

# Mount Lands Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	101507
<b>Inspection date</b>	06 November 2007
<b>Inspector</b>	Glenda Sinclair
<b>Setting Address</b>	36 Vicarage Road, Gloucester, GL1 4LD
<b>Telephone number</b>	01452 506880
<b>E-mail</b>	
<b>Registered person</b>	Nicola James
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Sessional 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?

The nursery is situated in the central area of Gloucester. It is well used by the local community, which it has served since 1988. The nursery operates from the ground floor of a large Edwardian house. It is registered for 20 children aged between 12 months and eight years and is open 50 weeks a year from 08:00 to 17.30. The nursery offers cooked meals; alternatively, parents may provide their own food. Facilities include three activity rooms, children's toilets, cloakroom, kitchen and a large enclosed rear garden.

The nursery is staffed by a team of five. Two hold appropriate level three qualifications. There are currently 46 children on roll - six funded two-year-olds, 18 funded three-year-olds and two funded four-year-olds. The nursery supports some children with learning difficulties or disabilities and some with English as an additional language.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children learn about personal hygiene as they are reminded to wash their hands after using the toilet and before eating. Pump soap and paper towels are used to minimise the spread of infection amongst the children. Nappy changing procedures are appropriate to maintain a good standard of hygiene and the sand pit in the garden is covered, when not in use, to prevent animal fouling. Anti-bacterial wipes are used to clean the tables before children eat. Staff undergo specialist training to help them support children with particular health needs and the sickness policy is comprehensive. Younger children's emotional well-being is catered for and staff are happy to give a reassuring hug or cuddle, when it is needed, to reassure a child. The lay-out of the building and the staffing ratio do not allow children free access to the outside play area but children have a period in the fresh air every day and they are able to ask if they wish to spend more time outside.

The nursery provides a healthy, nutritious and balanced diet containing many different fruits and vegetables. Children actively participate in preparing some meals and gain valuable knowledge in the process. The nursery caters well for a wide variety of dietary requirements to suit different health and cultural needs. Milk and water are available at meal times and children have free access to their own named bottles of water to minimise any risk of dehydration.

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

The provision is good.

The nursery staff pay very careful attention to all aspects of safety and security. The nursery has a welcoming homely atmosphere. Excellent use of photographs and displays of the children's own work are used to make it bright and child-friendly. The garden, which is fully enclosed, has a gate with a high fastening to prevent children leaving the area unsupervised. The front door is also kept locked during opening hours. The toys and equipment are plentiful and in excellent condition. They pose no safety risk to the children. All necessary fire procedures are in place and drills are practised regularly. Occasionally, staff fit in an extra practice to acclimatise new or nervous children. Risk assessments are comprehensive and the accident book is completed appropriately to protect children.

Staff have a sound knowledge of the signs and indicators of abuse and are aware of the procedure to follow if they have any concerns about the safety or welfare of any child in their care.

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

The provision is satisfactory.

Staff plan a wide variety of interesting and stimulating activities to stimulate children's desire to learn. Younger children are mixed in with older children and enjoy the same activities. Staff have undergone training in the Birth to three framework and use this knowledge to observe and assess the under threes.

### **Nursery Education**

Teaching and learning is satisfactory. Staff plan activities using the early learning goals and stepping stones. They also use the same framework very well to observe and assess children's progress. However, there is not a sufficiently strong link between the assessment and planning to ensure that all staff are working to challenge more able children and support the less able to move forward. Children spend too much time waiting for activities to come to them rather than making a choice from the range available.

Most children separate very well from their parent or carer. They have good trusting relationships with the staff and some are sufficiently confident to ask an unknown adult to read them a story. They show pride in their achievements and proudly take photographs of each other enjoying various activities. Self-esteem is enhanced by excellent displays of these photographs. Older children are happy to take responsibility and enjoy being the helper, who prepares the trolley for snack time. Many are sufficiently independent to take themselves to the toilet but, occasionally, an opportunity is lost to build on this. For example, older children do not always pour their own drink at lunchtime. Most children enjoy stories, songs and rhymes and join in happily. There are some, who appear a little bewildered and left out. This is not always picked up by the staff. Many children are able to recognise their own name and are recognising initial sounds such as 'm' for mummy. However, children are not routinely attempting to write their name on their own work. They have access to an exciting range of books, both fiction and reference and appear to enjoy using them. Poetry also appears in the planning. This aids an understanding of rhyme and the richness of language. Toys and equipment are well labelled, which helps children to begin to recognise an important use of print. Staff make good use of props to make learning more interesting.

Most children are counting reliably to 10. Many are also able to recognise the written numerals to nine. Children are beginning to calculate as staff ask 'How many now?' as items are added or taken away. They are also beginning to make attempts to find solutions to problems and are using size and positional language in their play. Work is also being done on shape and pattern. Children talk together happily about significant events in their lives, such as a visit to a firework display. Children make excellent use of technology as they take digital photographs and print them off on the docking station. Staff ask open-ended questions to encourage children to expand their knowledge and vocabulary. Children cook frequently. They help to make puddings for lunchtime, learning about the natural world as they use apples from the nursery's own tree or learn about temperature as they add ice to jelly to help it set. They learn about the wider world as they locate countries on the globe where sugar is manufactured. However, there are very few trips out into the community and very few people coming in to the nursery to talk about what they do.

Children are able to name colours and enjoy mixing them to make a new colour. They enjoy singing familiar songs and joining in with the role play, such as the 'Princess Long Ago'. They have opportunities to work with papier mâché and make collages or use their senses to explore various items. Most children are adept at using one-handed tools, such as scissors or pencils. They are able to stir and pour and respond to rhythm by clapping or stamping. They can run, stopping and starting at will and avoiding other children as necessary. They are aware of their own physical needs and cooking smells can elicit the information 'That's making me feel hungry'. Healthy eating and care of the body is highlighted in the planning.

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

The provision is satisfactory.

The nursery is situated in an ethnically and culturally diverse area and staff are sensitive to the children's different needs, such as for a special diet. There are some excellent resources including a welcome poster made by the children and their own parents. Children sing a short song of thanksgiving before lunch, which is appropriate to any religion. However, occasionally, some quiet children sit on the sidelines and are not fully included. At times, the nursery offers support to children with English as an additional language and they seek guidance from outside professionals, as well as liaise with parents. Although there is some labelling in another language, not all staff are familiar with the language or the pronunciation, or sure of which child they are designed to help. The nursery Special Educational Needs Co-ordinator, or SENCO, has prepared individual education plans and liaises with parents in the best interests of children with learning difficulties or disabilities.

Spiritual, moral, social and cultural development is fostered. Generally children behave well. Politeness is encouraged and they are reminded to say 'please' and 'thank-you', as appropriate. Staff use praise well to reward and encourage good behaviour. Occasionally, younger children find it difficult to sit and concentrate on the story or the singing and the grouping arrangements do not always allow a flexible solution to this. Partnership with parents is satisfactory. Parents are complimentary about the nursery and are pleased that their children are settled and happy. They comment on the continuity of staffing, which has helped their child to settle in so well and feel that they are given plentiful information about their child's progress. Staff do not actively involve parents in children's learning.

## **Organisation**

The organisation is satisfactory.

The nursery meets the needs of the range of children for whom it provides. Leadership and management is satisfactory. Staff organise interesting and stimulating activities to help children to develop across all areas of learning. The staff have been working together as a team for many years and all of their time is spent working directly with the children. However, there is no formal procedure for staff meetings or staff appraisals, which is a lost opportunity to disseminate information and expectations and to fully assess what staff training is required. Due to numbers, the owner is not supernumerary and it is, therefore, difficult for her to maintain a continuous close overview. All necessary documentation is in place and up-to-date. Child records, registers, accident and medication records contain the appropriate information to ensure children's safety.

## **Improvements since the last inspection**

At the last inspection, staff were asked to extend their knowledge of the early learning goals so that they were better able to assess children's progress. Staff have developed their underpinning knowledge of the Foundation Stage and assessments are good. They were also asked to keep parents informed of the six areas of learning. There are posters around the nursery to inform parents. They were asked to ensure that planning covered all aspects of the early learning goals and that learning outcomes were clearly identified so as to help children move on and challenge older, more able children. Planning is thorough and learning outcomes are clearly identified in a general way, but are not always specific for individual children.

The staff were asked to ensure a consistent approach to behaviour management. This is much improved and the approach to behaviour management is generally consistent. They were asked to ensure that policies were updated and to ensure that the child protection policy included the procedure to follow if an allegation was made against a member of staff. Policies are now suitable to protect children. Staff were asked to display children's work and the nursery now has some excellent displays to enhance children's self-esteem. Lastly, they were asked to increase opportunities for children to develop their independence. This has been largely achieved and older children take themselves to the toilet and also take on responsibilities, such as helping at snack time.

### **Complaints since the last inspection**

Since the last inspection, 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**

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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):

- develop use of resources and knowledge of the wide range of cultural diversity within the nursery to ensure that practice is fully inclusive

#### **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):

- ensure that the comprehensive assessments are used effectively in the planning to support individual children's development
- devise ways of involving parents actively in their children's learning
- ensure that all staff have sufficient knowledge and understanding to enable them to support individual children to build on their natural curiosity as learners.

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)