



Northover House Day Nursery

Inspection report for early years provision

Unique Reference Number	EY307860
Inspection date	07 February 2006
Inspector	Elaine Douglas
Setting Address	3 Northover House, Northover, Ilchester, Yeovil, Somerset, BA22 8NG
Telephone number	01935 840244
E-mail	
Registered person	Elizabeth Emma Wilmore
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 good.

WHAT SORT OF SETTING IS IT?

Northover House Day Nursery is a privately owned nursery situated in Ilchester, 5 miles from Yeovil. It opened in 2005. It operates from the ground floor of Northover House, which is divided into three properties. The owner of the nursery also occupies the top floor and the adjacent property. The Nursery serves the local area and surrounding villages. A maximum of 20 children may attend the group at any one time. The group opens five days a week all year round, except for one week at

Christmas. Sessions run from 08.00 until 18.00.

There are currently 16 children from 4 months to 3 years on roll. Of these 1 child receives funding for nursery education. The group employs 6 staff. The manager and 2 staff hold appropriate early years qualifications. There are 2 staff currently working towards a qualification. The group receive support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted through effective daily routines and taking part in topics on health. They learn healthy practices such as washing their hands after using the toilet. Older children brush their teeth after lunch, using their own toothbrushes which are hygienically stored. Babies health is safeguarded by suitable procedures to ensure they have clean bedding in cots. Appropriate systems ensure all children use clean toys. Mobile children wear their boots to go outside in the garden and change into their slippers indoors which helps to keep carpets and floors clean. However, babies are not protected from cross contamination from carpets as adults wear their outdoor shoes inside. Children are protected from illness by a clear sick child policy which is shared with parents. Staff follow hygienic nappy changing procedures. Most staff hold a qualification in first aid in early years. In addition, appropriate documentation and equipment is in place should an accident occur.

Children are provided with good nutritional snacks and meals cooked fresh on the premises. They are all supplied with regular drinks. Appropriate information is sought from parents to ensure their dietary needs are met.

Children enjoy fresh air and exercise through a range of outside activities. Staff effectively use the Foundation Stage curriculum to provide a suitable range of activities, promote children's physical development and encourage them to be active. For example, they pedal bikes around the garden, steering to avoid obstacles. Children use a range of small equipment to develop new skills, such as using chopsticks to eat noodles. Babies also go outside on a daily basis. They are dressed appropriately and enjoy watching the leaves on the trees and the older children play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe through very good security procedures. Staff effectively monitor the access to the premises through a video entry system and visitors to the group are checked before gaining entrance. Children can safely access appropriate resources in each room and are provided with well maintained equipment. They are protected through good supervision and appropriate resources. For example, a stair gate keeps babies safe from the active children in the adjacent room. Older children can safely access the toilets while developing independence. Babies sleep safely in a

separate room, through good systems such as, a listening monitor, as well as staff regularly checking them.

Children learn some safety procedures for themselves. They understand that only staff must open the door to the garden and they take part in regular emergency evacuation practises. In addition, staff make sure fire doors are clearly labelled and fire equipment is checked weekly, to ensure children are protected. Children know that staff must retrieve equipment if it goes down the small gap between the wall and the building. However, this does pose risk to children.

Children's welfare is safeguarded by the staff's good knowledge of child protection issues. They understand the correct procedures for confidentiality and reporting concerns. They have good documentation to support them, such as the Area Child Protection Committee guidelines and the government flow chart.

Helping children achieve well and enjoy what they do

The provision is good.

Younger children's development is promoted effectively through good interaction from staff. Babies start to communicate when they gurgle and smile in response to staff talking to them. Babies and toddlers enjoy a range of books and confidently approach staff to read to them. They explore the environment using their senses, such as listening and watching the leaves rustling in the trees. Planned activities are adapted well to support the younger children's needs. Toddlers and babies join the older children for music and singing. Staff have very recently attended training on the Birth to three matters framework and are planning to implement it to ensure appropriate development. However, there is currently no system to monitor babies development.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards most of the early learning goals. Staff have a good knowledge of the Foundation Stage curriculum and effectively plan interesting activities. The new planning system identifies the learning intention of activities. Parents provide staff with some information on their child's ability on arrival at the group. Children make good progress as staff use this information effectively to plan for their individual development. Although the assessment system is new, it is closely linked to the stepping stones to give a clear indication of children's progress. Children benefit from good interaction from staff who ask open-ended questions and effectively use play and daily routines to teach. For example, when one child says 'my person is looking out the window' staff ask if it is the top window or the bottom window. Staff skilfully change direction in a whole group activity when the younger children start to lose interest and through discussion demonstrate how older children will be supported in continuing with the activity.

Children are eager to participate in activities and complete them to their own satisfaction. They make decisions and appropriately express their own ideas and needs. For example, when one child is asked if he wishes to take part in an activity,

he replies ' I don't want to do that now, I'm still digging'. Children build good relationships with each other and with the staff and are caring and loving towards each other.

Children recognise their own names and staff encourage them to sound out the letters. Children attempt writing letters and the more able children write their names unaided. They enjoy whole group stories and listen attentively, interacting appropriately. Children regularly use number songs and staff encourage numbers in daily routines. For example, children are asked to count how many are present at snack, to work out how many plates they need.

Children discover their own environment through good activities such as, bug hunts and building a wormery. They learn about patterns and changes by looking at life cycles and experimenting with different ways of melting ice. Children use calculators and a till. However, the older and more able children do not access programmable toys or ICT to support their learning.

Children regularly explore colour and texture, and have good opportunities to take part in art and craft activities. They enjoy music and singing. Children also develop their imagination through role-play and the use of small world toys to act out familiar situations. For example, one child asks for water to put in a dish for his cows, when playing with the farm.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met as the staff know them well and seek good information from parents. Babies routines are recorded to ensure they sleep, eat and have their nappies changed according to their own individual needs. Staff sit in comfortable chairs and hold babies closely to give them their bottle, making eye contact with them to ensure they feel secure. Older children are encouraged to develop independence. Staff provide good opportunities for children to do things for themselves and ask them if they would like help, before giving support. Good systems are in place to support children with special educational needs.

Children learn about people's differences through celebrating different cultures and festivals. They play with a range of resources which provide positive images, such as small world toys with disabilities, cultural play food, and books and puzzles. Children are happy, confident and relaxed. They are generally well-behaved and are beginning to understand expectations of their behaviour. Good systems such as 'a kindness tree' are used to encourage good relationships. Children are confident to approach staff and go to them for cuddles and support. Spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. They receive good information on the provision and the activities provided. The good settling-in policy ensures children and parents are happy. Planning is displayed and regular letters provide additional information, such as items to bring in to support topics. Policies and procedures are always available for parents. Parents are invited in to discuss their child's development.

There is a system in place for them to be able to see their child's assessment records and be involved in setting future targets.

Organisation

The organisation is good.

Children benefit from the good organisation of space and deployment of staff. Children's welfare is protected by the group who regularly review and update their policies and procedures in line with their practice. However, the complaints procedure has not been updated in line with the new procedures. Good organisation of documentation support staff in providing appropriate care. In addition, systems are in place to ensure children are cared for by suitable staff who continue to update and improve their knowledge. The setting meets the needs of the range of children for whom it provides.

The leadership and management is good. The manager adopts good systems to evaluate practices and monitor the quality of teaching. Staff are provided with good opportunities to attend training. The manager seeks advice on the nursery education and effectively uses the guidance to review the planning and assessment. Good systems monitor the curriculum to ensure children are provided with activities for their all-round development.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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):

- ensure babies are protected from cross contamination from carpets
- ensures that the gap between the low wall and the building does not pose a hazard to children
- update the complaints policy in line with recent changes to procedures
- make improvements as identified in the nursery education

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):

- monitor and review the new assessment system to ensure children's development is effectively recorded and used to plan their next stages (also applies to the Birth to three matters framework)
- increase the resources for children to use ICT and programmable toys to support their learning

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