

Oswestry Day Nursery

Inspection report for early years provision

Unique Reference Number	224156
Inspection date	16 January 2008
Inspector	Kathryn Mary Harding
Setting Address	Morton Lodge, Morton, Oswestry, Shropshire, SY10 8AG
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Registered person	June Jones
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?

Oswestry Day Nursery opened in 1988 and operates from four rooms in part of a large Georgian house, set in its own grounds. It is located in the village of Morton, just outside the town of Oswestry. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 52 weeks of the year. All children share access to an enclosed outdoor play area.

There are currently 107 children aged from birth to under eight years on roll. Of these, 28 children receive funding for early education. Children come from a wide catchment area. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs 18 members of staff. Of these, 15 hold appropriate early years qualifications and two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children are cared for in a warm clean setting where they learn the importance of good personal hygiene and personal care through the daily routines. The setting has good procedures in place to deal with a sick child, so promoting children's good health. Staff have nappy changing record sheets to record individual children's nappy changes. Appropriate records are in place with regard to accidents and administration of medication but written parent consent is not in place with regard to the application of non-prescription medications, such as sun cream.

Children begin to understand the benefits of a healthy diet as they are offered healthy and nutritious snacks and meals such as different fruits, cheese and vegetables. These are freshly prepared on site by a trained cook who ensures that the weekly menu offers a balanced and varied range of healthy foods. They learn about living healthily as they are encouraged to go outdoors daily and exercise. They are offered drinks such as milk and water at snack time and older children can help themselves to drinking water throughout the day, enabling them to meet their own needs if they become thirsty.

Children enjoy a wide range of activities which contribute to their good health. There are outdoor activities to help them develop control of their bodies. They go for walks around the grounds and to help develop their physical skills. They ride around on trikes and scooters. They can access a wide range of equipment such as construction sets, puzzles and 'Small world' to help develop their fine control skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children and parents are warmly greeted by staff on arrival. The rooms of the nursery are made more welcoming by children's artwork and posters being displayed on the walls. The rooms are checked prior to the children arriving and regular written risks are undertaken. However, some cleaning products are stored in the nappy changing area, so this is a potential hazard. Some rooms have been recently decorated but the toilet area in the school room is in poor condition. The entrance door is locked and good systems are in place regarding the collection of children, so helping to keep them safe. Children are encouraged to keep themselves safe by staff giving explanations about how to safely use outdoor equipment.

Children independently select activities from a wide range of good quality toys and equipment, which meet safety standards and are regularly checked and cleaned. Toys and resources are regularly replaced and new equipment and toys are constantly being introduced. Resources are organised in open shelf storage units, at child height, so encouraging children's independent access.

Children learn how to keep themselves safe as they are given explanations of dangers such as when using the outdoor equipment. They are encouraged to help tidy the resources away after use.

Staff have the required procedures and documents in place to ensure children's welfare is safeguarded and promoted. Staff have a good knowledge of child protection procedures in line with the Local Safeguarding Children Board and most staff have attended a workshop on child protection matters.

Helping children achieve well and enjoy what they do

The provision is good.

Babies benefit from routines which are consistent with their experiences at home and staff are very attentive to their individual needs. Staff know the children very well and offer them toys that they will enjoy playing with and are interested in, such as the footballs. They roll, throw and catch the balls constantly chattering to the children as they engage in their play and encourage their language development as they repeat single words. Children enjoy developing their senses as they rattle the toys and mark-make with the crayons. As the children are encouraged to draw around their hands they are becoming aware of themselves. Staff sit with children on the floor and join in with their play, encouraging them to chatter. As staff read stories with the children they sit with them and give them a good sense of belonging. They chatter about the toys as staff offer different toys to the children. Lots of praise is used with the children, so raising their confidence and self-esteem.

Younger children take part in a good range of worthwhile activities and play opportunities which they find interesting and enjoyable such as exploring in the flour and painting with their feet. They develop good relationships with staff and each other as they help tidy up the resources and ask for help to put the dressing up shoes on. They listen well to stories and staff relay in a very lively way, so encouraging their interest in books. They become aware of their bodies as they look at where their knees and fingers are. Adults snuggle in upset children, so making them feel safe and secure. They have fun as they dress up in the dressing up clothes and talk about the different animal noises. They enjoy having the background nursery rhymes on as staff sing along with them. At child-initiated times they choose and plan what they want to play with, so encouraging their independence. Staff work directly with the children and consistently involve themselves and interact in their play. They are excited at the activities on offer and thoroughly enjoy using the wide range of equipment. They are happy and obviously enjoy their time spent in the setting. Staff have a good understanding of child development which enables them to offer good quality care.

The 'Birth to three matters' framework is effectively implemented for younger children, with staff looking at what the children are interested in. Staff complete regular planned and spontaneous observations of the children and these are stored in their learning stories. Along with these, artwork and photographs are stored in their 'All about me' books. Plans link to aspects of the framework and are informed by children's observations and assessment so ensuring children's progression.

Nursery Education.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Children show an interest in what they are doing and staff support them where necessary in their play, making children feel valued.

Staff are willing to attend training and have a good knowledge of the Foundation Stage. Plans link to the stepping stones and the six areas of learning and are adapted for older or more able children. Observations are undertaken on the children and these link to assessments and the planning to ensure the next steps in children's learning are catered for.

Children behave well, with staff continually praising and encouraging them, so enhancing their self-esteem. They concentrate well as they cut and glue their pictures and take turns to be a 'frog' or a 'currant bun'. They play well together and help each other put their dressing up

clothes on. They confidently approach adults, for example, to ask if they can help them. They help younger children as they find a tent for them. They are encouraged to put their own coats on prior to going outside so increasing their independence.

Children confidently talk in small and large groups about what they are going to play with and what they are doing. They can mark-make as they access a range of mark-making resources. As they look at 'Our Bodies' they draw around each other. They access books and share with each other increasing their interest in books. They are encouraged to listen at circle time.

Children gain confidence in using and recognising numbers during the daily routines and extend their mathematical vocabulary and skills in planned and spontaneous opportunities. They have opportunities to count the number of days in the week and the number of children at snack time. They have opportunities to solve simple number problems in a practical way, as they sing number rhymes. However, they have limited opportunities to recognise numerals.

Children look at the days of the week, the date, record their findings and sing the days of the week song. They gain a sense of time as they talk about what presents Father Christmas brought them and have photographs displayed of how they have grown. They explore and investigate as they play in the sand with the containers and can access rice, bark and shaving foam. They can access a computer with educational programmes to consolidate their learning. They build and construct with a wide variety of construction sets.

Children's physical skills develop and improve through a variety of experiences. They ride around on the tricycles with increasing confidence. They enjoy moving around the outdoor area negotiating a clear pathway through. They use balls as they learn to throw, catch and kick. They competently use glue spreaders to help develop their fine skills. They cut with scissors and adults support this where necessary.

Children have opportunities to play imaginatively in the home area, but this area is uninspiring. They look at colours and freely name the colours of items, such as clothes they are wearing and talk about what colours mixed together make pink. They are encouraged to talk about their senses as they are looking at the theme of 'Our bodies'. They sing familiar rhymes with enthusiasm and actions. They can freely access a range of craft materials so they are able to make their own creations.

Good systems are in place to care for children with learning difficulties and/or disabilities, including liaising with parents outside agencies and ensuring individual plans are in place and monitored. Overall, children make good progress in all areas of learning.

Helping children make a positive contribution

The provision is good.

Children are valued, listened to and very much respected and treated as individuals. Their awareness of diversity and understanding of others is extended as the nursery have a range of activities and resources to positively reflect diversity. They look at different festivals such as Diwali and take part in activities linked in with the festival. They take part in fund raising events to raise monies for local children's charities, so gaining an awareness of others.

Systems are in place, such as individual education plans and staff liaise very closely with parents and external agencies to effectively promote children's learning.

Staff have a calm, positive approach to managing children's behaviour. As a result children behave well and understand what is expected of them, so they know they have to take turns with the toys and resources. Good behaviour is encouraged as the staff give lots of praise and encouragement to the children for their efforts, enhancing their self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Staff, parents and external agencies all work together to meet each child's needs and ensure their protection. Parents are encouraged to share what they know about their child by completing a form detailing the child's routine and daily diaries are completed for younger children. This ensures consistency of care. Parents are invited to parents' meetings to discuss their child's achievements and talk with staff daily about their child. They are invited to social events. Parents can access informative literature in the foyer area. Positive comments on the service the nursery offers have been received from parents, stating that 'the children are very happy and feel staff are very approachable'. A complaints procedure is in place and parents are made aware of the procedure to follow if they wish to raise any concerns.

Organisation

The organisation is good.

Leadership and management of the setting is good. Staff clearly know about their roles and responsibilities, so helping to ensure that the planned activities are interesting to the children. They regularly evaluate and reflect on the sessions to look at further improvement. Staff are able to access training they require and on-going training within the setting is given a high priority. However, staff do not have regular performance reviews and supervisions to ensure they are all working effectively to meet the children's needs. The setting has a good range of resources to promote children's progress in all areas of learning.

The registered person uses effective and robust recruitment procedures which ensure that staff are appropriately vetted and qualified. All of the required paperwork is in place, along with an operational plan. Staff are very approachable, very caring and work very well together as a team to promote children's health, enjoyment and achievement. Policies and procedures are used effectively to promote the welfare, care and learning of children. They are shared regularly with parents to keep them well informed about the service and their child's activities. This contributes to continuity in the children's care. Overall, the children's needs are met.

Improvements since the last inspection

At the last inspection staff agreed to: ensure children have more opportunities to develop their own ideas and make their own creations, so enabling their creativity to have expression; provide more opportunities for children to access mark-making materials; ensure that all sockets are made inaccessible to children; ensure that good hygiene practices are in place and encouraged; ensure that information about children's special dietary requirements and/ or allergies is shared with staff, but maintained confidentially; ensure that observations and recordings of what children do, help staff plan for children's development and progress; ensure that planning of activities takes place in the baby room; ensure that staffing ratios are maintained, particularly at meal times; keep a written record, signed by parents, of medicines given to children.

Staff have created an accessible creative area so children can freely access materials and marking-making equipment is always available. All sockets are now covered, good hygiene practices are in place and children's special dietary requirements are maintained confidentially,

so promoting children's good health. Observations and assessments are used to plan for the next steps in children's learning and planning is now in place in the baby room. Staff have been employed to work during lunch time so staffing ratios are adequately maintained at all times and parents counter sign the medication records, so helping to keep children safe

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

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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 written permission is in place with regard to non-prescription medications such as sun cream
- ensure all noxious substances are inaccessible to children
- ensure that the toilet areas are revamped
- ensure that staff receive appraisals.

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):

- ensure that children have opportunities to recognise numerals and develop further the imaginative area.

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