

# Narnia Day Nursery & Nursery School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY345681
<b>Inspection date</b>	30 May 2007
<b>Inspector</b>	Teresa Ann Clark
<b>Setting Address</b>	Narnia Day Nursery, 37 Regent Road, ALTRINCHAM, Cheshire, WA14 1RU
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<b>Registered person</b>	Narnia Day Nursery & Nursery School
<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 good. 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?

Narnia Day Nursery and Nursery School is privately owned. It opened in 1990 and was re-registered in 2006. It operates from a large Victorian house in the Altrincham area of south Manchester. Children are based in rooms over three floors and there is a secure outdoor area for children to play. The nursery serves the local area and is open each weekday from 08.00 to 18.00. It operates all year round, except Christmas week and a week in August.

A maximum of 36 children may attend the nursery at any one time. There are currently 55 children on roll aged from six months to four years. Of these, 14 children are in receipt of nursery education funding. Children attend for full days. The nursery supports children with learning difficulties and disabilities. Children who speak English as an additional language are welcomed into the nursery.

There are 13 staff working with the children all of whom have early years qualifications. The manager and another member of staff are qualified teachers. The setting receives support from the local authority and is a member of the National Day Nursery Association.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children are cared for in a setting where effective health and hygiene procedures are in place and followed by all staff to reduce the risk of cross-contamination and infectious diseases. For example, staff wear gloves and aprons when changing nappies and tables are wiped down with anti-bacterial sprays before children eat. The 'no shoe' policy in the baby room helps to prevent the spread of germs and infection. Record keeping and documentation ensures parents are informed about accidents and injury so that children's health is protected. The majority of staff hold a valid first aid certificate, which ensures children receive appropriate care and attention in the event of any accidents. Children who are ill are cared for sensitively and are closely monitored until their parents arrive to collect them.

The kitchen is clean and well maintained and effective procedures are in place to ensure food is stored and prepared safely. For example, fridge and freezer temperatures are recorded daily and colour coded boards and cutlery are used. Older children develop good independence in their self- help skills as they confidently care for their own toileting needs. Children in nappies are regularly checked to ensure they are clean and comfortable. Toys and equipment are regularly cleaned to prevent the spread of infections. Babies have their own individual prams which are labelled and clean sheets are provided each day, which promotes their good health.

Children learn about healthy foods from an early age. They enjoy the snacks and meals provided and are encouraged to try new foods. Visits to the supermarket and local market help children learn about foods that are good for them. For example, children have fun making their own fruit salad with fruit purchased during an outing. They make their own sandwiches and choose healthy toppings for their pizzas. They are growing their own vegetables in the outdoor area. Children are provided with healthy, nutritious snacks and meals, which promote their growth and development. Adequate amounts ensure they have their appetites satisfied and children know they can ask for more. They have access to fresh drinking water throughout the day to keep refreshed and hydrated.

Children benefit from regular fresh air and exercise, including the babies who sleep outdoors in their large prams. Babies enjoy activities in a safe enclosed area. Older children use the outdoor area to develop their physical skills and body control using a wide range of toys and resources. Their physical development is good and they move around in safety and with good coordination.

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

The provision is satisfactory.

Children are very happy in the warm and welcoming nursery, where safety is a high priority. The premises are secure, with parents and visitors admitted by staff. The visitors book is completed after identification is verified. Risk assessments are completed for indoors and outdoors. Staff know they share responsibility for keeping children safe. They carry out daily checks of all areas of the nursery and any hazards are recorded and reported to management. Staff do a head count of children as they go out to play and count them back in again. Sleeping babies are regularly monitored to ensure their safety. Fire drills are practised on a regular basis and safe procedures are in place for outings.

Children have sufficient space to play in safety and comfort. Babies confidently explore their environment as they crawl and pull themselves up using furniture. Children benefit from a good amount of natural light and the temperature in the children's rooms is adequate. However, the temperature in the ground floor bathroom is not adequate to ensure children are comfortable during changing and toilet routines. The toilets in the children's bathrooms do not afford children privacy and dignity when using them.

In the main, children have good access to toys and equipment throughout the nursery. These are safe, suitable and meet the needs of the children. However, this is less effective in the toddler rooms as staff set out toys and activities for the children. They are not able to access resources independently to develop and extend their own play and learning.

Staff understand their role with regard to safeguarding children. They are able to recognise possible signs and symptoms of abuse and know what to do if they have concerns. There are clear procedures in place, which are made available to parents so they are clear about the setting's responsibility in protecting children from harm.

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

The provision is good.

Children are happy and confident in the lively, friendly nursery, where everyone relates well to each other with warm and caring relationships. Children separate well from their parents and wave them good-bye through the window. Babies move about freely within their comfortable environment and happily explore and investigate the low level resources available. They receive lots of hugs and cuddles and staff respond to their babbling sounds. They confidently play with the toys provided; they activate toys that make sounds and explore the different objects in the treasure basket. They benefit from a range of natural materials and activities to promote their sensory development. Opportunities to mix with the older children during the day, such as at breakfast time and during outdoor play enables siblings to see each other.

Children interact well with staff and begin to play alongside each other as they develop a strong sense of self and interest in others. An effective key worker system ensures children receive support and attention from familiar adults, who get to know them well. As a result, children have their needs met and form trusting relationships. Children are offered many exciting opportunities to explore and investigate, for example, they thoroughly enjoy exploring the gloop mixed with rice. They find out what happens when they mix different coloured paints together and use a variety of brushes to create their own pictures. They are eager and excited to play with the sea creatures in the water. Staff are using the 'Birth to three matters' framework for planning activities, but children's assessment records do not clearly show their progress in relation to the framework. As a result, assessments do not clearly inform the planning.

### **Nursery Education**

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage curriculum. A qualified teacher works with the children and plans a wide range of interesting activities covering the six areas of learning. The well-organised environment enables children to develop and extend their play ideas as they move freely between the two rooms. For example, the creative and writing area provides children with opportunities to select resources for themselves, such as the hole puncher and scissors. When a child makes a birthday cake with play dough, she looks at a cake catalogue, selects the colour of dough to make her cake then helps herself to candles and holders from the shelf close by.

Planning is detailed and evaluated to identify children's next steps. However, staff are not using the stepping stones to plan and assess children's progress and children's next steps are not securely linked to the planning. As a result, activities do not always build on what children know and can do. Staff provide a very positive, encouraging environment where the children are keen to learn, develop confidence and independence. Children are making good progress towards the early learning goals. Staff interact well with children as they use open ended questions to challenge children's thinking and learning. For example, children are encouraged to solve simple problems, such as fitting their letters into envelopes.

Children learn to recognise sounds, letters and words as they find their own name to self-register. They practise writing their names and write letters to their family. Staff support children in developing their language skills by talking with them about their families and familiar events in their lives. Children talk about going on holiday to Lanzarote and having to get up at five o'clock to go to the airport. Children confidently use the computer to support their learning. They use the mouse effectively to select colours for their finger puppets and print their pictures. Good concentration is shown by the children, as they cut out their puppets using the scissors with increasing control and skill. Other opportunities, such as using sellotape, hole punchers and sharpeners help children to develop their fine motor skills.

Children explore sound as they tap the triangle with different objects to compare the different sounds they make. They learn to make connections between everyday life experiences through practical activities, such as smelling and tasting a variety of fruit when making fruit salad. They learn more about their environment and the wider world as they look at buildings, visit shops and plant seeds in the outdoor area. Children enjoy exploring the role play area, which is set up as a wildlife garden with mini-beasts. When the inspector pretends to be frightened, the children say 'It's alright, they're not real ones' and 'They're only pretend'.

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

The provision is good.

Children enjoy each others company as they play happily together. Everyone is valued as an individual and the ethos of mutual respect and support between the staff is reflected in the positive interactions among the children. Children enjoy helping with daily tasks, such as putting out the clean laundry at the beginning of the day. They are learning to share and take turns with toys and equipment. When using the computer a sand timer helps children to know when it is another child's turn, they shout out 'The timer's finished'. Children are well mannered using 'please' and 'thank you' to staff and each other. Minor disagreements are sensitively dealt with in a way that is appropriate to each child's stage of development. Staff calmly discuss issues when older children squabble and skilfully encourage them to consider the consequences of their actions and how it makes others feel. Children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties and disabilities are actively involved in the life of the nursery and their families warmly welcomed. There are good systems in place to support children, including individual education programmes where achievable targets are set and staff work closely with relevant outside agencies. The nursery is strongly committed to the inclusion of all children to ensure they reach their full potential. Children have fun playing with a good range of resources that promote positive images of a diverse society. They explore exciting role play opportunities as they create a restaurant and dress up in Chinese costumes. A variety of festivals are celebrated throughout the year, which provides opportunities for children to

taste foods from around the world. Children are learning to care for others as they join in fund raising events to raise money for a range of different charities throughout the year.

Parents and staff communicate well in order to provide consistent care for the children, which contributes to them feeling settled and making good progress in their development. At the end of each day staff share information about the children with their parents and carers, both verbally and in the form of written sheets for the youngest children in the nursery. There is good information displayed in the entrance hall, which keeps parents informed about nursery policies and practices, along with additional useful information about issues such as, health and hygiene.

Partnership with parents and carers of children in receipt of nursery education funding is good. There are clear and effective procedures for consulting parents about the provision, in the form of comment and feedback sheets. Open evenings, parent's meetings and written progress reports keep parents informed about their children's progress and achievements. Although parents are informed about topics and activities, effective links have not been developed to enable parents to support children's learning at home. Parents speak positively about the nursery. They like the small friendly environment and the fact that the staff know all of the children. Most of all they are pleased that their children are happy, settled and enjoy their time at nursery.

### **Organisation**

The organisation is good.

Children's welfare is safeguarded because all staff are recruited and appointed through rigorous employment procedures. A comprehensive induction and probationary period for new staff promotes a firm basis for future staff development. Staff are experienced, well qualified and work well as a team. Annual appraisal systems are in place to provide good quality support and development for each individual.

Staff attend regular training both external and internal for their professional development and to enhance their skills. Staffing levels are organised to provide very good levels of support for children throughout the day. There are clear aims and objectives, and the well constructed policies and procedures successfully promote positive outcomes for children.

Leadership and management is good. The nursery's management team are actively involved within the setting, where they lead by example and provide positive role models for staff and children. Management demonstrate a strong commitment to continually improve the quality of care and education they provide for young children. Comprehensive monitoring systems are in place to evaluate the setting's strengths and weaknesses and prioritise targets and areas for improvement. For example, the outdoor area has been developed to provide clearly defined areas, including a separate area for babies, a natural area and woodland area for children to explore.

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 complaints record may 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 good. 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 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):

- make sure that the temperature in the ground floor bathroom is adequate and provide children with privacy and dignity when using the bathrooms
- develop the toddler rooms to provide children with accessible play materials to promote their play and learning.

### 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):

- continue to develop the planning and assessment systems to clearly show children's progress in relation to the 'Birth to three matters' framework and stepping stones and make clearer links between assessments building on what children already know and can do (also applies to care)
- provide opportunities for parents to be involved in their children's learning.

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