organisation is satisfactory.

The generally good organisation of the environment ensures that the children can move around independently and use varied resources indoors and outdoors. Children's care and learning is promoted appropriately as they receive a range of planned routines and activities. In addition, there are appropriate staffing ratios. Overall, the provision meets the needs of the range of children for whom it provides. The documentation to support the children's care is readily available and promotes the children's good health, safety and well-being. Children benefit from clear policies and procedures which are reflected in daily practice, such as the operational plan and appropriate deployment of staff.

The leadership and management for the nursery education is satisfactory. The staff are supported appropriately. For example, the procedures, induction and training is satisfactory in order for the staff to promote the Foundation Stage sufficiently for the children. The staff and management are able to assess their own strengths and weaknesses generally well and are looking at ways to improve the provision. They work closely together. In addition, they receive support from the local authority, in order to enhance the development of the nursery education provision. There are some monitoring and evaluation systems in place for the nursery education. However, the evidence does not make it fully clear as to how the nursery education is evaluated to ensure that any gaps in the education provided for the children are identified and acted upon.

## **Improvements since the last inspection**

At the last care inspection the quality and standards of care were judged inadequate. The provision has now made sufficient improvements to support children's care and welfare and the standards of care are now satisfactory. At the last inspection a number of actions were raised. The provider was asked to: assess the risk to children, in relation to the toilets and equipment; make suitable resources more accessible to children; improve contingency plans for staff absences and improve staff ratios throughout certain times of the day. In addition, the provider was asked to develop the staff's knowledge of the 'Birth to three matters' framework, to ensure children can explore, create and use their imagination.

The provider has ensured that regular risk assessments are carried out in all the rooms and states that this is on going. The partitions in the toilets are now secure. There is some new equipment in place. This improves the quality of the environment for the children. In addition, some further equipment has been ordered and redecoration of the bathroom area is planned. However, in the duration period a further recommendation has been raised, to ensure old equipment with some chipping of paint is replaced or updated and that the storage of some of the equipment is improved further. This all means that there has been sufficient improvement made to ensure the quality and safety of the environment for the children.

There has been satisfactory improvements made to the children's accessibility to resources. Children now have more choice in selecting activities, such as books, creative play materials and dressing up costumes. This helps the children develop their independence. The children also have access to further resources, such as treasure baskets, which are stored at their height.

The staff are developing their understanding of the 'Birth to three matters' framework generally well, in order to promote children's learning. For example, some of the staff have attended training. There are appropriately planned activities. In addition, there is sufficient evidence seen to show that the children explore with paints and other materials on a regular basis.

There has been satisfactory improvements made with regard to staffing issues. For example, the evidence demonstrates that suitable contingency arrangements are now in place to cover for staff absences. The appropriate staff to child ratios are maintained throughout the day, through employing further part time staff and rearranging staffing rotas when required.

At the last nursery education inspection the quality and standards of the nursery education were judged to be satisfactory. The provision has demonstrated sufficient development since the last inspection to maintain a satisfactory judgement. The provider was asked to: plan and provide further opportunities for children to develop their creativity, through building and assembling materials; further extend and promote the children's gross physical skills; further promote children's interest in developing early reading skills and writing for a purpose; further develop the information to parents on the education provided; and to develop formal systems to monitor and evaluate the settings strengths and weaknesses.

The provider has provided further opportunities for children to develop their creativity. For example, the children enjoy fixing together different types of construction indoors. Some of the equipment provides a challenge as children work out how to fix the pieces together. They also build and balance blocks. Outside, the children develop their creativity and imagination as they climb in and out of the climbing frame and fix together the balancing beams.

Children now have opportunities to develop their gross physical skills through the use of a large climbing frame, balancing beams and aiming balls through the net. Children's interest in early reading skills is developing well. Children use the book area. Their interest is engaged through stories they enjoy and the use of puppets at this time. The children have increased opportunities to spontaneously mark make and some opportunities to write for a purpose. However, a further recommendation has been raised, in order to develop this area further.

Information for the parents has improved. For example, there are newsletters sent home and lots of information on the education displayed. However, this area is still developing and a further recommendation has been raised. Evaluation systems to ensure that all nursery education is covered are ongoing. A further recommendation has been raised to make the systems clearer.

## Complaints since the last inspection

Since the last inspection Ofsted have received two concerns in relation to National Standard 1. The compliance investigation and enforcement team then contacted the provision. The provision provided an investigation response regarding one of the concerns raised. A childcare inspector visited relating the other concern. Appropriate actions were agreed. Ofsted are satisfied the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can 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

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 satisfactory.

### 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):

- improve the storage of some of the equipment in the babies' bathroom and the play areas and improve maintenance to some of the cupboards
- update the documentation to include the Local Safeguarding Children Board procedures
- further develop the babies' communication skills.

#### 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):

- develop the children's understanding of writing for a purpose and develop counting skills in every day routines
- provide further information for the parents, in order to support children's learning
- further develop evaluation systems to ensure the whole of nursery education is appropriately evaluated.

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](http://www.ofsted.gov.uk)