

Strong Close Day Nursery

Inspection report for early years provision

Unique Reference Number	EY355932
Inspection date	21 April 2008
Inspector	Melissa Louise Patel
Setting Address	Strong Close Nursery School, Airedale Road, KEIGHLEY, West Yorkshire, BD21 4LW
Telephone number	01535 669833
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Registered person	Pre-School Learning Alliance
Type of inspection	Childcare
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

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.

WHAT SORT OF SETTING IS IT?

Strong Close Day Nursery is located approximately one mile from Keighley town centre. It is run by the Pre-School Learning Alliance and opened in 2007. The day nursery operates from three base rooms within Strong Close Nursery school and Children's centre. There are three enclosed outdoor play areas. A maximum of 49 children may attend the day nursery at any one time. The day nursery is open each weekday from 07.30 until 18.00 for 52 weeks of the year, excluding bank holidays and the Christmas period. There are currently 74 children on roll. Children attend from the local area and surrounding areas on a full and part time basis. The setting supports children with English as an additional language and children with learning difficulties and disabilities. The setting employs 14 members of staff including the manager, cook and administration officer. The qualifications for the childcare staff include two staff holding qualifications to level 4, six hold a childcare qualification to level 3 and two hold a childcare qualification to level 2. In addition, two of the members of staff are working towards a Foundation degree and two are updating their qualification to level 3. The setting receives support from a teacher based at the Children's centre. The nursery is working towards the quality assurance scheme Aiming for Quality.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The children's gross physical skills are developing appropriately. For example, the children can move around the environment freely indoors and outdoors. The babies that can walk climb small steps and through the tunnel. The more able children have lots of opportunities to use different apparatus. For example, they climb some larger apparatus and push and pull equipment. They dig in the soil to plant seeds. In addition, they are learning to appreciate the benefits of a healthy lifestyle through receiving lots of fresh air and exercise outdoors.

Children are cared for in a clean environment. For example, the bathroom is maintained hygienically. The changing mats for babies are wiped after each nappy change and the children's toilet and sink areas are clean. The children are learning appropriately about hygiene. For example, they wash their hands before meals and after going to the toilet. The younger children have their hands and faces wiped with individual towels after meals. The children's welfare is appropriately supported as suitable accident, medication and first aid procedures are maintained.

Children eat foods that are healthy and that are made freshly on the premises daily. This helps to encourage the children to start to understand the importance of healthy eating. For example, they enjoy a range of fruit for their snack, such as apple, pear and banana. They also eat fruit regularly after meals. At their meal time they eat meals, such as Mousaka. The menu provided depicts a range of other healthy options, such as chicken and tuna pasta bake. They drink appropriate drinks, such as fruit juices or water. However, water is not always readily accessible in all rooms in the nursery.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a well maintained environment where most risks are identified and minimised. There are suitable risk assessments carried out and there are other regular checks made to ensure the equipment is safe for the children to access at most times. However, the arrangement of the equipment outdoors in some areas is not always organised appropriately. For example, at times some pieces of equipment are placed too close to larger pieces of equipment, which presents a hazard. Children can move around independently, selecting a good range of resources for indoor and outdoor play. The children's safety is protected and promoted as the staff have a suitable understanding of how to safeguard children, and the appropriate procedures are in place to protect them. In addition, the security to the building is good, in order to protect children from any unwanted visitors.

There are suitable fire evacuation procedures in place, which the staff are appropriately aware of. These procedures are practised regularly with the children which promotes their understanding of fire safety awareness. The children are supervised appropriately during daily routines and activities. They are learning about their own safety. For example, they receive gentle reminders to be careful and why, as they start to climb in to the tunnel indoors. In addition, there are clearly defined procedures in place for any lost or uncollected children. These procedures support the children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children are cared for in a child orientated environment that is stimulating and welcoming for them. The children's work is displayed attractively, demonstrating that what children achieve is valued. This helps promote the children's self-esteem. For example, the children paint beautiful pictures of sheep and lambs. All the paintings are unique and show how the children are progressing. In addition, there are photographs of children displayed in various parts of the nursery demonstrating what children do during the day. Children enjoy a variety of readily available resources to support their care and learning. For example, the babies under two enjoy exploring mark making materials with support from the staff. They develop their physical skills as they climb small equipment. They join in singing activities. This helps to support their communication skills well. Older children are also developing their communication skills well. This is because they receive good support from staff. For example, the staff make eye to eye contact with children at their level. They talk and ask effective questions, such as 'what animal is this?', 'what colour is it?' and 'is it smaller?'. Children develop their independence effectively as they take responsibility to help give out food and drinks at lunch time.

Children benefit from a good range of written planned activities to support them. For example, the children under three benefit as the activities are clearly linked to the 'Birth to three matters' framework and regular observations are kept, in order to plan for their next steps in learning and development. However, the children's start dates on the children's observation files and dates on the observations are not always consistently recorded to give a full picture of the child's progress. The children over three are often cared for in the rooms which also house the children receiving education in the children's centre and although the day nursery is currently only registered to provide care, these children benefit from a range of planned activities to suit their needs and that are planned around the Foundation Stage in learning. Children throughout the nursery receive support in small groups. For example, children in the two to three year age range have support from staff whilst painting their own pictures of animals to fit in with the current theme, children in the three to five year age range have support during a mark-making activity and the babies sit in a small group whilst singing.

Children learn about the environment as they plant seeds and watch them grow. They fit together different types of jigsaw and build with big bricks. They use natural materials, such as soil and enjoy playing with the toy mini beasts in it. Children eat and drink at suitable times and their nappies are changed as appropriate. They can often spontaneously play outside with outdoor play equipment and the provision is continuous as they can take indoor equipment outdoors. For example, they can paint, play with sand, and water.

Helping children make a positive contribution

The provision is good.

Children are learning effectively about diversity. For example, the children are starting to develop knowledge about differences in society, through being cared for in an inclusive environment. All the children are included in activities and appropriate support is offered for a variety of needs. For example, children are supported through the use of Makaton, which is a language programme using signs and symbols to support children with their language, communication and listening skills. Children are able to select a range of varied resources which are easily accessible and reflect positive views of diversity in society today. For example, there are books, pictures, dolls and toy wheelchairs. In addition, children join in celebrating different festivals, such as the Chinese New Year.

The children's behaviour is managed positively during the day, through praise during discussions and activities. For example, they receive praise for helping give out the dinner and for their achievements, such as completing their painting. The children receive gentle reminders to share toys when necessary. They respond appropriately. In addition, the children play happily as there is plenty to keep them occupied during the day.

Children's security and stability is promoted well by the staff's good working relationships with the parents. The parents are kept informed of how their child is developing. For example, there is a range of supporting written information available for parents, such as relevant policies, procedures and a welcome pack. The parents also have access to their child's individual development records. These files show the progress of their child in relation to their individual stage of development. In addition, there is a suitable complaints procedure, which is in line with current regulations.

Organisation

The organisation is good.

The good overall organisation of the environment ensures that the children are cared for in an environment where they can move around independently, and use a range of resources to support their care and learning well indoors and outdoors. The children are supported by appropriately trained staff. The documentation to support the children's care is available and effectively promotes the children's health and well-being. Children benefit from clear operational procedures, such as good deployment of staff and effective induction procedures. For example, the staff understand their roles well and are clear on important procedures to promote the children's welfare, such as fire safety procedures and their role in safeguarding children. In addition, there is an appropriate key worker system in place to help promote the children's security and learning. Overall, the provision meets the needs of the range of 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

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.

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):

- check all equipment is appropriately arranged before children play out
- improve the children's development files that are based around the 'Birth to three matters' framework to include all children's start dates and dates on all observations
- improve availability to drinking water in some rooms in the nursery.

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