



Wollaton Village Day Nursery (Bramcote)

Inspection report for early years provision

Unique Reference Number	253122
Inspection date	11 May 2006
Inspector	Anne McKay
Setting Address	Chapel Street, Bramcote Village, Notts, NG9 3HB
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Registered person	Wollaton Village Day Nurseries 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?

Wollaton Village Day Nursery (Bramcote) is part of the family owned Wollaton Village Nurseries Ltd. It opened in 1995 and operates from a single storey building in the village of Bramcote, close to the A52 and within easy reach of both Nottingham and Derby. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:30 throughout the year, closing only for Bank Holidays. All children share access to a large enclosed outdoor play area.

There are currently 36 children aged from 0 to under 5 years on roll. Of these, 16 receive funding for nursery education. Most children who attend come from the local area. The nursery employs 11 staff to work directly with the children. 10 of the staff, including the manager hold appropriate early years qualifications. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted by staff who follow thorough procedures for preventing cross-infection throughout the nursery. Children learn about personal hygiene through the daily routines and take increasing responsibility for this as they grow. Clear records are kept of any minor accidents that occur and of any treatment given. Medication is administered with written parental consent and recorded clearly. These records are shared responsibly with parents to ensure the children receive continuity of care.

Children are well nourished through a range of healthy foods and snacks throughout the day. Menus offer a nutritionally balanced diet that caters for children's individual dietary needs, likes and dislikes. Children enjoy their food and benefit from meal times being pleasant, social occasions where their independence is fostered according to their age and stage of development. Children do not become thirsty or dehydrated because drinking water is available to them at all times. Children have plenty of room to move around and play actively in the nursery and have access to a large outside play area. This provides them with good opportunities to exercise and to enjoy the fresh air.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, bright and stimulating environment. The rooms are thoughtfully organised to allow children space to play actively, to explore and to rest. Children remain safe within all areas of the nursery because there are effective systems in place to identify and minimise any risks. Thorough policies and procedures are well implemented by staff so children are kept safe in line with health and safety requirements. Access to the nursery is closely monitored, ensuring children are protected from persons who have not been vetted. Appropriate fire safety equipment is in place and children practise the evacuation plan to make sure they know what to do in an emergency. Children are well protected by staff who have a clear understanding of their role with regard to child protection and know who to contact if they have concerns about a child.

Children have access to an excellent range of toys and activities that are suitable to promote their development in all areas. They can access the toys themselves, from the selection set out each day. Being able to make choices in what they do promotes

their independence. Toys are very well maintained in good clean condition so children can play with them safely and hygienically. Suitable furniture is provided for children's comfort. A good range of equipment is available for children to play on outside which is suitable to promote children's physical development and co-ordination and to appropriately challenge the older children.

Helping children achieve well and enjoy what they do

The provision is good.

Children have very positive relationships with staff and are secure in their care. This means they settle to play and learn with confidence. Toddlers and babies have a good range of activities planned for them in line with the 'Birth to three matters' framework which has recently been introduced into the nursery. Children are enthusiastic in their play as they choose from a mixture of free playtime and adult supported activities. All areas of their development are promoted and staff monitor each child's progress in clear assessment records. Children learn new skills while they are playing because staff offer appropriate support and ask questions that challenge them and encourage them to think. Children make good progress in their social and communication skills as they chat freely with staff and with each other. They express themselves confidently and ask questions, showing interest in what they do. Children play purposefully and enjoy expressing themselves through a wide range of creative activities such as painting, sticking, singing and dancing. All children enjoy the sensory experience of exploring different textures in messy play and have access to a soft play area. Children play imaginatively with the resources available, developing sustained role plays through which they explore their ideas and experiences and build confidence and self-esteem.

Nursery education

The quality of teaching and learning is satisfactory. Children are making progress towards the early learning goals. Staff plan activities across the six areas of learning and identify learning outcomes with clear differentiation between the anticipated outcomes for children of different ages or different abilities. However, staff do not have a secure knowledge and understanding of the Curriculum guidance for the foundation stage and the principles for early learning. This means that learning outcomes are planned for the group as a whole but there are no clear learning outcomes identified for individual children's progress along the stepping stones towards the early learning goals. Assessment records are maintained but children's starting points are not recorded and observations are not linked back into the planning.

Children are generally interested in the activities set out for them and are supported by staff in becoming involved. Children can concentrate and complete tasks to their own satisfaction. Children are good communicators and respond well to questions from staff that encourage them to think and to make connections between home and the setting. Children use language to interact with staff and with each other. They take turns in conversations and persevere to make themselves understood. Children are encouraged to begin to write their names and have some opportunities to make

marks during painting and drawing activities.

Children use some mathematical terms during their play and the older children can count by rote to at least ten. They explore some basic calculation through nursery rhymes. They observe staff calculating and counting during activities and the daily routines. Children explore a range of different materials and textures in their play and in art and craft activities. They learn about everyday technology through the use of electronic toys and through access to a computer. Children develop a sense of time and space through their discussions at group time. They play with a good selection of resources that reflect diversity so they can learn about the wider world and explore aspects of their identity. They develop some understanding and respect for different cultures through activities arranged by the staff.

Children are developing friendships and play co-operatively together. They are well behaved and are learning to share. They are developing independent skills but staff do not always extend these skills for the more able children, for example in allowing them to pour their own drinks. Children move around the nursery and negotiate space with confidence. All children use small tools such as scissors and glue-spreaders. Older children are confident manipulators of different tools and equipment and show good co-ordination. They develop their physical skills through access to some equipment at the nursery and through visits to the local park where there is larger equipment for them to climb and balance on.

Helping children make a positive contribution

The provision is good.

Children are welcomed into the nursery and are encouraged to feel at home through such measures as having their work displayed on the wall and having their own named coat pegs. Staff work closely with parents to ensure they have all relevant information to meet individual children's needs and to provide continuity of care. Activities are planned and organised to ensure that all children are included and can access them equally. All children learn about wider society as they play with a range of toys that reflect diversity and through activities and stories shared with them by staff. Children understand responsible behaviour. They play harmoniously together, share activities and take turns. Staff manage behaviour sensitively according to children's individual age and level of understanding. Children are praised for positive behaviour and for their achievements. This develops children's confidence and good self-esteem and encourages them to continue to behave well. Children's spiritual, moral, social and cultural development is fostered.

Children benefit from the positive partnership staff develop with parents. Babies settle well because staff work closely with parents to ensure they follow the home routine. Staff make time to exchange information with parents about their children's welfare on a daily basis. This is done through a verbal exchange of information and through daily which are kept for all the children aged up to 3. This promotes continuity of care for the children.

The partnership with parents of children and carers who receive nursery education is satisfactory. Parents understand that their children are being taught and have been

given some basic understanding about what is involved in the Foundation Stage curriculum. However, they do not have regular access to the planning for the children and there are no established links between home and the setting to enable parents to support their children's learning.

Organisation

The organisation is good.

Children benefit from effective recruitment and vetting procedures that ensure suitable staff work with them. Clear and supportive induction processes help staff settle into the nursery and to understand the policies and procedures. Children are looked after by staff with good knowledge and experience of child development so they have suitable activities planned to promote their progress. Staff and resources are well organised to ensure that ratios are always met and that children have a safe environment in which they can rest, eat and play in comfort. Good practice is underpinned by clear and comprehensive policies and procedures. These are updated in line with current regulations. All essential documents and parental consents are in place to promote the effective care of the children.

Leadership and management of nursery education is satisfactory. The manager and owner are committed to improving the quality of the nursery education and have taken action to make the improvements that were identified at the last inspection. However the manager is unable to accurately evaluate the quality of the nursery education as she does not have a secure knowledge and understanding of the Curriculum guidance for the foundation stage. Support is given to the nursery by the owner, who currently prepares the long-term plans and topics and advice is sought from the local authority. The manager is committed to providing an inclusive environment and gives good levels of support to staff through regular appraisals and opportunities to attend appropriate training. Overall, children's needs are met.

Improvements since the last inspection

Staff now have a secure knowledge and understanding of child protection procedures so they can effectively protect the children in their care. Children in receipt of funding for nursery education now have more opportunities to initiate the use of writing in their play through access to a wider range of resources to encourage them to make marks. Activities are now planned for the group to identify more challenging learning outcomes for the older or more able children.

Complaints since the last inspection

Ofsted has received two complaints since April 2004. A concern was raised about the provider's behaviour management with reference to a specific incident. Based on information supplied by the provider in relation to Standard 11 (Behaviour) and Standard 12 (Working in partnership with parents) Ofsted was satisfied that there had been no breaches to the conditions and the provider remained suitable for registration.

A further concern was raised and investigated by the provider under Standard 7 (Health). Based on the information supplied by the provider, Ofsted was satisfied that there had been no breach of the condition and the provider remained suitable 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):

- continue to develop staff's knowledge and understanding of the 'Birth to three matters framework' to underpin the planning and provision of the activities for the younger children

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):

- ensure that all staff working with children in receipt of funding for nursery education have a secure knowledge and understanding of the Curriculum guidance for the foundation stage
- improve the systems for assessment to ensure that individual children's starting points are recorded and that progress along the stepping stones towards the early learning goals is monitored and reviewed so that planning can be made for their next steps in learning
- improve the partnership with parents by providing them with more information about what the children are learning and enable them to be involved in supporting this by establishing links between the children's learning at home and at the nursery

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