



Chessgrove Park Day Nursery

Inspection report for early years provision

Unique Reference Number	EY333077
Inspection date	17 November 2006
Inspector	Ann Doreen Burford
Setting Address	Ditchford Bank Road, Hanbury, nr Bromsgrove, Worcestershire, B60 4HS
Telephone number	01527 821975
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Registered person	School House Private Day Nursery 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 good.

WHAT SORT OF SETTING IS IT?

Chessgrove Park Day Nursery is one of two nurseries run by School House Day Nurseries. It opened in 2006 and operates from three play rooms in a converted barn. It is situated in a rural location amongst a number of other converted barns with a variety of uses. There are currently 31 children aged from ten months to four years. Of these, three receive nursery funding. A maximum of 20 children may attend the nursery at any one time age from three months to five years. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery has strategies in place to support children with special educational needs, and has procedures to support children who speak English as an additional language.

The nursery employs eight staff, who work on a rota basis. All of the staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are developing their understanding of how to lead a healthy lifestyle through participation in relevant activities. The older children are developing their independence in meeting their personal care needs. They access the child height toilet facilities and are starting to understand when to wash their hands especially after playing outdoors and after using the toilet. High standards of hygiene are maintained throughout the nursery, however, sometimes the working dogs from the adjacent farm come onto the car park which means there is a possibility of infection. Staff and children have indoor and outdoor shoes to reduce the risks to health from contamination. Nappy changing facilities and potty training equipment are readily available to meet the needs of babies and toddlers. The internal premises are kept to a high standard of cleanliness.

Children are learning about healthy eating because of the excellent meals that are provided by an outside caterer. These are of high quality both in forms of nutrition and taste. They are a treat to the senses as they look and smell delicious. A choice of healthy snacks are also provided. Children have fresh fruit every day. Older children can help themselves to drinks throughout the day. They can pour themselves a drink from a jug and there is also a water fountain which children can use independently.

Children have ample opportunities for fresh air and exercise. The babies thoroughly enjoy their walks in the local countryside when staffing ratios allow. When the pushchairs and baby carriers are set out, the faces of the young children light up with excitement and on their return they have a healthy glow to their skin. The older children also enjoy a variety of walks in the local countryside and even learn about some aspects of the working farm as part of their outdoor adventures. There is an adjacent outdoor play area. The area is split into two, a grass area and a safety surface area. Children use the variety of outdoor play equipment including sit-on toys.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm and welcoming indoor and outdoor environment. The nursery is situated in a converted barn which has been completed to an extremely high specification. There are three main play rooms. These rooms act as base rooms for different age groups. The child-height storage units in each room enable children to self-select toys safely. The baby suite is on the first floor. Because the setting has only recently opened, the babies and toddlers are cared for in the large ground floor room at present. It is the intention that as numbers increase the non-mobile babies will be mainly cared for on the first floor. The spacious school room can be subdivided into two areas, one for creative and messy activities and the other section for imaginative and table top activities. This creates a wonderful safe learning environment.

There is an excellent range of age-appropriate resources in all the rooms which means children use suitable and safe equipment. This is because the setting provides furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition and are well maintained. The setting is one of two nurseries owned by this provider which enables them to share and swap resources to further expand the type and range of experiences for the children.

Security is given priority, children can be collected by a named person and passwords are used if necessary. Some risk assessments are conducted and staff understand how to minimise risks for most situations. Children learn to keep themselves safe through every day activities, although the staff have a habit of stepping over the wooden barriers which does not set a good example.

Children's welfare is safeguarded because staff have a very good understanding of child protection procedures. The staff are aware of their duties in relation to child protection because this is part of their induction when they are employed. Up-to-date information is available in the staff room to ensure current best practice is followed.

Helping children achieve well and enjoy what they do

The provision is good.

Children are involved in a wide variety of interesting and stimulating activities that support them making good progress. The warm caring relationships between adults and children are evident through their interaction. All staff have a sound knowledge of child development and regularly access appropriate training. The staff working with the younger children have accessed relevant training and information sessions on the 'Birth to three matters' framework. They are using photographs of the children playing to create an album which shows how they provide a variety of activities that meet the different aspects of the framework. Staff have created an excellent range of sensory equipment to offer stimulation and tactile experiences for the younger children. The babies and toddlers react with glee to the lighting, and love to look at themselves in the variety of mirrors. Children use a good mix of natural and purpose-made materials and equipment. Staff all have a strong commitment to continue to develop their own knowledge of childcare and education.

Nursery Education.

The quality of teaching and learning is good. Personal, social and emotional development underpins the rest of the children's learning. This is especially important because of the mix of age-groups in the school room. Children are starting to understand the room's rules and strategies are in place to help children develop their ability to share and take turns. Children are developing a strong sense of belonging and are starting to take responsibility for keeping the room tidy. They relish participating in tidy up time and at the end they cheer and clap themselves on their successful participation.

Communication, language and literacy are well developed. Many children recognise familiar words and are exceptional in their linking sounds to letters. Many can sound out the letters in their own name and familiar objects. Children use name cards in the computer area to help them find and identify letters on the keyboard. Some children are starting to form letters

correctly and some can write their own names. Children enjoy stories told by adults and love to predict what comes next and particularly enjoy stories reflecting a sense of humour. There is a good choice of appropriate books and comfy cushions where children can relax and enjoy the books.

Mathematical development is good. The range of resources supports children developing a sound understanding of mathematical concepts. They measure and use mathematical language spontaneously in their play. Children count and are improving in their understanding of sequence of numbers. A few children can recognise and name shapes, for example, some can identify the beams in the ceilings create a triangular shape. This means children are starting to use mathematical concepts in their thinking and problem solving.

Knowledge and understanding of the world is a particular strength in this setting. They have an excellent understanding of nature, how to care for it and most importantly how to enjoy the outdoor environment. They regularly go for walks in the local countryside and visits to the adjacent farm. This enhances children's understanding of animal husbandry and aspects of caring for the countryside. Children use technology with increasing skill. There is a very good range of games for children to use to develop their language and mathematical abilities. They also use the keyboard and mouse to develop their dexterity and learn how a computer works. The child sized computer furniture means children can comfortably access this area. They listen intently to each other telling details of their family and home experiences and have opportunities to participate in a range of festivals and celebrations.

Creative play is regularly available and easily accessed by the children. They use a variety of art mediums as they experiment and enjoy participating in craft activities. The home corner is extremely well equipped so children play out their own thoughts and experiences with enthusiasm. Children sing familiar songs even sometimes managing a solo performance.

Physical play for children is good. There are many resources for children to use to develop their hand and eye coordination. They are skilled at using a variety of tools and equipment. Children are learning to take care of themselves and are developing their skills at dressing. Before playing outdoors they find their own wellingtons and change their slippers and try to put on their own coats. They are given strategies by staff to put their arms down sleeves, and how to fasten their coats. This means they are becoming independent in their self-care.

Overall, children make good progress in all areas of learning because of staff's knowledge and understanding of the Foundation Stage. The effectiveness of curriculum planning and assessment for all funded children is suitable. However, it does not include differentiation or sufficient challenge for older or more able children. When the younger children are having an afternoon sleep, staff sometimes provide more challenging activities for the older children but plans do not fully reflect this. As a result, older children's learning is not always fully extended. All children are eager to learn, self-assured in their play and confident to try new experiences. The school room is well designed and set out. The rustic beams and charming light fixings give the room an aesthetic value that creates a stimulating learning environment. Adults consistently and positively interact with the children to encourage their interest, involvement and learning. There are effective strategies in place to support children with special needs. Staff work closely with parents and other professionals to ensure children reach their full potential. There are

strategies to ensure children who have English as an additional language are given full support. Staff achieve a balance between supervised activities and allowing children the freedom to initiate their own learning.

Helping children make a positive contribution

The provision is good.

Children have a strong sense of belonging which has been achieved through staff's efforts to create a homely familiar environment for the children. One of the ways this has been achieved is through the use of photographs. Each room has photographs on display of the children using that room. Each room also has displays of children's art creations giving them a sense of identity and pride in their own achievements. The settling in procedure enables staff to work closely with parents to identify each child's needs and how to meet them. This means children mainly settle quickly into the nursery. Children participate in a range of celebrations and festivals to develop their knowledge and understanding of the world. Parents are also asked to share their expertise and home cultures to further enhance children's experiences of the diverse community.

Children with physical disabilities or learning difficulties have their needs met because staff understand and can implement the code of practice. They work with parents to ensure all children are included in the life of the setting. They liaise with other agencies and relevant specialist staff from the other setting owned by this provider. This enables them to expand and enhance staff's understanding of caring for children with learning difficulties or physical disabilities.

Children are starting to learn how to behave well in proportion to their level of understanding and maturity because staff create an environment that encourages children to respect boundaries and begin to control their own behaviour. When a dispute erupts, staff take appropriate sensitive action to enable children to find alternative ways to settle disputes. Taking turns, sharing and being respectful is a priority to help children develop their understanding of responsible behaviour.

Children's spiritual, moral, social and cultural (SMSC) development is fostered.

Partnership with parents and carers is good. Parents and children are always warmly greeted by staff on arrival and time is made for a friendly verbal exchange of relevant information. Formal parents meetings are regularly arranged to keep them informed about their child's achievements and progress. Parents can access their child's records of progress on request. Regular newsletters keep parents informed about the topic and activities children participate in. For example, parents were asked to provide 'Bob the Builder' role-play hats for the children to wear as they learnt about the digger being used in the adjacent building renovation. Staff take time to get to know the children and parents well. Right from the start, they find out about their likes and dislikes, what they can and cannot do, and individual routines and this is an ongoing process. The weekly planning is displayed in the room and additional daily information about specific activities is also on show to keep parents informed.

Organisation

The organisation is satisfactory.

Children's care and education is promoted because all of the staff are qualified and experienced. An appraisal system is in place to help staff to identify further training to help their own personal development as well as training that further enhances the quality of care and education. This means practitioners have high regard for the well-being of all children. Despite having only worked together at this setting for a relatively short time, the staff make a cohesive team with high values. The staff group and management work in close harmony with the staff from the other setting owned by this provider. This has helped them to assess their own strengths and weaknesses. The key worker system is effective and the organisation and deployment of the staff means children are always well supervised and supported. There is a rigorous vetting system for staff which contributes towards children being protected.

The policies and procedures are continually reviewed. The operational plan is presently being updated to reflect the improvements and changes as the group grows. Notes have been attached to the current policies and procedures of how they will be changed. When they have been completed the changes are shared with staff and parents as appropriate. All of the required documentation is readily available and stored securely.

Leadership and management is satisfactory. The leadership of the setting is beginning to develop, and aims high. New ideas are shared between the room supervisor and proprietor as they adapt their practice to meet the needs of the children. This includes ways of involving parents in their child's education. This is a new staff group who are committed to improvement as they actively improve their knowledge and understanding through training. As part of the settings commitment to improvement, a letter has been sent to parents to gain their opinion on how the first few months since they opened have met the families expectations. Any immediate concerns are addressed with the parents. All staff and parents are involved in ongoing evaluations, however, there is no clear idea or action plan for improvement yet. They are also building strong relationships with other professionals to identify and introduce ways of promoting children's learning. They have worked hard to create a stimulating, attractive room where children feel at home.

Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by the 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

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 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):

- develop strategies to ensure children's health is protected from any health risks from the farm dogs
- expand the range of risk assessments and identify action to be taken, especially when staff are negotiating the wooden barriers.

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):

- improve the planning to include differentiation and challenge for older and more able children
- improve the evaluation of nursery education and produce an action plan on how to make future improvements.

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