



The Townsend Nursery

Inspection report for early years provision

Unique Reference Number 223603
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Inspector Josephine Mary Hammick

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Registered person Susan Davies

Type of inspection Integrated

Type of care Sessional 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?

The Townsend Nursery is a privately owned sessional group. It opened in 1999 and operates from three rooms, spread over two floors. It is situated in a rural location midway between Ledbury and Hereford. A maximum of 19 children may attend the nursery at any one time. The nursery is open on Monday, Tuesday, Wednesday and Thursday from 09.30 to 12.30 during term time only. All children have access to a secure enclosed outdoor play area.

There are currently 26 children aged from two to under five years on roll. Of these, 19 children receive funding for nursery education. Children attend mainly from the local area with some also attending from considerable distances away. The nursery is able to support children with learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery employs two regular staff who work alongside the owner and two support staff. The proprietor is a qualified teacher and one other staff member holds an appropriate early years qualification, with another currently working towards one. The nursery is supported by a mentor teacher from the Early Years Development and Childcare Partnership. The owner is also an active member of the local partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy and are well protected because staff have an excellent understanding of health and safety. There are procedures in place to minimize the risk of cross infection. For example, cloths are colour coded for specific tasks, vinyl cloths are used to cover the tables before food and disposable wipes used for cleaning the toilets. Children are well cared for in the event of an accident. All staff hold first aid qualifications to enable them to deal with accidents effectively. Appropriate documentation is kept and shared with parents to ensure they are kept informed of any accident their child may have. Children learn the importance of good personal hygiene through well established routines including washing their hands before food, after playing outside or using the toilet.

Children learn about leading a healthy lifestyle through everyday practical experiences. At snack time children enjoy daily access to fresh fruit such as apples and bananas, and sometimes exotic fruit to taste. They are developing their independence by handing around the prepared fruit and drinks. Although children do not stay for lunch, they are learning the importance of a healthy lifestyle through discussions with staff, and activities such as cooking which are linked to themes. Children are inspired and motivated by the themes being linked into all aspects of play. For example, they bring in biscuits they have baked at home that are shaped and iced to link in with the underwater theme. They enthusiastically tell staff how they made them and delight in sharing them with other children.

Children's physical development is promoted very well. Planning and themes are organised to include indoor and outdoor resources. Children enjoy plenty of fresh air and outdoor activity which supports their physical development effectively. They relish the large, child-friendly garden and use the wide variety of activities available to them to stimulate their overall development, not just the physical aspects. Children enjoy running around, climbing, using the wheeled toys, investigating sand and water and developing role play in the outside space. They particularly enjoy imaginary play outside, using the 'fairy house' with enthusiasm.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy and benefit from a colourful, stimulating, child-orientated and accessible space. They are extremely confident, happy and secure in the nursery. Children have very good access to a wide variety of toys, resources and equipment which they can access easily because they are stored at their height. The well thought out routines enable children to access a good mixture of free play and adult-structured activities.

Children's safety is given a high priority; there are procedures in place to ensure that hazards are identified. However, children's safety is occasionally compromised as the stair gates are not used consistently. There are good systems in place for ensuring children are safe on the premises, for example, a secure entry system, a visitor record and very good supervision of children at all times. Children are developing an understanding about safety through activities and general routines. For example, they do not run inside, pull, push or climb onto the furniture.

Policies and procedures are in place which help to ensure that children's welfare is promoted effectively. Child protection training is accessed and updated as a matter of routine for all staff. They have a thorough knowledge of local procedures and who to contact should there be a concern about a child in their care.

Helping children achieve well and enjoy what they do

The provision is outstanding.

All children benefit from a colourful, stimulating and interesting environment in which they are happy, content and secure. Younger children mix well with older, more able children and they access a wide range of activities throughout the nursery. They are busy and occupied with favourite activities including role play, painting, water and sand play. They enjoy high quality relationships with staff and other children and are developing their independence and confidence well. They have excellent support from staff, who actively engage in their play and know what is needed to help children progress.

Nursery education

The quality of teaching and learning is outstanding.

Children are making excellent progress towards the early learning goals. Children aged three and four years utilise a wide and high quality range of resources and equipment which help them develop and extend their learning very well. Children's starting points are identified, with help from parents, on admission so that learning is pitched at a child's own stage of development. On occasions children are separated into age groups to enable them to benefit from the best possible opportunities to further their knowledge and experiences.

Children develop early writing skills as younger children benefit from the use of

phonic sacks to help them recognise letter sounds, whilst older children enjoy making patterns on paper, tracing and writing simple captions to drawings. The use of story sacks, puppets and prompts stimulate children and ensure that they listen and respond to stories, rhymes and songs with enjoyment and gusto. They are confident to join in with familiar text, sounds and rhythms. Story and song times are exciting and happy occasions.

Children count confidently up to and beyond 10. They use mathematical language such as how many and more in their daily activities as they compare size and quantity. For example, they count the cups at snack time, compare the size of bubbles from the bubble machine when outside, count the children at circle time. Children are familiar with numbers as shapes by the use of display. Songs and rhymes are used to demonstrate the concept of addition and subtraction. Children are very skilled at completing tasks on the computer with limited guidance. They regularly use information technology and are able to use the 'mouse' competently.

Staff are able to extend children's learning by stimulating their curiosity and interest. The role play area is linked into themes and is regularly made into, for instance, a vet's, café, shop, doctors surgery, hospital or restaurant. They benefit from staff enhancing their creative accomplishments, for example, the use of a light box beneath a large model of a pirate ship the children had made out of a box. Children were able to switch the colours to create dramatic changes to the mood and effect of the model. Achievements are acknowledged and valued by staff and admired by other children, parents and visitors.

Children are happy, enthusiastic and motivated to learn; interested in what is happening around them; intrigued and keen to discover, explore and investigate, and are confident to ask questions. They form solid relationships with staff and other children and appear extremely happy, content and secure in the environment. The confidence and enthusiasm of the children shines out and it is obvious that they relish their time in the nursery.

Children's achievements are very well documented and shared with parents. They clearly show how children are making good progress. Assessments are used to plan children's next steps for learning and to develop planning so that activities provide good learning opportunities for all children. Children are highly motivated and have an excellent attitude to learning. They are interested and excited by all activities because staff make them interesting and are constantly reviewing and developing resources for children. For example, books and equipment are purchased frequently to link in with the current theme and to refresh curiosity. Staff know the children well and are skilled at providing activities at a level which both stimulates and challenges them.

All children are fully involved and engrossed in an exciting range of developmentally appropriate activities, indoors and out, which provide challenge and stimulation. For example, they are busily engaged developing their early writing skills, role play, creative activities, sand play, water play, construction, sorting, counting, singing and cooking. Staff are able to extend children's learning by asking questions to make them think and problem solve. For example, when children play with Antarctic animals in the water tray, they are challenged to think about habitats, hibernation,

temperature, icebergs, how and why ice melts and what happens when it does.

Children use the role play area very well, dressing up and using tools, and pretending to be pirates. A strong emphasis is placed on developing children's self expression. Children are able to produce excellent drawings, pictures and models to represent their ideas. Recently the children have made sea creatures and a pirate ship, using a variety of mediums, to link in with the seaside theme.

Helping children make a positive contribution

The provision is outstanding.

Children's understanding of diversity and the world around them is promoted very well through discussion, theme work and age appropriate activities. Their individual needs are identified upon entry, closely monitored and accommodated, and well supported within the daily routine of the setting. Independence is encouraged and supported very well and children have the confidence to follow basic self care routines themselves, for example, using the toilet and preparing themselves to go outside. Children with learning difficulties or a disability are cared for in partnership with their parents. Staff have specialist training and use individual play plans in order to assist children to develop and learn at their individual pace and therefore make progress. The partnership with parents, schools and other agencies is an important factor in this. Although the premises is on two floors, the positive attitude of staff towards diversity ensures that all children are included and welcomed. This is also true for children whose first language is not English. Children benefit from the staff acquiring familiar objects and books in their first language, creating displays using dual language and making difference positive.

The children's social, moral, spiritual and cultural development is fostered. Children are happy, busy and keen to learn. They are highly motivated and enjoy the wide range of activities available to them, whether through free choice or adult-directed. Children are well behaved, they listen when required and show concern for others. They know the simple 'rules' of the nursery and are familiar with 'Mrs Baa', a puppet who comes out to re-enforce the message from time to time. Staff are skilled at using appropriate techniques to foster positive behaviour, such as distraction, discussion, encouragement and positive praise. Children are constantly praised and their efforts are acknowledged. For example, their work is displayed and discussed at circle time. Children's self esteem and respect for others is given priority. They are considerate to each other and are able to take turns, help younger ones and are kind. They respect the staff who in turn respect them. Staff act as positive role models

The partnerships with parents and carers are outstanding. A relaxed, happy and welcoming atmosphere ensures that parents are able to discuss informally, or comment more formally, on any issues that they may have through the termly parents' evenings. A full prospectus is given to them when they first visit and they are kept up to date through news-letters, social events and parents' meetings. Appropriate procedures are in place to ensure that children are cared for consistently and in accordance with their parents' wishes. Daily verbal feedback and availability of written plans ensure that parents know what their children have been doing and their

progress. In addition, they are encouraged to become involved in their child's learning through being informed of themed activities or sharing any skills they may have. Early discussions with parents when children start ensure that planning is sensitive to a child's individual stage of development.

Organisation

The organisation is outstanding.

Children benefit from staff who are well qualified, organised and aware of procedures to ensure their safety and quality of care. Recruitment and vetting procedures are thorough and vigilant. They include formal induction, ongoing appraisal and regular team meetings and training. All staff are checked for their suitability through the Criminal Records Bureau.

The leadership and management is outstanding. The staff team have a clear overview of the setting as a whole, with regular access to training and ongoing review of policies. This helps to ensure that the care and education provided for the children is constantly under review and in turn helps to maintain a steady and highly skilled staff group. This ensures the consistency of the care and learning for the children. Staff are happy and motivated, they work well as a team. Regular team meetings ensure everyone is aware of their roles and responsibilities. There are appropriate procedures in place for ensuring that children are cared for by staff who are appropriately qualified and experienced, and have gone through a suitable process for checking that they are suitable for working with children.

All documentation is in good order and in line with requirements. Paperwork is stored securely within a lockable cabinet on site, ensuring children's records remain confidential. Appropriate consent forms and detailed information is obtained from parents prior to their child attending the setting. Policies and procedures are in place and reviewed regularly to ensure they continue to work in practice.

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 group were asked to ensure that all necessary details were included in the incident book; and to include the correct address and contact number of the regulatory body in the policies. They have achieved this by including dates and staff signatures in the incident book and including the current contact details for Ofsted in the complaints policy. This ensures the children's welfare is considered thoroughly at all times and there are effective written policies which are updated and reviewed regularly.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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

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 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 that the staircase is made safe for children at all times.

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 *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk