

Kidsunlimited Nurseries - Hospitots Nursery, Barrow

Inspection report for early years provision

Unique Reference Number	EY268679
Inspection date	05 March 2008
Inspector	Karen Ling
Setting Address	Furness Hospitals N H S Trust, Dalton Lane, Barrow-in-Furness, Cumbria, LA14 4LF
Telephone number	01229 828 013 or 0845 3652945
E-mail	
Registered person	Kidsunlimited Limited
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 good. 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?

Hospitots Nursery, Barrow is one of a chain of nurseries run by Kidsunlimited Limited company. It opened in 2003 and is situated within the grounds of Furness Hospital. A maximum of 62 children may attend the nursery at any one time. The nursery is open each weekday from 07.00 to 18.30 all year round except for bank holidays. All children have access to a secure enclosed outdoor play area.

There are currently 120 children aged from birth to under five years on roll. Of these, 31 children receive funding for early education. Children come from a wide catchment area, as most of their parents travel in to work at the hospital. Places are allocated to children whose parents are employed by Morecambe Bay Health Authority although 20 places are also offered to families from the wider community. The nursery supports children with learning difficulties and/or disabilities (LD/D) and also supports children who speak English as an additional language (EAL).

The nursery employs 23 members of staff. Of these, 19 hold appropriate early years qualifications and two are working towards a qualification. The nursery receives support from the specialist Kidsunlimited national teams and from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children and babies are encouraged to follow a healthy lifestyle and enjoy a range of physical activities. They love to be outside in the fresh air and eagerly put their coats on ready for outdoor play. Babies and very young children have their own enclosed garden. Staff help those who can walk to explore the area or push and ride wheeled toys and babies are pushed around the garden in buggies. Older children run around freely and play safely on the soft surfaces. The physical activities planned enable children to practise existing skills and learn new ones. They manage really well as they jump with one and then two feet in and out of the hoops. Staff model how to do things and praise children with smiles and claps which make children feel pleased with themselves and try again. Walks to the local Abbey and play parks add to their regular exercise and provide more challenging physical apparatus. The close relationship with staff is evident as babies relax during the massage and yoga sessions. Staff are trained to deliver these activities and seek parents' permission before a baby takes part. The toddlers and pre-school children also take part in weekly yoga sessions and show familiarity with some of the routines.

Food is freshly prepared each day and meets individual dietary requirements. Most children enjoy the lunch which is prepared and delivered by the hospital caterers. Children receive a balanced and nutritious diet and meal times are well organised. Food for babies being weaned is fresh and prepared at the nursery in accordance with their developmental needs. Babies, toddlers and older children show developing levels of independence as they use plastic and then progress on to metal cutlery with increasing skill. Staff offer appropriate support and encouragement at lunch times. Babies receiving milk feeds are held by a member of staff and fed in accordance with the child's individual needs. Good procedures are in place which staff follow to ensure that children's needs are catered for appropriately. All staff including the kitchen assistant know on a daily basis what children can or can not eat. Plates and babies' milk bottles are labelled to ensure they get the correct food and drink. Drinking water is always available, including jugs of cooled, boiled water for babies which are usually covered. Babies' feeding equipment and dummies are cleaned appropriately and stored individually.

Children are protected from infection and are well taken care of if they have an accident or become ill because of the good policies and procedures which are followed by staff. All staff have completed first aid training and managers aim to update training as required. Overall good hygiene routines are followed. For example, staff, parents and visitors remove or cover outdoor shoes before entering the baby room.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and babies are greeted by the friendly staff as they arrive at the nursery. They are cared for and nurtured in a very clean and well maintained environment. A variety of calming music plays during the course of the day. Children are secure and well supervised. Children are safe as they move around the setting because areas are effectively organised and babies have

open floor spaces where they can move freely. They become confident because of the good balance between giving them freedom to move independently and supervising to protect them. Some domestic style furniture is provided to assist babies and young children in developing mobility and to continue normal life experiences. Sleep and rest areas are organised sufficiently well and individual sleep patterns are facilitated. Suitable toilets and wash facilities including nappy change facilities are satisfactory over all; the dignity of children from the toddler room during nappy changes is not fully guarded.

Children use safe and suitable toys and equipment that stimulate and challenge them generally well. Activities, toys and equipment are appropriate for the child's age and stage of development. Babies have easy access to a wide range of sensory and physical resources and activities which provide well for their development. They are well protected and benefit from the appropriate level of risk assessment and good safety measures in place. Children learn the importance of emergency evacuations and regularly practise the evacuation procedure. Staff are mindful to practise on different days so that all children become familiar and learn how to leave the premises quickly and safely. Safety equipment is in place and easily accessible in an emergency and procedures are displayed. Children are protected by adults who are suitable and vigilant. They understand their role in child protection and are able to put appropriate procedures into practice when necessary.

Helping children achieve well and enjoy what they do

The provision is good.

Children and babies show their enjoyment as they engage well in the wide variety of activities set out for them. Babies play with a range of sensory toys which provide good levels of stimulation. For example, manipulative skills are practised as they make toys move and produce sounds. Physical skills develop because they have space to crawl and are encouraged to reach, grasp and feel objects. Young children explore and experiment with a variety of media and materials. For example, they use their hands as well as brushes and other objects to make patterns in paint. A suitable selection of books are always available and regularly accessed by babies and young children. Sometimes they like to look at them independently; at other times they seek out an adult to look at it with them or read a story.

Children enjoy a good variety of activities including experimenting with sand and water, building with construction equipment, completing simple puzzles and taking part in imaginative play. They receive appropriate support from adults who monitor children's involvement and encourage variety. They respond positively to adult encouragement and willingly attempt and persevere with activities. Cooperation and understanding develops well and they respond favourably to praise and encouragement showing a pride in their efforts. The regular contact with a key worker and effective interaction from adults who regularly talk, sing and read stories with them, helps to promote language and communication skills.

Nursery education

The quality of teaching and learning is satisfactory overall. Most children are happy, settled and enjoy coming to nursery. They confidently play on their own and with others, develop friendship groups and show a developing respect for each other. They show growing levels of independence as they select from the choice of activities and resources available. Behaviour is very good and this leads to most children being purposefully engaged during the session. Staff know the children in their group well, provide a sufficient range of familiar and new activities and use a range of teaching methods which hold children's interest. During French sessions,

for example, children eagerly call out the names of colours. Children's needs are more closely met since the recent introduction of the current planning system. However, information about what children already know and can do is not used well enough to plan next steps in learning. Consequently not all children receive sufficient challenge.

Children learn to listen and take part in conversation. There were some interesting contributions as they discussed which book character they might dress up as for World Book Day. Children's interest in early literacy skills is fostered quite well. They spend some time each week looking at illustrations and talking about the story line with an adult. Staff make time to speak to each child in their group individually, particularly during the weekly diary activity where children chat about a special occasion. This works well to differing degrees, with some waiting more patiently for their turn than others. At times too much is done for those children who show an interest in mark making and can write their own name. Neither are they encouraged to distinguish sounds and practise rhyme and rhythm in spoken words often enough. Most children count confidently and join in, for example, when children are being counted in the line. However, children's progress in some aspects of mathematical development is hindered because staff do not promote early mathematical skills sufficiently. Children show some interest in the role play area but the lack of resources including props, numbers and recording tools in the supermarket and café, for example, does not engage children well enough.

Children's awareness of the world around them is raised effectively through a range of visitors to the nursery and planned excursions. They handled reptiles for example, when Zoo Lab visited. They have also enjoyed learning about the fire brigade, police and ambulance services. Overall, children make sound progress in their learning and development given their capability and starting points.

Helping children make a positive contribution

The provision is good.

Children are warmly welcomed by staff who build good relationships with them. The key worker system works well. All children are included in activities and are allowed freedom to choose. This promotes children's self-esteem and confidence. Diversity is reflected well and children regularly take part in celebrations which help to build their awareness of differences. For example, the 'Caring about Curriculum Calendar' includes a wide range of visits, visitors and special occasions. Books and resources support the promotion of positive images well. Children with LD/D are supported effectively because staff liaise with outside agencies, produce individual education plans and give appropriate support. Those with EAL also receive support which helps them to settle and take a full part in nursery life. Children's behaviour is very good. Staff set good role models and help children to understand right from wrong. They give explanations which help children to understand the impact of their actions. Spiritual, moral, social and emotional development is fostered appropriately.

The partnership with parents and carers is good. Information is displayed for parents on notice boards and regular discourse occurs with staff. Parents are invited to meet before their child starts the Foundation Stage curriculum. They receive detailed information about the curriculum and about how they can help their child build on what they are learning at nursery. Regular reports throughout the year and termly newsletters keep parents informed about what their children are doing and the progress they are making. The manager seeks parents views and acts on their responses. The flexibility of provision helps to meet the varying needs of families well. Parents speak very positively about the provision and dedication and approachability of the staff.

Organisation

The organisation is good.

Children are well cared for because the manager is proactive and effectively deals with issues as they arise. She acknowledges, values and supports the adults that work with babies and young children and staff retention is good. The company is committed to ongoing professional development, for example, all staff have the opportunity to access level four training. Staff regularly attend training which informs and develops their practice. Company policies and procedures are adapted to meet the needs of this provision and regularly updated. All staff are made aware of any amendments and the impact on their practices. For example, they have all recently received in house refresher training in child protection and the lifting and handling of children and babies.

Roles and responsibilities are clearly defined and each room is supervised by an appropriately trained and experienced member of staff. Recruitment and selection procedures are robust and new members of staff receive a thorough induction. Effective staff deployment ensures that children are always well supervised, receive appropriate adult attention and are enabled to participate in activities. Children are grouped effectively with key workers in small groups. This promotes consistency of care and the formation of effective relationships. Staff get to know individual children well and help them to feel secure and confident. Resources are generally well organised both indoors and outside. Children are able to choose activities and play areas. Documentation is exceptionally well organised and effective monitoring procedures are in place. Records are clear, current, easily accessible and stored securely. Adults observe children's development and keep records that help them meet children's individual needs.

Leadership and management is satisfactory. The recent introduction of planning by each key worker for their own group is leading to an improved understanding of each child's needs. Plans are reviewed regularly by the manager. However, monitoring does not highlight areas of strengths and weaknesses in planned activities or how well they challenge children. Staff plan a variety of activities and a broad curriculum. Children receive choice and an appropriate balance of adult led and self initiated activities. However, in some aspects of learning, planned activities and resources do not provide sufficient challenge for all children. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to improve staff knowledge and awareness of children's cultural backgrounds and acknowledge these differences. The manager and some staff show a suitable awareness of what is in place to support and value each child. For those children with EAL basic words are received from parents which staff use to help settle new children. Also, appropriate information is gained from parents, about cultural differences prior to a child starting a placement, which contributes to their care plan.

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.

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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):

- consider ways of respecting the dignity of children during nappy changes (toddler room).

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):

- improve the use of resources so that children receive sufficient challenge in all areas of learning
- develop children's phonic awareness and improve opportunities for more able children to recognise sounds, rhyme and rhythm in spoken words
- develop monitoring systems to identify how well aspects of the areas of learning are being covered.

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