

William House Day Nursery Ltd

Inspection report for early years provision

Unique reference number 301136
Inspection date 24/06/2009
Inspector Pauline Pinnegar

Setting address The Old Presbytery, Barton Street, Darlington, Co. Durham,
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Telephone number 01325 489997
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

William House Day Nursery is owned and managed privately. It was registered in 1990 and operates from two storey refurbished premises, situated in the Albert Hill area of Darlington. Children have access to five activity rooms on the ground floor and four on the first floor. There is an enclosed outdoor play area. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year, excluding Bank Holidays. The nursery also provides care before and after school, as well as full days during the school holidays.

The setting is registered to care for a maximum of 86 children under eight years at any one time, all of whom may be in the early years age range. There are currently 120 children attending in this age group. The setting also offers care to children aged over five years to 11 years. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are two directors and 23 members of childcare staff. All of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2.

Overall effectiveness of the early years provision

Overall the provision is good. Staff show warm sensitivity in their interactions with children and give high levels of attention as they play. Good use of observations help them plan effectively to support all areas of children's learning and development, although systems for tracking of progress are less clearly defined for children under three years. Staff are constantly considering ways to enrich independent play choices and challenge in the daily play environment, both indoors and outdoors, and are reviewing the impact of the use of space on children's freely chosen play. A very warm welcome is offered to all families, as staff work closely in partnership with parents to ensure every child is fully included and their individual needs met. Reflection and self-evaluation are embedded in nursery practice, and ways to ensure the full engagement of both staff and parents in identifying areas for development are constantly under review.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase the opportunities for children in the baby unit to explore and experiment with a wide range of media
- continue to develop the systems for observations and assessments for children under three years to clearly track children's progress to inform future planning
- develop systems to share children's learning and development records and any other relevant information with practitioners when children attend several settings.

The leadership and management of the early years provision

Leadership and management in the nursery is strong and staff are fully committed to promote good, child-centred practice. They strive continuously to improve children's play and learning experiences. Staff are well qualified, experienced and dedicated to improving the quality of the care and education already offered. A formal appraisal system helps to identify staff development needs, so that they enjoy well-planned access to appropriate training opportunities. Good progress has been made regarding recommendations made at the last inspection. Staff meet together regularly to share planning and evaluate their practice. They are working closely with the local authority to enhance the accessibility of the continuous provision and how they use the learning opportunities in daily routines. They initiate the active contribution of both parents and all staff to the process of self-evaluation and planning for continuous improvement. These include questionnaires, interviews and the Ofsted self-evaluation form.

Thorough implementation of all required policies and procedures ensures that children's safety and well-being are consistently and effectively promoted. Robust recruitment and vetting procedures ensure that adults are suitable to work with children. Staff clearly understand their role and responsibility within safeguarding procedures. Consistent staff deployment throughout the day helps to ensure that children's welfare needs are fully met. Children's awareness of risk and safety is promoted effectively within their everyday play experiences. Staff have a consistent approach to management of children's behaviour and encourage children to develop safe levels of independence, for example, as they go safely up and down the stairs each day. Risk assessments are very well considered and clearly understood by staff, helping to keep children safe in all activities. Most staff have completed up to date first aid training and have an 'on-site' trained nurse as part of the team. This combined with very effective recording systems for medication administration and accidents, further ensures children are well protected

Close relationships with parents are founded on trust and cooperation. The strong links developed reflect staff commitment to working in partnership, so that parents feel 'confident and assured' in leaving their child. Parents meet with the key worker and share information about children's starting points, helping staff to formulate a clear care plan and reflect children's interests more fully in planning. Staff share information about planned activities in newsletters and on noticeboards outside each room, to encourage home links. Staff are actively seeking new ways to engage parents in planning for their child's future learning. They have established a 'lending library' with pre-school children taking them to the local 'library bus', so that children can take books home to read together with their parents. Also written recent feedback from parents requested pre-school children being able take part in trips alongside their school age siblings. The nursery now facilitates this. Although staff are attempting to forge working links with other settings attended by children, systems are not clearly established in order to help them to fully promote consistency and continuity.

The quality and standards of the early years provision

Children thrive and are very happy in the nursery. The play environment in all rooms is child-friendly and welcoming. Activities and resources are organised to enable children to explore freely and make independent choices. Children enjoy daily opportunity to play outdoors. Physical play activities, both indoors and outdoors promotes children's good health. Older children often go on nature walks and use the nearby field to make an obstacle course and have their 'sports day'. Children aged three years and above also take part in regular 'yoga' sessions. Well planned activities engage children, so that they are interested, motivated and enthusiastic. Children are well supported in their learning through the staffs secure knowledge of the Early Years Foundation Stage. They are provided with well planned learning experiences which help them to make good progress towards the early learning goals. Staff routinely observe children's progress and use this information well to focus adult led activities. Parents share information about children's starting points which are linked to 'development matters'. Staff are building individual portfolios to reflect children's learning. Although detailed systems to track and monitor progress over all areas of learning are in place for children over three years, records for children under three years do not clearly track and reflect the good progress children have made as they progress through the nursery. Children's achievements are discussed with parents through the use of regular formal meetings and written progress reports. Extensive use of photographs, creatively displayed in many areas of the nursery, help to share the many and varied experiences enjoyed by their child on a daily basis.

Children are highly motivated and enthusiastic in their play. Staff support their needs with sensitivity. Babies gurgle and 'talk' together, interacting and communicating happily. Babies are allowed time to explore independently and have fun using 'treasure baskets' and musical toys. However, opportunities for them to explore creatively using different medias is less well planned. Staff intervene minimally and respond intuitively to non-verbal communications, supporting play well. They recognise when babies need sleep or cuddles. Toddlers and pre-school children's creativity is effectively promoted through a wide range of experiences, including regular visits from a professional music and movement practitioner as they explore 'musical theatre' and recently children performed a production called 'Peggy the pint sized pirate'. Toddlers love to use their imagination as they make jewellery with the play dough. They love to explore with paint and chalks and make models of submarines using 'junk' materials and had lots of fun popping the 'bubble-wrap.' The role play area in the pre-school is constantly changing and has included a 'bistro café and garden centre. Children have many opportunities to develop their knowledge and understanding of the world. They explore and investigate 'mini-beasts' and very recently had great fun observing a spider and spiders web in the nursery room. Pre-school children also observed eggs hatching in an incubator in their activity room. In the nursery garden children observe changes as they grow sunflowers and vegetables and explore their senses in the herb garden. Children share experiences and communicate confidently, they are interested in sounds and recognise the letters in their name. They develop good listening skills and enjoy reading stories and using

books to find out about the wider world. They are encouraged to write for lots of different purposes, like describing their own pictures and making lists in role play. Children learn about their own and different cultures through well planned activities.

Children become familiar with routines and are encouraged to help, for example, with tidying away toys. They are provided with well-balanced nutritious meals and fresh drinking water is available. Children's health and well-being is promoted and their understanding of a healthy lifestyle is enhanced through planned topics and discussion. Procedures to prevent cross-infection are good and children begin to learn about how to manage their own health and hygiene. Their awareness of keeping themselves safe is promoted through reiteration, simple explanation and discussion. Children are well behaved and very supportive of each other. They show respect and concern for others and readily share and take turns. Children make friends, cooperate well and are encouraged to become active, independent learners as they play.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met