

# Clifton Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY293142
<b>Inspection date</b>	15 October 2007
<b>Inspector</b>	Christine Snowdon
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<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?

Clifton Day Nursery is a privately owned facility, registered in August 2004, which runs in a sole use single storey building, in the York suburb of Clifton. The day nursery serves both the local and wider community. Children have the use of the open plan play room which has a separate area for babies. There is a fully enclosed area for outdoor play.

The setting is open all year, excluding Bank Holidays and weekends, from 8.00 until 18.00. It is registered to care for a maximum of 25 children and there are currently 30 children on roll, of which eight are in receipt of nursery funding. Children are able to attend the nursery from three months to five years of age.

There are six staff working in the nursery including the manager and deputy, of which all have appropriate childcare qualifications and experience. They receive support from the local Quality Teacher Support staff through the Local Authority. The nursery is a member of the Clifton Early Years Partnership.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children are cared for in a warm, clean and well maintained environment where they are learning some good hygiene practices. All children wash their hands before snacks and meals. Older children do so after independently after using the toilet. However, toddlers hands are not always washed after using their potties.

Staff are provided with aprons and gloves for nappy changing and there is a clear written procedure displayed. However, during busy periods this is not always followed which means that there is a risk of cross contamination.

The nurseries sickness policy is detailed and parents receive good information of childhood infections and incubation periods. All accidents are clearly recorded and parents are informed. Detailed recording of any medication requests are in place but parents are not being asked to sign to acknowledge the entry after administration.

Staff implement good cleaning routines which include equipment and resources. They regularly wipe down high chairs and tables and floors are mopped after meals.

Children are well nourished through staff providing healthy nutritious meals and snacks. Food is cooked on the premises and children's individual dietary needs are met well. Lunchtime is a sociable time when all the children eat together and enjoy their food.

Children are developing an awareness of healthy eating through discussions at mealtimes and the posters and displays around them. Fresh drinking water is readily available at all times both indoors and outside.

Children enjoy a good range of physical activities that contribute to their healthy lifestyles. Toddlers develop good coordination skills as they climb in and out of the ball pool and climb on the large sponge shapes.

Older children use wheeled toys with skill and control as they pedal and steer around the cones in the outdoor area, avoiding collision with good spatial awareness. They enjoy making marks and patterns with paintbrushes and water.

Staff draw a hopscotch and the children enjoy hopping and balancing on one foot as they negotiate the squares. Learning and play opportunities outdoors tend to be incidental, as activities are not fully included in the planning.

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

The provision is satisfactory.

All children are cared for in child orientated areas within the nursery. They benefit from the good wall displays and the bright and welcoming atmosphere. The areas are well organised to create individual areas of learning within the open-plan nursery.

The under two year olds have their own separate area within the room, whilst benefiting from socialising with the older children and their siblings. There is a good range of quality resources

for all ages and stages of development. Due to the good organisation and storage, children select their own resources and make independent choices.

Children are cared for in a safe and secure environment because staff take effective steps to reduce any potential risks to children's safety. Full risk assessments are completed periodically and staff carry out daily visual safety checks on the premises and equipment. Appropriate procedures are in place and safety equipment is used effectively.

Children learn to keep themselves safe by following the nursery rules and safe practices. For example, staff gently remind children to sit safely on their chairs in case they tip over. Emergency evacuation procedures are displayed and staff and children take part in regular fire drills.

The welfare of the children is safeguarded. Staff have knowledge and awareness of the procedures to protect children.

The staff have attended training and parents have access to the relevant information. However, the nurseries policy does not include the procedures to be taken in the event of an allegation being made against a member of staff. This issue was raised at the last inspection but is still outstanding.

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

The provision is satisfactory.

Children are very happy and settled in the child orientated and homely environment. They show a strong sense of belonging and are motivated and interested throughout their stay.

Young toddlers benefit from the positive interaction of the staff and they respond warmly to them. They enjoy the group times when they come together with the older children, such as at meal times and for outside play. However, staff deployment and the layout of the tables and highchairs means they are not fully involved with the social interaction at breakfast time.

Toddlers get a great deal of pleasure from watching themselves in the wall mirrors, they laugh, smile and point at their reflection. They enjoy the electronic toys pressing the various buttons for the different noises and staff encourage them to copy the sound of the dog barking.

Children of all ages show a keen interest in books. They all enjoy story time which is made more appropriate by splitting them into different age groups. They sit and listen to the story of Winnie the Witch and talk about the coming Halloween celebrations.

Staff have decorated the nursery with colourful spiders, pumpkins and witches. The party menu sounds gruesome and fun and children dress up in various costumes.

Children enjoy a varied range of activities and experiences, both indoors and outside that contribute to their learning and all round development. They play outdoors on a daily basis, sing songs and have fun with various creative activities.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Some staff have a sound knowledge and understanding of the Foundation Stage and use this well to support children's learning. Others have only recently become involved in the planning and are still developing their skills.

Equipment and resources are used well to provide a well-balanced and stimulating learning environment.

A variety of teaching styles are used from individual, to small and whole group work. Staff ask children questions as they play, which extends and develops their understanding. However, the limited information available to staff, as to where children are up to with their learning, limits the overall effectiveness to support and challenge children.

Children are confident and happy in the setting. They are eager to take part in their chosen activities and enjoy socialising with their friends. They form positive relationships and are constructive in their play.

Children are developing some independence skills as they put on their own coats for outdoor play and more able children use the toilet independently. However, there are few opportunities for them to pour their own drinks or be involved in the setting up and preparation for snack and meal times.

They recognise their name on their coat peg and benefit from the good labelling throughout the setting. They enjoy the varied range of mark making opportunities that are provided in most areas of play. For example, outdoors they use chalks and paintbrushes with water to draw and make marks on the concrete.

Children of all ages enjoy books and story times and this is a strong aspect in the setting. They independently use the book corner and enjoy the good variety of books available to them.

The children handle books correctly and talk about what they see in the pictures to staff and their peers. They sit, listen and concentrate well, as the story of Winnie the Witch is read to them. They ask questions and predict what will happen next in the story.

Children are developing their awareness of numbers and use mathematical language in their play. They say they are going over and under the bridge and standing in front of the mirror during role play. More able children count up to 13 items when using the flash cards and recognise some of the numbers.

Outdoors staff draw a hopscotch and the children tell them what numbers to write in the squares. Staff ask the children what comes after number five and they say six.

The staff provide good opportunities for children to use scales to compare heavy and light objects such as conkers and leaves. Children have very little access to information technology within the setting.

Children thoroughly enjoy the music and dance sessions. They eagerly take part along with the staff singing, clapping and dancing to the music with great enthusiasm. They listen to the tapes and follow the directions to 'Heads shoulders knees and toes' and 'The music man'.

Children are developing their creative skills and they enjoy the free expression painting and the planned craft activity. Although at times, these are too adult led with pre-cut shapes and limited opportunities to develop their own individuality.

Children know their colours and recognise what colour counters they need as they play a balloon game. They say they are painting a red picture and that their hair bobble is pink.

Children learn about their local community and the wider world. They recognise and learn about the changes in the seasons as they collect leaves and conkers and talk about Autumn.

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

The provision is good.

Children's behaviour is very good and they are developing a sound understanding of responsible behaviour. They are supported well by the staff through positive praise and encouragement. As a result, children take turns, share resources and play harmoniously during activities and games.

Children's spiritual, moral, social and cultural development is fostered. They are gaining a good awareness and understanding of the diversity of the wider world through a wide selection of resources and activities that promote positive images. For example, dolls, books, posters and small world play.

They celebrate cultures and festivals other than their own, such as Diwali and children continue to enjoy the current wall display depicting this. All children are welcome in the setting and staff have in the past actively supported children with disabilities.

The partnership with parents is good and relationships are very positive. The staff's professional and friendly approach contributes significantly to the children's wellbeing within the nursery.

Parents receive good information and daily feedback on what their children have done throughout the day. For example, babies have daily diaries and there are written records of all nappy changes, sleeps and food intake.

The nursery keeps parents well informed through regular newsletters, notice boards and posters. At the inspection, parents provided very positive feedback on the provision and are happy with their children's progress.

### **Organisation**

The organisation is satisfactory.

Good systems are in place to ensure the continued suitability of staff and there are robust procedures in place for their recruitment and induction.

All new staff are informed of the setting's policies and procedures and they complete the induction programme. They are introducing more formal systems for staff appraisals which will support staff and identify their future training needs.

The nursery has a very stable staff team and they are committed to continuing with their own development.

Staff to child ratios are well maintained and overall, children receive a good level of interaction and supervision. However, at certain times deployment of staff is not sufficiently organised to support best practice. All required documentation is in place and used appropriately to support their practice.

The leadership and management of nursery education is satisfactory.

The management have recently introduced monthly meetings in order to improve the staff's morale. The meetings help the development of a more cohesive approach to learning through the staff's involvement in the planning of the curriculum.

However, there are insufficient systems in place for the evaluation and assessment of children's learning and their attainment records are not kept up to date. As a result, children's individual next steps in learning are not identified or used effectively to inform the planning.

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

### **Improvements since the last inspection**

At the last day care inspection, the nursery was asked to amend the lost child policy, which they have done and this meets the requirements. They were also asked to improve the child protection procedures, by including what actions would be taken in the event of an allegation made against a member of staff.

Unfortunately, no progress has been made to improve this procedure. Therefore it has been raised again at this inspection.

At the last educational inspection, they were asked to provide more opportunities to use and learn about musical instruments. The children now regularly enjoy music sessions and experience a good range of sounds from the various instruments.

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

Since the last inspection, there have been no complaints made to Ofsted that require 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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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 hygiene practices with regards to nappy changing and toileting routines
- ensure parents sign the medication book to acknowledge the entry

- ensure the child protection policy includes procedures to be taken in the event of an allegation being made against a member of staff
- ensure staff are deployed effectively so that children receive appropriate support at all times.

### **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):

- provide opportunities for the more able children to develop their independence skills at snack and meal times
- ensure that outdoor play is planned and developed to reflect learning in all aspects of the curriculum
- provide opportunities for children to experience and use information technology
- improve the assessment systems and ensure the findings are used to update children's attainment records to show their progress through the stepping stones, clearly identifying the next steps in their learning and use the information to inform future planning.

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