

Patterdale Lodge Private Day Nursery

Inspection report for early years provision

Unique Reference Number	323088
Inspection date	19 March 2008
Inspector	Elizabeth Margaret Grocott
Setting Address	Patterdale Lodge Childrens Day Nursery, 101 Market Street, Newton-le-Willows, Merseyside, WA12 9DD
Telephone number	01925 227123
E-mail	
Registered person	Mr Joseph Thomas Lightfoot and Mrs Barbara Mary Lightfoot
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 outstanding.

WHAT SORT OF SETTING IS IT?

Patterdale Lodge Private Day Nursery has been registered since 1996, and is privately owned and managed. It operates from a large house in Newton-le-Willows on Merseyside. All children have access to a secure outdoor area.

The setting is open each weekday from 08.00 until 18.00 all year round. The group are registered to care for a maximum of 50 children under five years. There are currently 80 children on roll, of whom 22 receive funding for nursery education.

There are currently 21 staff employed, of whom 19 have appropriate early years qualifications or are working towards one. The nursery receives support from an early years advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of washing hands before meals, after toileting and independently wash their hands after messy play. Adults complete these tasks for younger children. Staff are vigilant about children's hygiene at all times and employ thorough procedures and routines to ensure all areas are clean and hygienic. They wear aprons and disposable gloves to serve meals and clear procedures are followed when changing babies' nappies. Nappy changes are recorded and procedures followed, with staff always wearing protective clothing. Individual toileting requirements are well met and staff respect the children's privacy when changing them. However, in the under three's area, privacy is not respected as the toilet cubicles do not have doors. Children blow their own noses and dispose of the tissues carefully. Sleep and rest times are arranged around children's home routines which helps to promote good continuity of care and to encourage children to feel settled and secure. All staff attend first aid training enabling them to manage minor injuries effectively.

Children's healthy eating is well promoted through the provision of healthy snacks and meals throughout the day. They are provided with very well balanced, home cooked meals with fresh vegetables and thought given to vegetarian and Halal options, to make them equally as appetising. The cook ensures children are provided with most of their five portions of fresh fruit and vegetables each day. Children enjoy meals, such as sweet potato bake with carrots, vegetable hotpot with beetroot, Quorn casserole with potato carrots and broccoli and shepherd's pie with carrots and cauliflower. All food is probed before serving to ensure it is at the correct temperature. Children enjoy serving themselves and most go back for more than one helping. Good arrangements are made for children to access drinking water throughout the day, promoting children's good health and overall development.

Children recognise the benefits of exercise and enjoy daily opportunities to participate in activities developing their coordination and skills. This helps them to have positive attitudes to physical activity as part of developing a healthy lifestyle. They enjoy topics, such as healthy eating and know that if they eat too many chocolates or cake, their teeth will get holes or fall out. Children eagerly join in the varied activities that develop their climbing, sliding, riding and balancing skills as they access the equipment available.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and parents are warmly welcomed by the manager into a bright, colourful and warm nursery. Children quickly settle happily with their friends. All areas are well decorated and a wealth of information is displayed. The Early Years Foundation Stage and 'Birth to three matters' are well documented using photographs of children at play, to illustrate how they achieve their goals.

All areas are extremely well resourced with a good representation of all types of play. Rooms for older, more able children are split into designated areas to provide a little more structure. Most resources are displayed at low level, in attractive labelled drawers and boxes, so that children can make their own choices. Treasure baskets, interest boxes, craft and sensory play are evident in all areas.

Visitors are identified on entering the building and asked to sign the visitors' book. Children and staff practise the emergency evacuation procedures on a regular basis. This helps children become familiar with the routine in the event of an emergency. Regular risk assessments are conducted, recorded and action is taken when needed. Staff are vigilant and alert to children's individual needs and quickly assess and reduce potential hazards. For example, during water play, a mop and bucket is kept close by and staff regularly mop the floor to prevent anyone slipping.

Children are well protected because staff have an in-depth knowledge of child protection. They are aware of their roles and responsibilities and how to implement the nursery and local safeguarding procedures. All staff, children and visitors at the nursery are recorded. Rigorous recruitment procedures ensure that all adults who work on the premises are suitable to work with children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enjoy their time at the nursery and generally arrive happy and ready to participate. They explore and experiment through a range of very well planned activities that are appropriate for their stage of development. Warm and caring relationships are formed between children and staff as they talk and laugh together whilst playing. Children are happy and enjoy themselves in the busy nursery environment that the staff create each session. Babies explore treasure baskets and reach for bubbles as they are blown close by. Tots enjoy building with cardboard boxes and help to brush up leaves outside. Two-year-old children take part in music and movement, play with jelly and gloop and gently care for their 'babies'. They experiment with water, pouring it from large funnels and watch the bubbles at the bottom as it comes out. They observe as food colouring is added, and predict what colour it will be if they put it in a blue cup. Staff who work with children under three have undertaken 'Birth to three matters' training and implement it expertly into their planning and observation. They use the assessments they make to plan the next steps for individual children. Children are making excellent progress in all areas because staff are committed.

Nursery education

The quality of teaching and learning is outstanding. Staff have an excellent grasp of the Foundation Stage and how children learn. They use children's interests and their knowledge of each child's progress to effectively plan an extensive range of stimulating activities. These cover all aspects of the curriculum. Staff use many effective teaching methods and tools, for example, building ramps outside for cars to jump from, helps to teach the children not to throw the cars indoors. Children make excellent progress because staff support them in their activities and help them persist and achieve. Staff interaction and questioning encourages children to think and solve problems as they take part in both self-initiated and adult-led play activities. Staff observe children as they play and learn, taking anecdotal notes of their observations. These are used very effectively to plan the next steps for each individual child.

Children are enthusiastic to learn and persist in making their needs and wants known. They are confident speakers and enquire from the visitor, what her name is. Children develop excellent relationships with staff and other children in the group. They learn to cooperate and work well together. They work as part of a large group painting animals for a display. They are independent in their self-care and automatically go to wash their hands after a messy activity. They serve their own lunch and choose what they wish to have. They begin to take responsibility for their

behaviour and apologise when they have accidentally hurt one another. Through sensitive interaction from staff, children begin to develop an understanding of the needs of others. For example, they learn that it is unkind to take toys from other children as it is upsetting.

Children are given choices by staff, who ask what they would like to play with. Some children decide a party would be a good idea and proceed to get all the necessary items together. For example, the blanket, which becomes a swimming pool, cups and saucers, various food items, dolls, buggies and teddy bears. The competent staff skilfully extend the children's learning and development through the use of open questions. Some children choose a craft activity and make baskets to put their Easter eggs in. They chatter away to explaining what they are doing. Children are beginning to link sounds and letters. They recognise the visitor's name badge has the same initial as their name. Other children go outside to practise balancing an egg on a spoon. They are able to recall the discussion from the week before, about the plan to practise this.

Most children can communicate clearly. They enjoy books and stories in the comfortable book corner. This enables them to access books freely and easily and enjoy stories and reference books on an individual, and group basis. Children's literacy is encouraged effectively. The play environment is rich in words and letters and many children know the names and sounds of letters of the alphabet. Some are beginning to write clearly for a purpose. Older, more able children are beginning early reading, as staff extend activities to meet their individual needs. Children are taught about numbers, shapes and simple mathematical concepts in many activities and daily routines. For example, wooden numbered boats with corresponding people, sorting and matching games and numbers displayed around the room. They sing songs and rhymes involving simple subtraction and children's counting and recognition of written numbers is very secure. They make number patterns and discuss whose feet can fit into whose shoes, and whether they will be too big. Again staff support and extend activities to meet individual needs, as some children are particularly good with number recognition and addition and subtraction.

Children's knowledge and understanding of the world is developing very well. They look at a real spider to see how it spins its web. They watch tadpoles turn into frogs, cocoons into butterflies and then release them into the nursery garden. They visit the local pet shop and buy some goldfish and watch a snail make its trail. Children are given a real mackerel to explore and look at worms with a magnifying glass. They help staff to prepare the nursery garden ready to plant some new seeds and look at footprints on the grass when it is icy. They learn about modern technology as well as the natural world. They are proficient in their use of the mouse and enjoy using computer programs to enrich their learning.

Children enjoy excellent opportunities to be freely creative and enjoy role playing with their friends. They are encouraged to freely access an extensive range of media, including clay and have opportunities to play unusual instruments. Children really enjoy dressing up and having pretend birthday parties. Staff interact well playing with the children and encouraging them to extend their games further. They have regular opportunities for energetic outdoor play and move confidently, imaginatively and safely, using good balance and coordination. They learn to stop and start and follow instructions.

Helping children make a positive contribution

The provision is good.

Children show good levels of confidence and independence. Their individuality is respected and they show a strong sense of belonging to the group, being familiar with routines and

knowing what is expected of them. They learn about recycling and use Robbie the robot. They go on a nature walk and look at the changes in autumn. Children learn to respect other cultures as they learn about celebrations, such as Chinese New Year, Diwali and Sinterklaas. They play with a good variety of resources that introduce them to other cultures. All children benefit from the new experiences that enrich their understanding of others. Some children have English as an additional language. Staff ensure that they learn and display keywords from the child's language and encourage all the children to do the same. All children are included.

The nursery supports several children with disabilities and have good systems in place to enable them to succeed. Staff attend specific training and have clear knowledge, expertise and skills to support the families in all areas of the child's care and learning. They work hard to establish trusting relationships and enable the children to participate in all activities. They make adjustments whenever necessary. Children's social, moral, spiritual and cultural development is fostered.

Staff are good role models and are clear of their responsibilities in managing children's behaviour. They provide a very calm and caring atmosphere, enabling children to be secure and confident. Children are well occupied throughout the sessions encouraging their generally good behaviour. They listen carefully to instructions. Praise is offered where appropriate and equally children are challenged when necessary. For example, when a child will not share threading beads, the member of staff explains about being fair and not making one big pile and one small pile, but two equal piles.

The partnership with parents is outstanding. Parents of older children are provided with high quality information through a range of media, such as the nursery prospectus. This enables them to gain a full understanding of the Foundation Stage curriculum and how their children learn. They are very happy with the service provided. Feedback is extremely positive about the setting and the care of the children, in particular how staff are fully aware of, and effectively meet, their children's individual needs. They say the home cooked food is fantastic. Parents' evenings are planned so that parents can discuss their children's progress, view their work and recognise their achievements.

Organisation

The organisation is outstanding.

Children benefit from staff who have a very clear sense of purpose. They are enthusiastic about developing their commitment to expert practice and child development. Children's learning is their utmost priority in a fun and interesting manner. They are actively supported and encouraged by their manager, who is extremely confident and has a wealth of experience which enhances all aspects of nursery life.

The nursery is highly organised and staff are deployed very effectively to meet the needs of the children. Evidence is available to confirm that all staff have completed relevant checks, to ensure their suitability to work with children. Staffing ratios exceed minimum requirements, ensuring that children receive extremely high levels of care, support and attention throughout the day. A comprehensive staff induction, regular meetings and six monthly appraisals are combined to equip staff effectively. All staff have contributed to the evaluation of the setting using the self-evaluation form.

Leadership and management is outstanding. The team are led by an extremely effective manager whose commitment and enthusiasm ensures that safe, consistent and outstanding practices

are in place for the benefit of all children and their parents. She ensures that her team are highly motivated and in turn that they provide a challenging, rich and imaginative environment for the children in their care. A very effective system is in place to monitor and evaluate the quality of teaching and learning. Assessment is rigorous and most older children are making very rapid progress towards the early learning goals. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last care inspection the provider was asked to address a number of issues. Several were linked to policies and procedures. All the policies and procedures have been revised and are clearly displayed for parents to see. They firmly underpin the smooth running of the service. There were issues relating to hygiene and children's safety. The issue of mould growth and reorganising nappy changing facilities has been addressed by relocating the washing machine. The changing room has had a visibility window installed, so that staff can be observed in this area.

Children's snacks are now placed onto a piece of kitchen roll, instead of directly onto the table. This improves hygiene practices for children. One of the doors in the preschool room, located on the first floor, is no longer used by children, ensuring their safety on the stairs. Staff drinks are now taken outside of the rooms and well away from areas where children are cared for. This promotes children's safety. Resources which help children value and accept similarities and differences have been developed.

At the last nursery education inspection, the provider was asked to improve the way staff modelled speech to children. All staff who work with preschool children have undertaken specific training since the last inspection. Their speech is very clear and grammatically correct. This gives children good patterns to follow. The staff were asked to ensure that displays helped children to learn that print was read from left to right. All the displays in the nursery are attractive and well presented to children and parents. The provider was also asked to improve organisation to ensure all children are fully supported in activities. This is an area of strength for the nursery. Organisation is outstanding and children's individual needs and learning are extremely well supported.

Complaints since the last inspection

Ofsted has received concerns in relation to National Standard 1, Suitable person and National Standard 2, Organisation, as there were allegations regarding the numbers of children being cared for and staffing ratios. An inspector visited the provision on 16 September 2004. Two actions were raised on National Standard 2, Organisation, in relation to deployment of unvetted students working in the nursery and staffing ratios in the one to two year room. Ofsted are satisfied that the provider has taken appropriate action to address the concerns raised and that the provider remains qualified for registration.

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 children's privacy and dignity is respected in the toilet area.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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