

Academy Day Nursery

Inspection report for early years provision

Unique Reference Number	EY288797
Inspection date	30 November 2007
Inspector	Diana Pidgeon
Setting Address	Bestwood Park Drive West, Rise Park, Nottingham, NG5 5EJ
Telephone number	0115 9797800
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Registered person	The Academy Day Nursery (Nottingham) 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?

Academy Day Nursery opened in 2004. It is a privately owned nursery that operates from a purpose built unit situated in Rise Park, Nottingham. Children are accommodated in four rooms according to their age and stage of development. They share access to a securely enclosed outdoor play area. The nursery is open each week day from 07:30 to 18:00 for 51 weeks of the year.

A maximum of 50 children may attend at any one time. There are currently 44 children aged from ten months to eight years on roll. Of these, seven children receive funding for nursery education. Children mostly come from the local and surrounding area.

The nursery currently employs nine staff who work directly with the children. Of these, six hold appropriate early years qualifications and two are undertaking training. Additionally there is a chef and a housekeeper. The nursery is a member of the National Day Nurseries Association. It receives advice and support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted through the effective implementation of clear health and hygiene policies and procedures. For example, everyone entering the nursery is required to cover or remove their outdoor shoes. This reduces risks for children when they sit or play on the floors. Babies are thoroughly protected through the high level of attention given to ensuring the toys and equipment they use are clean. Their health is protected further due to the safe storage of dummies in individual pots and the use of appropriate routines that ensure children's nappies are changed and disposed of hygienically. Children begin to take responsibility for their personal care. For example, they are familiar with routines for hand washing and older children know why this is important to stop the spread of germs. Suitable measures are in place to ensure children who are ill or injured receive appropriate care. There is a member of staff qualified in first aid available at all times and this means children receive emergency treatment as required. Staff implement the sickness and medication policies rigorously so that children's ongoing health is protected.

Children are well nourished and have good opportunities to learn about healthy eating through the range of nutritious meals and snacks provided. For example, they enjoy a home cooked casserole with creamed potato for a main meal as well as snacks of fresh fruit and chopped vegetables. Parents of younger children are able to provide their baby's milk and any preferred foods and these are stored appropriately in a designated fridge. Children's individual dietary requirements are met as staff work effectively with parents. Relevant information is sought and shared so that staff and the chef are fully aware of any restricted diets. Children eat their meals safely as staff ensure they are appropriately seated and supervised. Children learn to feed themselves, receiving support when needed. Older children serve their own meals and engage in conversations with staff that help them learn about different foods. Many children try new tastes, such as vegetables they would not normally eat, when encouraged by the staff.

Children have good opportunities to be active and to play in the fresh air. They use the outdoor play area to run, climb and ride wheeled toys, which helps to enhance their physical abilities. Older children have opportunities to use more challenging equipment on their regular visits to a local play park. Younger children use a good range of soft play equipment that encourages them to crawl and develop their mobility. Good attention is paid to ensuring all children have a balance of active and quiet times. Toddlers and children wanting to rest do so mostly after their lunch, although arrangements for children to relax are made according to their needs. Babies' individual routines for sleep and feeding are respected, so offering continuity of care and supporting their emotional well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, safe and secure environment. Rooms are warm, bright and made welcoming through displays of children's work and the accessibility of activities. Resources are organised safely and subject to regular checks to ensure they are clean and safe for children to use. Comprehensive risk assessments identify and minimise any recognised hazards. Staff provide high levels of supervision and carry out relevant daily checks. For example, they check the safety of the public play area before allowing children to use it. Sleeping children are regularly monitored and visually checked. Access to the premises is secure and visitors'

identities are checked before being admitted to the building. A secure signing in system ensures an accurate record of those on the premises is maintained and supports other fire safety measures. Regular fire evacuation practices are held and evaluated to improve efficiency. Clear procedures are in place to ensure the safety of children when they are on outings. Therefore, children's safety is given high priority.

Children develop an understanding of keeping themselves safe as a result of staff discussing safety issues with them. For example, young children grab the straps on the changing mat indicating they understand the need for these to be fastened before their nappies are changed. Older children explain why they need to pick things up off the floor so others will not trip and attempt to sweep up spilled rice with a dustpan and brush.

Staff demonstrate a secure understanding of their responsibilities towards protecting children. They have a thorough knowledge of the signs of abuse and neglect and are able to put the procedures into practice when necessary to protect children from harm. As a result children's welfare is safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled within the nursery. They are eager to enter their rooms and greet staff with huge smiles. Staff plan for the development of younger children in line with the 'Birth to three matters' framework and provide appropriate support and encouragement. Throughout the day, nursery staff make good use of opportunities to observe and record what children do and know. This information is used to assess their progress and to plan for their future learning. Babies enjoy a range of sensory experiences planned to meet their individual needs and interests. For example, they paint using large brushes and feel the paint with their hands. Activities such as the use of large soft play materials encourages their mobility and increases their ability to control their movements. Toddlers begin to find their voices as they join in enthusiastically to sing familiar rhymes and songs. They learn to play cooperatively with others and with staff support learn to share resources fairly. Toddlers begin to make choices within their play and have opportunities for both adult led and child initiated activities. They begin to value books and handle them with care as they carefully turn the pages.

Children are interested in their activities. They are able to use their initiative. For example, they independently access resources set out at their level. Staff listen to and value what children say, taking appropriate action to extend their learning. For example, they help children to recognise colours as they draw. Transition between rooms is handled sensitively and according to individual children's need. Children undertake a number of visits to their new room and the move only becomes permanent when the child is ready. This ensures individual developmental needs are met.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a generally good understanding of the Foundation Stage and how children learn. This enables them to plan a sufficiently relevant and interesting range of activities for the children with a balance of adult-led times and free play. They interact well with the children giving suitable explanations and asking appropriate questions, which encourages learning. Regular observations of what children do and know are recorded and used to assess their progress towards the early learning goals. Activities are planned to cover all six areas of learning although without clear learning intentions apart from

the focussed activity of the day. There is little differentiation in planning to meet the needs of the age and ability range of the children in the room. This means staff working with the children are not always clear how to fully support individual children's learning. During the day children make choices in their play. They move around the room freely accessing areas such as the role play and writing table. However, children's direct access to additional resources to extend their play is limited and consequently more able children are not always sufficiently challenged.

Overall children make sound progress in their learning. They are generally interested in the activities presented for them and their confidence and self-esteem is built through their successes. For example, younger children are pleased when they complete jigsaw puzzles unaided. Many children choose to play cooperatively with others and understand the need to share and take turns. Consistent adult guidance is helping some children understand the expected codes for working in a group and helping them to develop respect for others. All children develop personal independence as they manage their toileting needs, fasten coats before outdoor play and serve themselves with food at mealtimes. Children begin to develop their knowledge and understanding of different cultures and beliefs through planned activities, displays and access to appropriate resources. Appropriate systems are in place to support children with learning difficulties and/or disabilities. Most children are confident speakers and eager to share their views and ideas in group times and when working with others. They are beginning to develop listening skills in small group situations and many children recognise initial sounds in words. Children enjoy singing rhymes and songs and listening to stories. However, books are not presented well in the pre-school room and therefore children do not use these to gain information or for their own pleasure. Children's awareness of print is supported by labels around the room and all children recognise their names and those of their friends. Children enjoy mark making activities such as making patterns in cornflour and chalking outdoors. Many children use the clipboards and writing pads to record for their own purposes. Some children are developing skills that enable them to write and copy simple words.

Children count, sort and match within their play. They identify simple shapes and compare weight and size in practical activities. Some opportunities to calculate are used but these do not fully challenge the most able children. Children learn about the natural world through planting and caring for seeds, observing weather and handling natural materials. They spontaneously explore fallen autumn leaves that they bring into the setting after playing outdoors. Children have a good understanding of the local environment because they frequently go on outings to places of interest such as the park and library. They have some opportunities to explore information and communication technology. They use a range of small equipment to support their manipulative skills such as paint brushes, crayons, scissors and cutlery. While children enjoy painting and drawing pictures their ability to create for their own purposes is limited by the resources readily available. Children have a good understanding of colour and recall animatedly having seen a rainbow and the colours they saw. They engage in activities that help them appreciate how colours such as orange are made. Children enjoy singing and sing a colours of the rainbow song. Children enjoy playing outdoors and skilfully negotiate around the area when riding wheeled toys. They have appropriate and regular access to a range of equipment to support their climbing and balancing skills.

Helping children make a positive contribution

The provision is good.

Children are welcomed into a very inclusive environment where all children and families are equally valued and respected. Care is taken to get to know children's individual needs and

preferences so that they enter the nursery happily and quickly develop a sense of belonging. They have many opportunities to learn about themselves, each other and the world around them through planned activities and resources that reflect diversity. Children enjoy celebrating the different festivals throughout the year and using items such as chopsticks in their play. Good use is made of facilities in the community to raise children's awareness of the local area. Visitors, such as the fire service, enhance children's overall learning. Sound systems are in place to support children with learning difficulties and/or disabilities so that their needs are met through close liaison with parents and other professionals.

Children's good behaviour is valued and encouraged, according to their stage of development. All staff have attended recent behaviour management training and have clear strategies for dealing with any unwanted behaviour and are consistent in their approach. Children receive praise when they do well and positive behaviour is rewarded with stickers or for very special actions children are awarded a leaf on the 'achievement tree'. This reinforces their good behaviour. Younger children learn to share and take turns in their play. Planned activities encourage cooperation. For example, they play 'row the boat' by holding hands and working together. Most older children take responsibility for their own actions and behave appropriately. For example, they help to tidy up when asked. Children's spiritual, moral, social and cultural development is fostered.

Parents and children benefit from the close partnership between the home and nursery. Staff greet all parents as they arrive with or collect children and ensure relevant information is exchanged. Daily diaries pass between the nursery and home so that parents have a record of their children's day. Comprehensive settling in arrangements ensure appropriate information is sought and recorded so that children are cared for according to their individual needs and parents' wishes. Parents have access to relevant written documentation on notice boards and through newsletters to enable them to be mostly well informed. They have regular opportunities to meet with staff and review their children's progress. Additionally, social occasions are organised for families and succeed in building positive relationships with staff. The partnership with parents and carers of funded children is satisfactory. They receive generally satisfactory information about the curriculum, the routines and range of activities provided. Some opportunities are provided for parents to support their children's learning at home.

Organisation

The organisation is good.

Children's welfare is supported through good organisation. The provider uses robust recruitment procedures to ensure all staff employed are suitable to work with children. Staff are mostly well qualified and a training plan is in place to meet individual and organisational training needs. There have been significant changes to the staff team during the last year and the nursery is working hard to establish the new team. For example, they regularly meet together and have undertaken in-house training to ensure they work consistently. This is resulting in building an enthusiastic and committed team of workers who have a clear understanding of their roles and responsibilities. Staff are deployed well so that sufficient staff work directly with the children in each area of the nursery to meet their needs. Suitable arrangements are in place to cover absence and breaks within the day through the use of part-time staff and the manager who is normally supernumerary.

The leadership and management of funded children is satisfactory. Staff are clearly committed to providing for children's learning needs and are keen to build on their existing practice. Managers and staff pay attention to advice they receive from external sources and are keen to

implement ideas. For example, a snack bar system has been introduced in the pre-school room to allow children to take their snack when they choose so as not to interrupt their play. Staff are beginning to evaluate the delivery of some activities and to use observations to ensure individual children access all areas of the curriculum.

A good range of policies and procedures is in place to guide practice. However, these are still being reviewed to take account of and reflect staff's new responsibilities. All the necessary documentation and records are maintained to promote children's safety and welfare. Overall children's needs are met.

Improvements since the last inspection

At the last inspection it was recommended that the staff observe and record what the children do and to plan for the next steps in their development, with particular reference to children working towards the early learning goals. Since the inspection the nursery has implemented systems to observe and assess children's learning and to use this information to inform future planning. By taking these steps the nursery has ensured children make satisfactory progress towards the early learning goals.

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):

- update policies and procedures to fully reflect the recent changes in staff roles and responsibilities

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):

- continue to build on the effectiveness of the planning so that clear learning intentions for individual and groups of children are identified

- develop the learning environment so that children can make further independent choices to extend their own learning
- ensure all children are appropriately challenged so that their opportunities for learning are maximised.

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