

Safe Hands Day Nursery (DISS) Ltd

Inspection report for early years provision

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| Unique Reference Number | EY339697 |
| Inspection date | 22 March 2007 |
| Inspector | Susan Smith / Karen Pretty |
| Setting Address | Hopper Way, Diss Business Park, Diss, IP22 4GT |
| Telephone number | 07813 302808 |
| E-mail | |
| Registered person | Safe Hands Day Nursery (DISS) Ltd |
| 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?

Safe Hands Day Nursery (Diss) Ltd. is a privately owned full day care provision. It was registered in 2006 under its present owner and operates from premises that have been purpose built on an Industrial Park in Diss, which is in Norfolk. A maximum of 47 children may attend the setting at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks of the year, except for bank holidays. All children share access to a secure enclosed outdoor area.

There are currently 55 children, aged from three months to under five years, on roll. Of these, fourteen receive funding for early education. Children attend from the local community and the setting supports children with disabilities and who speak English as an additional language.

The nursery employs twelve members of staff. Of these, ten hold appropriate early years qualifications. The setting is working towards the Norfolk Quality Assurance scheme and receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted by the sound health and hygiene procedures consistently practised throughout the nursery, for example, staff follow stringent guidelines during food preparation and nappy changing. All areas are clean and hygienic and effective measures are in place to prevent the spread of infection.

Staff respond sensitively to children if they are ill or have an accident, systematic procedures are followed when administering medication and any accidents are clearly recorded and monitored. Staff are well informed about individual children's healthcare needs, with detailed documentation and consents in place to support this. A well-stocked first aid kit is easily accessible in each room and staff regularly attend first aid training to ensure they are aware of the correct procedures in a medical emergency.

Children learn the importance of good personal hygiene through well established routines and activities. They are constantly reminded about the importance of using soap to wash away any germs and staff are vigilant in ensuring older children wash their hands thoroughly before meals and snacks and after using the toilet.

Comprehensive procedures are followed to ensure children are well nourished and their individual dietary requirements are met. Appetising cooked meals are prepared in the nursery kitchen and well-planned menus ensure children receive a balanced and nutritious diet. There is a food preparation area and a refrigerator within the babies' room, which is used for preparing and storing feeds. All the necessary sterilising equipment is available when required. Daily records are kept of babies' food intake and these are shared with parents.

Children enjoy a good range of physical play activities which contribute to a healthy lifestyle. There is a well developed outdoor area where they use a wide range of toys and equipment such as footballs, wheeled toys and a climbing frame. Children demonstrate increasing control while placing small pieces of a construction set together, using a variety of mark marking tools and while practising their threading skills to help them develop their hand-eye coordination.

Children can rest and sleep according to their needs, a separate sleep room is available with cots for babies, while older children can rest on cushions in the book area. Beds are available for the older children to sleep in, if necessary. Each child has individual bedding which is washed regularly and stored appropriately. Children are reassured and comforted to give them time to 'come to' when they first wake up.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure indoor and outdoor environment. Their security is effectively maintained as staff closely monitor people entering the building throughout the day and children are only allowed to be collected by nominated people. Well-implemented policies and procedures are effectively followed to promote children's safety in the nursery and when on outings into the local community. Frequent emergency evacuations are practised with the children and staff to ensure everyone concerned knows what to do in the event of a fire.

The nursery is well-maintained, bright and spacious, with a corridor decorated with displays of photographs and notice boards containing extensive information on the running of the nursery and useful information for parents. Children are cared for in separate rooms dependent upon their age and stage of development. Each room is clean and attractively decorated to provide a very welcoming and stimulating child friendly environment. Children freely self-select from an extensive range of safe and suitable high quality toys and equipment that are well-maintained and meet safety standards.

Activities, toys and equipment for younger children and babies are vibrant and stimulating, they provide an extensive range of sensory opportunities and experiences, both indoors and out. Treasure boxes have been creatively developed which contain silver household objects and natural materials. These enable babies to express their feelings and inspire the use of all their senses. The environment offers a good balance between equipment and space, this ensures babies have room to move around confidently and safely.

Children's welfare is safeguarded and promoted because all staff have a good understanding of their roles and responsibilities in protecting children. Effective procedures are in place to ensure all staff have up-to-date knowledge of the procedures to follow if they have a concern.

Helping children achieve well and enjoy what they do

The provision is good.

The nursery is embracing the 'Birth to three matters' framework, and staff are aware of the needs of this age group. Most staff confidently use the framework to support their good practice. They have access to activities that help to develop their emotional, physical, social and intellectual capabilities. Children are encouraged to be confident and independent, through self-selection of activities and free play. However, staff are not always deployed effectively in the 'Farmyard Friends' room currently being used by children aged two to five years. This means that children are not always provided with appropriate support in their play and offered stimulating challenges to extend their learning and development.

Babies and toddlers enjoy close contact with the staff and explore their environment using their senses as they handle objects. They are happy and content and enjoy the playful interaction with the staff, for example, squealing with delight as they try to catch bubbles blown by the staff. Staff are kind and affectionate, they give cuddles and sit close to children when reading stories, giving them warm physical contact and making them feel valued.

Staff effectively use praise and encouragement to help children try to persevere with challenges. For example, giving positive encouragement and smiling when children practise their newly acquired walking skills. Children are given good opportunities to develop their competence as young autonomous learners through a wide variety of routine activities. For example, children become absorbed in sand and spaghetti play and enjoy exploring and experimenting with a wide range of different painting techniques.

Most staff have completed training on 'Tiny Talk', a form of sign language that is used to develop and promote the communication skills of pre-verbal children, this helps staff understand what the children want and enables them to meet their individual needs well.

Nursery Education

The quality of teaching and learning is satisfactory. Staff use their understanding of the Foundation Stage and how children learn to provide a suitable range of activities balanced across the six areas of learning. The planning for focus activities identifies appropriate learning intentions based on appropriate stepping stones. However, planning within the everyday routine curriculum does not identify learning opportunities. In addition, the adult-focused activities are not always clearly adapted to take account of children's individual stage of development. Most staff are beginning to evaluate the activities against the intended learning outcomes. However, these evaluations are not always used to inform future planning to ensure the children are provided with activities that are appropriate to their stage of development and offer sufficient challenges to the more-able children. Most staff use an appropriate variety of teaching methods to help children make progress and adapt their questioning skills to take account of individual children's level of understanding and interest.

Children are making satisfactory progress towards the early learning goals. Staff give children clear explanations of what is planned each day and follow routines which the children are familiar with to encourage their participation, for example, when it is time to tidy up a timer is used to count down and then a bell is rung. Children's progress through the stepping stones is monitored in their individual records of progress. However, this is not always used to identify the next steps in their learning. Staff provide children with a welcoming environment which reflects most children's backgrounds and sections of the wider community.

Children enjoy their time at the setting and have a positive attitude to learning. They are sufficiently confident and self-assured to work and play independently or in small groups. Children understand the rules of the group, for example, they remind each other that it is important to 'share toys'. Staff encourage them to develop self-care skills when putting on and hanging up their coats before going outside and after coming in.

Children are becoming confident communicators and are generally eager to join in with activities, for example, when playing with the train set children are happy to remind each other of the 'sharing rules' and children deal out trains to ensure everyone has an equal number. Children have opportunities to recognise their own names and enjoy using mark making resources at the graphics table and in the role play area to encourage their understanding of writing for a purpose. Children listen and respond to stories at circle time, promoting their enjoyment of an increasing range of books.

Most children can count confidently to ten with staff support and they take part in some planned and spontaneous activities to develop these skills. They enjoy joining in with number rhymes and staff encourage them to work out 'how many are left' which more-able children confidently do. Regular opportunities for sand and water play enable children to experiment independently with simple capacity calculations. Children have some opportunities to use and recognise numerals but this does not regularly feature in their plans.

Children enjoy operating a balanced range of resources in the home corner to stimulate their interest in everyday technology such as a microwave, mobile phone and electronic till. The group have a computer and the children are able to use it on a daily basis. Children have opportunities to explore and investigate different malleable materials during everyday play and through planned cooking activities. They enjoy using construction sets and equipment such as scissors and play dough tools to develop their hand to eye coordination.

Children engage in imaginative role play activities based on their own first-hand experiences in the well resourced role play area. Staff plan a range of role play situations such as a police

station or doctor's surgery to extend their ideas. Children join in enthusiastically with their favourite songs and action rhymes, particularly 'sleeping bunnies'. Children explore colour at the painting easels and also take part in planned, adult-led craft activities, which give children access to a range of media and resources of their own choosing to allow them to experiment and explore their own ideas and creativity.

Helping children make a positive contribution

The provision is good.

Children learn about equality through their play and resources which reflect our diverse culture. They are treated with equal concern and their needs are met through discussion with parents and by following individual sleeping, changing and feeding routines. Children with special needs can be cared for well because the nursery works closely with parents and outside agencies. Individual care plans are in place to ensure that children's welfare and development is promoted and they can take part in all activities at a level appropriate to their needs.

Children's spiritual, moral, social and cultural development is fostered. They are learning right from wrong and show concern for others through the use of effective strategies, for example, as staff praise children's helpfulness and kindness to others. Children are learning effective strategies to manage their own behaviour, such as being reminded to think about others and share toys. Children understand the rules of the group and explain them to others, such as actively encouraging each other to participate at tidy up time. Children have meaningful opportunities to learn about the wider world and other cultures. They take part in festivals such as Chinese New Year, when the room is attractively decorated to support the celebration.

The notice board shows the weekly menus, photographs of staff, their qualifications and the list of key workers for each child, so parents know who to talk to about children's progress and development. A welcome pack and the prospectus informs parents about the nursery's procedures, 'Tiny Talk' and what policies are available.

The partnership with parents and carers of children receiving nursery education is good. Parents value the parent consultations where they discuss their children's progress and development records with their keyworker. Parents are aware that they can ask to see their children's records at any time and there is a good procedure in place to ensure parents are encouraged to contribute any comments of their own to their children's records on a regular basis. Parents receive good information about the provision, including the Foundation Stage, via a welcome booklet and regular informative newsletters keeping them up to date on the running of the group. Parents are complimentary about the care and education provided and the good progress made by their children. They have very friendly relationships with the staff and are never in a hurry to leave.

Organisation

The organisation is satisfactory.

Children's welfare and learning is promoted because the organisation of the nursery is effective and staff have appropriate skills, experience and qualifications. There are sound induction procedures in place and robust vetting systems ensure that persons working with children are suitable to do so. The registers for children show times of arrival and departure, staff sign in and out and the visitors book shows who is on the premises at all times.

All relevant documentation is in place, helping staff to meet children's individual needs and has a positive impact on the care they receive. However, some of the documentation is not specific to the provision. Most policies and procedures are in place and work in practice to promote children's health, safety and enjoyment. The group is currently updating some policies and procedures in line with current regulation and is in the process of undertaking the Norfolk Quality Assurance Scheme to further improve their practice. The provision meets the needs of the range of children for whom it provides.

The leadership and management is satisfactory. The sound level of leadership provided by senior staff has built a dedicated team who are committed to improving the quality of nursery education. However, recent staff changes have led to some inconsistencies and lack of awareness of roles and responsibilities. This is evident in the ineffective deployment of staff to support children's learning and progress in the Foundation Stage. A clear system of staff appraisals and induction is in place to identify areas of strength and professional development. Staff are well supported and offered further training opportunities if desired. The system of evaluating and monitoring the provision of nursery education, currently fails to effectively use observations of children in relation to their starting points to inform the delivery of nursery education. Therefore, planning is rarely focused around children's interests or gauged to meet and further develop their capabilities. The group have been working with the local authority and are committed to reflecting on their advice and incorporating it in their practice.

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 AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

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 all documentation and consents are specific to the provision

- ensure staff are deployed effectively in the 'Farmyard Friends' room, engage children in meaningful play and offer sufficient challenges (also applies to 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):

- develop the assessment and evaluation of children's progress to identify their starting points and the next steps in their learning to inform future planning
- ensure planning identifies learning opportunities within the everyday routine curriculum and develop further the systems for assessment of activities against the intended learning outcome.

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