

# Patterdale Lodge Private Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	323088
<b>Inspection date</b>	28/07/2009
<b>Inspector</b>	Chris Scully
<b>Setting address</b>	Patterdale Lodge Childrens Day Nursery, 101 Market Street, Newton-le-Willows, Merseyside, WA12 9DD
<b>Telephone number</b>	01925 227123
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

## Description of the setting

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. The nursery is situated in a residential area close to local shops and transport links. All children have access to a secure outdoor play 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 at anyone time.

The nursery is registered on the Early Years Register. There are currently 94 children on roll, of whom a number are in receipt of funding for early years education. The nursery is able to support children with learning difficulties and/or disabilities or for whom English is an additional language.

There are 19 members of staff employed. Of whom 18, including the manager hold appropriate early years qualifications, with the majority holding a National Vocational Qualification (NVQ) at level 3 or equivalent. There are two members of staff working towards additional qualifications to NVQ at level 3 and level 4. The nursery receives support from an early years advisory teacher.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting clearly meets the requirements of Early Years Foundation Stage (EYFS), so that the children's welfare and learning are effectively promoted within a generally safe and stimulating environment. Self evaluation is comprehensive and secure. The management have accurately identified the settings strengths and weaknesses. Partnerships with parents are actively encouraged and those with significant others, such as, local schools are well established. Thus, fostering an inclusive service, which meets the unique needs of each child. The documentation is detailed and is generally appropriately maintained with the exception of the medication records, which underpins the care, learning and welfare of the children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure all staff have an up-to-date understanding of the action to take should an allegation be made against them
- ensure risk assessments cover anything with which a child may come into contact, with in this instance, outdoor play areas.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure consistency within the written record of medication, in this instance, the type and actual

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amount of medication to be administered.  
(Safeguarding and promoting children's welfare)

## **The leadership and management of the early years provision**

Staff have a secure understanding of the action to take should they have a concern about a child's well being. They are well informed about the action they need to take to safeguard children, thus promoting children's safety and well-being. Although, they are not as well informed of the action taken should an allegation be made against them. Staff are vigilant about children's safety in the setting and have effectively minimised most identified risks both in the setting and on outings. Some issues in outdoor play areas are not recorded, but are monitored daily by staff. Systems for self-evaluation are effective, staff and managers have identified areas for improvement and have begun the process of addressing these, for example, the refurbishment of outdoor play areas. The highly committed and enthusiastic staff team are provided with regular support to enable them to understand their roles and responsibilities as the management have implemented effective systems for induction and on going appraisal. Records and documentation are generally well maintained. However, the medication record is not consistently completed as on occasion the correct name of the medication is not recorded, for example cough medicine, and it is not always clear as to the amount to be given. This impacts upon children's well-being. Policies and procedures are regularly reviewed and provide staff and parents with clear guidance as to how the setting operates. Management and staff have addressed the issue from the last inspection and improved the outcomes for children, by enhancing children's privacy in bathrooms through the installation of curtains.

Staff development is prioritised with staff attending a wide range of training opportunities, which include day workshops and additional NVQs. The acquisition of staff's improved knowledge and skills has a positive impact upon the play and learning experiences for children. Systems for promoting inclusion are well established with all children able to take part in the extensive range of activities and learning opportunities offered. Key worker systems work effectively to monitor activities and to provide good support to children and their families. All children have regular opportunities to learn about the wider world through planned activities, such as celebrating a range of festivals throughout the year. Partnership with parents and significant others are complimented by the good quality information and the staffs' warm and friendly approach. The setting is actively developing this through a range of initiatives, including parent evenings, questionnaires, learning stories and information notices.

## **The quality and standards of the early years provision**

The children make good progress towards the early learning goals as staff engage children well and have created an enabling learning environment. The regular changes to the continuous play resources linked to seasonal and cultural events provide children with renewed interest and stimulation in familiar activities.

Information about the children is sought from their parents and during the transition between rooms; key workers share information to promote continuity of learning. Frequent observations are undertaken to help build on children's interests and develop their next steps for learning. The recent introduction of children's learning stories contribute well to children's ongoing learning and provide excellent opportunities for parents to be involved. However, there is no secure system in place for transferring the next steps to the plans for the following week. This means that should key workers be absent that there is no quick way for the replacement staff providing cover to know what is planned or why.

Within the playrooms children enjoy a good balance of self-initiated and adult-led activities. Rooms are organised well to promote children's choice and independence, for example, children freely accesses the resources of their choice. Staff know the children well and have developed good relationships, which means the children are happy and secure. Outdoor areas are well equipped with children obviously enjoying playing outdoors as they 'whizz' around on wheeled resources. Children are very confident to use the range of outdoor equipment and use this with ease. However, due to a limited planning for outdoor areas some more able children are not sufficiently challenged. Children learn to respect the environment as they grow their sunflowers, strawberries and talk about environmental issues, such as the importance of recycling. Staff skilfully incorporate other ideas through these activities, for example, extending children's mathematical understanding as they use tape measure to see how tall the sunflowers have grown.

Children demonstrate an increasing awareness of the needs of others as they sensitively care for their 'babies'. Children ensure they are fed appropriately, clothed and inform visitors about what they should do to stop their 'baby' from crying. This thoughtful and effective approach is successfully promoting children's early citizenship and developing their awareness of their wider world. Children's learning is effectively supported by the use of open-ended question, which enables them to think critically by talking through their ideas, thus enabling them to solve simple problems. For example, discussing with children how they get to nursery when using cars on play mats. Care of babies is good as staff are well informed of their individual needs and meet these well in practice. Staff instigate activities around babies interest, for example, finding green objects for them to use. Many activities promote a range of skills, the children independently use scissors with increasing control and they explore a range of tactile materials. For example, children mix a 'gloop' mixture with their hands, exploring how it feels. These experiences along with regular opportunities to mark make, count and sing help children develop a curiosity and eagerness to explore. For example, children enthusiastically created their mini-beast display and explore the different types of insects and the contributions they make to the environment. These are recognised as the early building blocks for attitudes towards learning and future economic well-being.

Children are well behaved as staff are positive role models. Staff use innovative ideas to help children understand why a certain behaviours is not acceptable. For example, using puppets to identify how others may be feeling, enables children to look at the impact of their behaviour and what they may like to do to change it. Children are provide with a range of healthy meals and snacks, which are all

prepared using fresh ingredients. All meals are prepared in conjunction with children's individual needs age and stage of development, such as babies food is appropriately blended. All children have independent access to fresh drinking water to keep themselves refreshed. Children develop positive attitudes to being healthy through interesting activities, such as, 'we are healthy because,' which enable to children explore their own attitudes and feelings towards a healthier lifestyle

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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