



Paradise Found Nursery

Inspection report for early years provision

Unique Reference Number 200706
Inspection date 27 February 2006
Inspector Sally Elizabeth Lee

Setting Address Ravens Way, Off Crowhill Road, Nuneaton, Warwickshire, CV11 6PJ
Telephone number 02476 642173
E-mail
Registered person Jacqueline Clark
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 satisfactory. 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?

Paradise Found nursery opened in January 1991. It operates from an extended and refurbished two-storey cottage adjacent to the shopping parade on the Crowhill housing estate near to the Whitestone area of Nuneaton. Children attend from Nuneaton and Bedworth plus the surrounding areas of South Leicestershire and Coventry.

There are currently 116 children from nought to eight years on roll, most of whom

attend on a part time basis. The nursery provides funded nursery education for 3 and 4 year old children. The setting is supportive of children with special needs, and those who speak English as a second language.

The group opens five days a week all year round, except for bank holidays from 07:30 to 18.00.

Over half of the fifteen members of staff who work directly with the children have a recognised early years qualification and five are currently working towards this. The setting receives support from the early years advisory teacher from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children thrive because their physical, nutritional and health needs are well met. Staff carefully follow the clear health and hygiene procedures which are in place, for example, they always wear disposable gloves and aprons when changing babies' nappies. Outdoor shoes are not allowed in the baby unit to protect children from infection. Children learn well about the importance of washing their hands before meals and after using the toilet through the daily nursery routines. Older children chat with staff while they are washing their hands and cleaning their teeth, learning the reason for these simple hygiene procedures.

Children over 2 years of age have daily opportunities to explore, test and develop their physical skills in the outdoor play area. In addition they enjoy action songs and rhymes and physical exercise within the nursery. Babies and very young children have limited opportunities to go outside the nursery rooms which could adversely affect their health. Within those rooms their physical development is fostered as they push and pull wheeled toys and crawl through tunnels. Staff are beginning to use the 'Birth to three matters' framework to plan and provide physical play experiences for the younger children.

Children are nourished by the home cooked meals and snacks provided. Staff are careful to ensure bottles and food provided for babies are clearly labelled and stored appropriately. Children are protected because all staff undertake basic food hygiene and first aid training. Accidents and medication records are kept appropriately but consent for emergency medical treatment is not requested from parents which could affect children's overall well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a child-centred setting where they are safe, secure, happy and settled. The building meets the needs of the children. They are able to move around safely, have access to all types of play and have their care needs met well.

Staff are vigilant and carefully follow the clear nursery procedures which helps to minimise risks and keep children safe. Although risk assessments are in place, they are not reviewed regularly which could put children at risk. Children learn to keep themselves safe by practising fire drills but their safety could be compromised because these are not held regularly.

Children use a sound range of high quality, inviting equipment for both indoor and outdoor play. Careful thought goes into the purchase of new equipment to ensure it meets the needs of the children as well as complying with the appropriate safety standard. Children benefit because the resources and play materials are cleaned and checked regularly for safety.

Children are further protected because staff understand the clear child protection procedure in place and they have appropriate knowledge and understanding in this area.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the setting. They achieve well because staff are skilled and use their developing understanding of early years guidance, such as the 'Birth to three matters' framework and the curriculum guidance for the Foundation Stage, to provide satisfactory care and education.

The children arrive happy and eager to participate. The babies and very young children make progress because staff are sensitive to their individual needs. Close and caring relationships increase children's sense of trust and help them to develop a sense of self. Staff clearly enjoy the company of the children in their care and spend time talking to and playing with them. Early communication skills are supported through high quality adult and child interaction. Children begin to make sense of the world and express their ideas as they join in a sound range of activities.

Nursery Education

The quality of teaching and learning is satisfactory. Children are happy in the setting and have a very positive attitude to learning. They are motivated and work well together. They are developing good language skills and very much enjoy listening to books and stories. They are able to re-tell stories accurately and take pleasure in sharing books with each other. They contribute well to group sessions, but are able to sit quietly and concentrate when appropriate. They are beginning to recognise letters and numbers and to write their own names. Children use their imagination in role-play and enjoy listening to a wide range of music. However, activities to foster children's imagination in art and design are adult led and focussed on the current topic which gives children limited opportunities to explore and develop their independence in this area.

Children find out about the world in which they live through looking at living things, planting and growing, and watching pattern and change. However, they do not have opportunities to use information and communication technology to support their

learning and although they enjoy physical activity both inside the nursery, playing action songs and rhymes, as well as in the outdoor area, they do not experience challenges in climbing and balancing.

Staff are developing appropriate systems to observe, monitor and record children's achievements and to plan experiences that help children take the next step in their learning. Organisation of space and resources is appropriate and children are encouraged to develop independence in their personal self-care and in their ability to access resources and thus develop their play. There are appropriate systems in place to support children with special educational needs and those for whom English is an additional language. Children are learning the difference between right and wrong from the good example set them by the staff and by the work done at carpet time when children talk about how they and other people feel at different times. Staff manage behaviour quietly and consistently and children learn well to share and take turns. Consequently behaviour is very good. Overall children are making satisfactory progress towards the early learning goals.

Helping children make a positive contribution

The provision is satisfactory.

Children feel welcome and are able to play a full part in the setting because staff value their individuality. Children's individual likes, dislikes and routines are respected because staff take time talking to parents before the children start at the nursery.

Children behave very well. The management of behaviour throughout the nursery is clear and consistent. Staff encourage children to share and take turns and provide them with positive role models. Children are learning to play together harmoniously. For example, two children sitting in the book area sharing a well loved book, are joined by another. They move to allow the newcomer to join them on the cushions and to see the pictures in the book. They chat together about the story and share their enjoyment.

Children have opportunities to learn about themselves as part of wider society through the sound range of resources which have positive images of diversity, and through the celebration of a range of festivals. All children are included in the activities and day to day life of the nursery and children's individual needs are well met. They are encouraged to respect and value themselves and each other, and this approach fosters children's spiritual, moral, social and cultural development well.

A sound partnership with parents and carers throughout the nursery contributes to children's well-being. Parents receive information through regular newsletters and parents evenings. Policies, procedures and general information is available for parents in the reception area. Information about children's routines, needs and interests is actively sought before care begins. Parents of babies and very young children receive daily feedback from key staff as well as through the daily diary system. However, parents of children in the pre-school unit cannot collect the children from their playrooms or talk to their key staff on a daily basis and this, together with a complaints procedure which does not comply with current guidance, could compromise the partnership with parents and thus affect children's well being.

Organisation

The organisation is satisfactory.

Children benefit from the commitment of the staff and management of the nursery to meeting the needs of the children. Staff are encouraged to undertake regular training and take on new initiatives such as the 'Birth to three matters' framework. Standards within the nursery are monitored regularly by management. However, the introduction of nursery funded education has been quite recent and management has not yet developed clear strategies to develop and improve the quality of the nursery education and care. There is an appropriate recruitment and vetting procedure in place for all staff. Leadership and management of the nursery education is satisfactory.

Staff are well organised to ensure the recommended ratios of children and staff are maintained at all times and there is a clear procedure in place to record children and staff attendance. Indoor and outdoor space is designed to allow appropriate play opportunities for children and to help them to feel comfortable and settled within the nursery. There are key staff in each room.

All the legally required documentation which contributes to children's health, safety and well-being is in place and is made accessible to parents and staff. Overall the setting meets the needs of the children who attend.

Improvements since the last inspection

At the last inspection the nursery was asked to revise the child protection procedure, the accident and medication recording and to include outings in the procedure for lost children. Children benefit because all these measures are now in place.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1 April 2004. 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 satisfactory. 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 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):

- request written parental permission to the seeking of any necessary emergency advice or treatment in the future
- ensure all children are given opportunities to be active outdoors
- hold fire drills regularly in line with any recommendations made by the Fire Safety Officer
- review risk assessments regularly
- revise the complaints procedure in line with current guidance.

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):

- encourage children to use their imagination in art and design
- provide regular opportunities for children to experience physical challenge in climbing and balancing
- devise a system for the regular exchange of information between parents and their child's key staff.

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