

Church House Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	205425
Inspection date	13 February 2008
Inspector	Lucy Showell
Setting Address	The Old Registry Office, Brook Street, Kidderminster, Worcs, DY11 6RH
Telephone number	01562 829273
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Registered person	Church House Day Nursery Ltd
Type of inspection	Integrated
Type of care	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.

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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Church House Day Nursery Limited opened in 1981. It is a privately owned setting which operates from a converted property on the outskirts of Kidderminster. A maximum of 46 children may attend the nursery at any one time and an additional 14 children for out of school care. The nursery opens five days a week all year round, except public holidays. Children attend for a variety of sessions from 07.30 until 17.30. All children have access to an outdoor play area.

There are currently 106 children under eight years on roll. This includes 36 children in receipt of funding for early education. Children attend for a variety of sessions. The nursery serves the local and surrounding areas. The setting supports a number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The group employ over 19 staff who work directly with the children. Of these, 17 including the manager hold appropriate early years qualifications; two members of staff are working towards a recognised early years qualification and four others are taking additional training including Early Years Professional Status. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children benefit from the excellently maintained environment and brightly coloured displays support the warm and welcoming atmosphere. Children's overall health and welfare is promoted through the extensive policies which are effectively implemented. For example, individual care plans are in place and children's additional needs are successfully met. All appropriate information regarding children's health is shared with parents and clear, organised procedures are applied well with regard to special dietary requirements, preferences and any allergies children may have. Staff's pro-active approach with regard to first aid training ensures the children are cared for effectively if accidents occur.

Children develop increasing awareness of the importance of good health and enjoying a healthy lifestyle. Their self-care skills are effectively promoted through discussions and daily routines which encourage and support independent personal hygiene. For example, children who are toilet training are given plenty of time and encouraged to wash their hands thoroughly afterwards so they can 'wash away the germs'. Children are protected from the spread of infection because the staff execute consistent health and hygiene procedures such as constant cleaning and sterilizing routines. Individual bedding is used and quiet times with peaceful sounds and music are conducive to restful periods.

Children make healthy choices from the excellent variety of nutritious foods provided. Fresh produce such as vegetables and fruits are offered daily at snack times, and water, fresh juices and milk are easily accessible. Delicious smelling and well presented meals are served to the children, who are supported by staff at sociable meal times. An exciting range of cookery and tasting activities such as creating a Caribbean fruit cocktail inspires children to learn about healthy eating.

All children are making good progress in their physical development. There are plenty of rich opportunities through well-planned and well-resourced indoor and outdoor activities. Babies motor skills are encouraged as they access resources stored at varied heights and an inspiring 'grab rail' enables children to pull themselves up and stand with self-support. Young children enjoy exploring their world as they make dens with lengths of fabric and crawl under tables to access equipment which has been set up. They thoroughly enjoy ring games and action songs making lots of noise and clapping each other in appreciation. Children are encouraged to use a wide range of small equipment during free and focussed creative activities. They use scissors and glue to make collages, squash play dough and use rollers and cutters to make recognisable shapes, build with construction and draw on paper around stencils with various pens and pencils. The sensory area offers exciting experiences as children use their imaginations to dance and move in varied ways as they watch the coloured lights rotate and flash.

Children enjoy free access to the innovative outside area, which is used as an example of good practice within the local authority, enabling them to benefit from fresh air and venture outside in all weathers. Learning is stimulated across the curriculum as the outdoors is used as an extended classroom where children can develop their play ideas by bringing 'indoor' equipment outside. Children show excitement as they choose from a huge selection of equipment such as construction, balls, bean bags and hoops which are stored in large outdoor shelving at child height. They climb, balance, twist, jump and use crates, large reels and wooden blocks to

construct 'roads' and 'obstacle courses'. They access the 'mud hut' for imaginary play, dig and plant flowers and herbs in the planting areas and hide excitedly under camouflage nets.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are cared for in a very safe and secure environment. Thorough security systems operate to ensure access is restricted to known parents and staff and their accurate times of arrival and departure are electronically recorded. Visitors can only gain access as authorised by the manager and their attendance is recorded in the visitors book. Policies and procedures are effectively implemented to ensure children's safety and detailed risk assessments are reviewed and agreed at staff meetings and in consultation with parents on a regular basis. Children's welfare is effectively promoted by the staff's proficient knowledge and pro-active skills with regard to safety. Efficient and positive steps are taken to reduce hazards as daily safety checks and assessments of accident records facilitate any changes to the layout or use of equipment as soon as a risk is identified.

Children move around freely and safely and independently access the resources that are suitable for their age and developmental stage and comply with British Safety Standards. They learn about their own and other's safety through involvement in safety issues such as taking care of the environment by helping to tidy up and looking after their equipment while they play and through discussions and encouragement from staff.

Children are protected from harm through the staff's confident knowledge of child protection issues. All staff have a substantial understanding of their role in child protection and a thorough knowledge of the procedures to follow if there are concerns regarding a child. The written policy includes extensive information in line with current guidance and is shared actively with parents and new staff.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children's enjoyment and achievements at the setting are promoted through the excellent implementation of the 'Birth to Three Matters' guidance and the success of the child-led ethos. Children's play is extended by the excellent interaction with the staff who sit on the floor with the children and animate play with fun voices in an enthusiastic manner. Open ended questions are asked and staff wait eagerly and encouragingly for a response during general play. For example, as children hide in an 'igloo' made with strips of fabric over a wooden frame, they are asked what the weather is like and children pretend to shiver with cold and blow on and rub their hands together as staff imitate and praise the actions.

Children develop vibrancy and confidence with substantial self-esteem. Young children choose from a wide variety of free and focused activities. They walk slowly with heads held high as they balance shredded paper on their heads and laugh excitedly with each other as it falls off and they start again. They sit in corner together quietly looking at books and roaring as they pretend to be the different characters. They are thoroughly engrossed in cooking activities as they pour, mix and stir the ingredients together and can't wait to taste and see what they've made for pudding.

Children interact appropriately with each other as they build relationships and settle with their peers. New children are welcomed by others, shown where they can play and what is in the

draws as they are emptied out on the floor. Children develop independence as they self-select items. Free flow sessions are offered at times through the day and younger children enjoy accessing other rooms or the outdoor 'classroom' to play. One child wanted to add more water to a pot as he painted with brushes outside. He automatically went over to the water butt, turned on the tap and held the tub under the flowing water, he then put the tub down and turned the tap off before taking it to 'paint' the walls.

Babies flourish in their rich environment. Examples of their artwork adorn their room which is adapted for their needs and interests. Toys are placed in low shelves at the back of a chair as they often go behind the chair to peek at staff. They are delighted as they find new toys to play with that they had not seen before in the shelves. They show a range of emotions as they smell the sensory socks and laugh with staff at the reactions. They are overjoyed as they find new items in the treasure basket and put their favourite item by their side to keep safe. They show a real inquisitive nature as they rub, smell and bite at the sensory bottles and watch intently as they make different sounds and as they are moved by staff.

Older children who attend in school holidays select and plan their activities. They sit with staff who ask what they would like to do and then arrange activities together. For example, they decide they would like to have a valentines disco and suggest that they do this on the Thursday and bring special clothes to change into. They talk about foods they would like and suggest a buffet style tea so they can make their own tortilla wraps with a selection of fillings. They ask to go into the sensory area where they can have plenty of music to dance to and coloured lights for atmosphere. They make decorations for the room and cards to give to each other or members of their family by selecting materials from the craft area through the week. Staff guide and support their decisions but this is clearly child led. They thoroughly enjoy the disco and are very excited to tell their parents all about it when they are collected.

Nursery Education

The quality of teaching and learning is outstanding. Staff's expert knowledge of the Foundation Stage is clearly demonstrated within the children's individual observations, assessment and planning. Observations by staff and parents are used to substantially assess individual children and significant opportunities, which focus on the learning intentions, are provided for children to develop to their full potential.

Stimulating experiences enable children to initiate many aspects of their own learning as they sit with staff to devise plans for activities and share ideas with each other. Main planning is very flexible and is changed when children bring new ideas or requests. For example, one child asked if they could have the parachute out today. This was agreed to by the member of staff, the planned activity for the afternoon session was moved and parachute play added with new learning intentions.

Children show a keen interest in all activities which are individually adapted in line with appropriate level of challenge based on each child's capabilities and starting points. They thrive to succeed and are proud to share their achievements with their parents, showing their sticker charts, photographs and 'wow cards'. Their learning is particularly enhanced by the free flow play on offer at set times through the day and their open access to resources and their surroundings. Children often take equipment outside in all weathers to extend their learning as they collect additional items from the outdoor storage to intermingle with other items from inside.

Children explore energetically, counting shells and making spirals on the ground. They use appropriate mathematical language to describe and compare position and size as they recreate the spirals again and again. Opportunities in the daily routines promote counting skills and problem solving as they work out how many cushions are needed for circle time. They express ideas and thought in the role-play area as they open a restaurant and begin to 'write' orders whilst some cook in the kitchen and others serve the food to their peers.

Children sit well at circle time and during stories, listening to others intently as they talk about what they have done today. They respond to songs and rhymes with enjoyment and wait excitedly for their turn to choose their favourite as the next one. They use books to find objects with the same initial sounds as they select alphabet pieces to complete jigsaws together and take time to sit and relax on the comfy cushions under the canopy, whilst 'reading' books to each other.

Children learn to respect people's different needs, views, cultures and beliefs through inspiring activities and opportunities. They celebrate Chinese New Year by making dragons, lanterns and cards and display these around the room rich with Chinese print, pictures and photographs. Children have extended this by making a display of foods from around the world and have enjoyed food tasting and dressing up to develop their understanding of diversity and the Chinese culture.

Outside children use their senses to investigate and observe. They visit a Forest School and have adapted their own outdoor area to facilitate opportunities for all at the setting. There are many photographs which children use in discussions as they recreate experiences in the bark and planting areas and remember the different bugs they found whilst 'hunting' last time.

Helping children make a positive contribution

The provision is outstanding.

Overall, the children's spiritual, moral, social and emotional development is fostered. Children are developing very good self-esteem and respect for others and enjoy activities which are thoughtfully adapted to meet their needs. They feel valued as they enjoy opportunities to celebrate significant events in their lives and look forward to being the special birthday prince or princess for the day. Children's awareness and understanding of the diverse community is extensively promoted as children learn about both national and international causes. They have raised money for charities such as the British Heart Foundation and Children in Need; and they sponsor children in South Africa. Children learn about local issues through looking at cuttings from the local paper and displayed articles about children who have or still attend the setting and they make and take harvest baskets to the local elderly. They celebrate a range of festivals such as Chinese New Year by making cards and displays, dressing up, food tasting and role play in their 'Chinese restaurant' with menus in Chinese and English.

Children are well behaved and respond successfully to the boundaries set. Very positive methods of behaviour management promote children's responsibility of their own actions as they share space and resources well and learn about maintaining their environment by helping to tidy up after play. Any behaviour issues are dealt with effectively as children are encouraged to take time with the 'Calm Down' boxes which hold items such as squashy balls and bubble wrap. Some children show clear understanding of the purpose of the boxes as they ask for them when they feel upset or cross as a way of controlling their own behaviour. Comprehensive behaviour management policies and procedures have been reviewed and amended following consultation with parents and obtaining advice from local support networks.

Children's sense of belonging is fully promoted by the dedication and care which staff show for each child at the setting. Children with learning difficulties and/or disabilities are nurtured by staff who have an excellent understanding of their needs, which is gained through devoting much time and energy to researching individual requirements and attending additional training eagerly. The clearly written and well considered policy has thorough regard to current legislation. The exceptional value shown for each child and full commitment to the successful implementation of individual education plans ensure that each child progresses well.

Children benefit from the staff's highly valuable and professional relationships with parents. Parents are provided with useful information about the setting and its provision. For example, parents receive a detailed pack before their child starts. This clearly outlines policies and procedures, the operational plans and parents are encouraged to share what they know about their child through completing an entry profile. Extensive questionnaires are completed by parents and the responses are significantly evaluated to ensure requirements are met and opinions are listened to, respected and acted upon. Parents are extremely happy with the care staff provide and feel they are friendly, enthusiastic, approachable and very knowledgeable. They particularly appreciate the 'open door' procedures so they can gain access to their child's assessments, observe their child throughout the day and are invited to regular events on weekends and evenings which are arranged so as not to interfere with their work commitments. Parents comment that they 'would not hesitate in recommending the nursery to their closest friends and family'.

Partnership with parents and carers of children receiving funding for nursery education is outstanding. They are invited to regular appointments to discuss their children's achievements and progress using the assessments and observations carried out. Weekly feedback sheets, which include individual achievements and 'special moments' are used as an additional communication tool to ensure information is shared effectively and any comments are gratefully received. Parents and carers are actively involved in their children's learning. They bring in requested items from home for the topic table, join in festivals, celebrations and trips, volunteer to come into the nursery to carry out activities and read with the children, and help to facilitate their children's individual play plans as they complete suggested activities at home and offer ideas to extend their child's development.

Organisation

The organisation is outstanding.

The provision meets the needs of the range of children for whom it provides. Space is used well when providing a wide variety of fulfilling opportunities for children to explore and investigate in this child led environment. Throughout the nursery, children initiate many aspects of their own learning as they move around freely and with confidence and effectively access resources from low level storage. Staff deployment and high adult to child ratios positively support children's health, safety, enjoyment, achievement and ability to make a positive contribution.

Children's individual needs are met because staff are well qualified and have excellent knowledge of not only child development but of the Foundation Stage curriculum and 'Birth to three matters' guidance and implement these successfully. Policies and procedures are consistently applied throughout the nursery as staff complete successful induction and monitoring processes. Their input at regular staff meetings and respected opinions ensure they are involved in any changes to the running of the setting. The dedication and professionalism demonstrates full commitment to the children. They are highly motivated and encouraged by management who

offer clear incentives to staff as they bring refreshing ideas, enjoy competitions and are fully appreciated through an award system.

The quality of the leadership and management of the nursery education is outstanding.

There are clear links between the setting and local schools as they share all relevant information to develop a full understanding of the children's attainments. The setting has regular visits from a mentor teacher, special educational needs co-ordinator and Early Years advisor who all support and guide the setting as they provide an individual education programme for the children who attend. The group constantly assess their own strengths and weaknesses through successful monitoring and evaluation of practise. They ensure children's progression towards the early learning goals is extensively promoted and that parents are included and views are actively listened to. The setting is committed to improving the care and education of its children and, as stated by the manager, they strive to 'maintain the standards and continue to improve the highly committed, qualified and experienced staff team through training and awareness in all areas of care and education, and by continuing to respect the value of each child, parent and family for who we have the pleasure of caring'.

Improvements since the last inspection

At the previous care inspection the setting received two recommendations. First, they were asked to improve the systems for recording accidents and administration of medicines and clear procedures are now in place and staff are meticulous with their records. Second, the setting were asked to ensure the complaints procedure includes all relevant contact details. this has since been updated and the policy is written in line with current guidance.

At the previous nursery education inspection staff had two key issues with regard to staff's awareness of children's learning opportunities and the organisation of circle time. Staff have shown true commitment to developing their understanding of the children and to facilitate many opportunities for children's learning within the daily routines.

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

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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