



Storytime Nursery School

Inspection report for early years provision

Unique Reference Number	143561
Inspection date	18 April 2006
Inspector	Michelle Ann Parham
Setting Address	Kersey House, Queens Place, Southsea, Hampshire, PO5 3HF
Telephone number	02392 754832
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Registered person	Storytime Nursery School
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 good.

WHAT SORT OF SETTING IS IT?

Storytime Nursery School is situated in the Southsea area of Portsmouth and has been registered since 1993. It is a privately owned group and the proprietor is responsible for the management and day-to-day organisation of the provision. The nursery is based within the ground floor of a large Victorian House in a residential area of Southsea and serves children from all surrounding areas. The Nursery operates Monday to Friday, from 8.00 until 18.00, all year round excluding Easter,

Christmas and Bank holidays.

There are currently 64 children on roll, including 21 three year olds and 6 four year olds who are in receipt of funding. The group supports children with special needs and there are a number of children attending who speak English as an additional language. There are 14 staff employed on a full and part time basis to work with the children, 8 of whom hold relevant early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Older children have a good understanding of personal hygiene and are becoming increasingly independent in their self-care skills as they know to wash their hands after using the toilet and before mealtimes. However the setting does not provide separate towels for hand drying, practitioners do not wear disposable gloves during nappy changing and changing mats are in poor condition. Consequently children are not fully protected from cross contamination which could lead to the spread of infection and ill-health. Practitioners have some effective hygiene procedures as the setting is a clean environment and anti-bacterial sprays are used to clean table tops and changing mats. Toys and other resources are cleaned and sterilized on a regular basis to be suitable for use.

Parents provide main meals and drinks for the children and the setting provides regular snacks of sweet biscuits and squash or water in the morning and afternoon. Children do not have independent access to fresh water at other times during the session or are offered healthy options such as fresh fruit at snack time which does not fully promote healthy eating or ensure the children do not become tired or de-hydrated. Practitioners have good knowledge of the children's individual dietary and health needs and effective procedures are in place for dealing with accidents and emergencies. Two practitioners have a relevant first aid qualification which ensures accidents and illnesses are dealt with effectively.

Older children enjoy regular access to outside play. They develop a positive attitude to physical exercise and gain confidence and increasing co-ordination as they use equipment such as hoops, balls, trampet, rockers, sit and ride cars and tricycles. They enjoy action rhymes and exercise activities such as stretching and marching. Children negotiate their way around the outside play area, tables and resources well; they have a good sense of space and show increasing control over their movements. For example, during outside play, children move with control and confidence as they join in exercise activities, finding space of their own and stretching out so they do not make contact with their peers. Children handle tools and equipment well and have good hand-eye co-ordination as they complete puzzles or build with the Duplo, often showing a sense of achievement on completion. Babies and younger children use equipment such as push along toys, rockers, small climbing frame, activity toys and the sand tray to develop gross and fine motor skills. However they tend to do the majority of this inside the setting as practitioners make limited use of the outside play

area. As a result babies and younger children do not receive regular access to fresh air and outside play opportunities.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children have an overall safe, secure environment as practitioners have identified and minimised most risks and hazards with the exception of the toileting area and one classroom. Effective procedures are in place to prevent visitors accessing the provision unannounced and for the collection of children. Risk assessments are undertaken on areas used and resources, to ensure general hazards are identified and minimised. Practitioners generally operate good levels of supervision and support of children; however this is not consistent over the lunchtime period for the older children in the setting. Furniture and equipment are in good condition throughout the setting and appropriate for the ages and stages of children. As a result they are suitable for use and do not present a safety hazard.

Children are protected because practitioners have good awareness of the different types of abuse and possible signs and symptoms that may indicate that a child was at risk. They are aware of their role and responsibility to protect children and of the agency to contact with concerns; consequently children's welfare is well maintained.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and young children receive individual attention and develop warm, trusting relationships with practitioners. Interaction is good and practitioners know the children well and address care needs effectively. Practitioners are developing their knowledge and working practice of the Birth to Three Matters framework. They plan and provide a range of appropriate activities and resources. Organisation of resources is satisfactory and children in all areas of the nursery have opportunity to self-select toys and initiate their own free play. Consequently, this promotes independence and choice.

Nursery education

The quality of teaching and learning is good. The setting has systems in place to ensure continuity and effective delivery of the curriculum. Practitioners have sound knowledge and understanding of the early learning goals and Foundation Stage. They plan and implement activities and resources, which help children make good progress in their learning. However, children's individual progress records do not inform future planning for their next steps in learning, planning does not include how activities can be adapted to suit children of varying abilities and activities are not comprehensively evaluated for success and improvement. Practitioner's interaction with the children is good, they effectively question to promote independent thinking and extend learning. A number of practitioners have strengths and take various leads in music, literacy, numeric work and foreign languages and the children make good

progress and development in these areas.

The children have mark making and book areas; however, these are not fully developed to be attractive and inviting for independent use during free play time which would further foster children's enjoyment of reading and creative writing for pleasure. Children have good opportunities to practice reading and writing skills during formal lesson times and make good progress in their learning and development as they use reading schemes and practice phonics and family words. Children's spoken language is developing very well as they confidently talk about family members or events over the holiday period. They are happy to interact with their peers and practitioners in role play or at group time and their levels of concentration are good as they persevere with activities or listen to stories and group discussions.

The children have good opportunities to recognise shape, measurement and number. Daily routines and planned activities encourage mathematical learning in all areas and the children are developing skills in calculation and problem solving, gaining increased understanding of addition and subtraction.

Children have sufficient resources and activities to promote knowledge and understanding of the world such as learning the days of the week and changes in weather. They undertake topics such as the environment which extends their knowledge of their surroundings, access technology to develop skills and problem solve and have a good sense of time and place as they adapt well to the routines of the day and learn about events of the past. Children enjoy celebrating events and festivals such as Chinese New Year, Easter and Mothers Day and benefit from visits from parents who discuss aspects of their culture.

Children enjoy creativity in role play as they use their imagination to plan a shop area and act out various roles. They have opportunity to dress up in outfits and costumes and enjoy music and movement using instruments and doing action songs. Children work with various materials to design and create such as play dough, paints and collage and develop manipulative skills using various tools such as scissors, paint brushes and glue sticks

Practitioners work directly with the children for the majority of the time. Overall, interaction is good and practitioners use open questioning to encourage thinking and ensure all children are included.

Helping children make a positive contribution

The provision is good.

Children are developing a strong sense of themselves, as practitioners provide an environment where they are welcomed and encouraged to participate in all activities. Babies and young children demonstrate a good sense of belonging as they respond to familiar adults and settle well into the daily routine. Procedures to support children with special needs are in place and practitioners have awareness and understanding of equal opportunities and inclusion. Children learn about differences and other cultures and beliefs through resources in the setting, parent's visits to talk about

events such as Divali and general discussion of celebrations or activities that include Easter, Passover and Chinese New Year.

Children's behaviour is good for the majority of the time. They benefit from positive role models provided by practitioners and respond well to adult intervention. Unwanted behaviour is discussed with children and they are gaining increased understanding of the effect behaviour has on others. Positive techniques are used such as discussion, occasional time out and praise and encouragement. Rewards are also given in the form of stars, certificates and prizes giving at the end of the year for good behaviour, effort and achievement. Practitioners consistently praise children, which values them as individuals and encourages positive behaviour. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Practitioners liaise with parents to ensure children's individual needs are met. Parents are provided with verbal feedback and babies and young children have daily reports of activities, meals, sleeps and toileting habits. Children's learning is shared effectively with parents as they have a termly report and are welcomed to look at work books or assessment records and discuss progress and development whenever required. An annual newsletter is issued and bulletins on a notice board and plans of activities and literacy work are on display in the relevant rooms, which contributes to the children's learning at home. A complaints procedure and formal log are in place which parents can see on request. Parents are happy with the setting and the care and learning opportunities their children receive and are supportive of the service and practitioners.

Organisation

The organisation is satisfactory.

Leadership and management are good. Eight practitioners are appropriately qualified in child care and early years and some others are in the process of training or have a number of years experience. Effective systems are in place to provide regular monitoring and to assess performance. This enables training needs to be identified and develops work practice. Practitioners work as a team and meet regularly to discuss working practice and are welcomed for their views on how the setting can improve. The management structure provides direction and clarification of roles and responsibilities. Robust recruitment and vetting procedures ensure the safety of children within the facility. Good procedures are in place for the induction of new staff in order to ensure that they are aware of the setting's working practices and policies.

Practitioners, working with children who are in receipt of funding for nursery education, have good knowledge of the Curriculum Guidance for the Foundation Stage to help children make progress in their learning. Recently introduced use of the Birth to Three Matters framework in the setting has prompted practitioners to review their work practice for any improvement and helps to ensure babies and young children develop into strong, healthy children who are competent learners and skilful communicators.

All policies are in place to promote the children's health, safety, enjoyment and achievement. However, significant weaknesses have been identified with

documentation in regard to visitor's records, attendance records and parental signatures on accident and medication records.

Group sizes and ratios contribute towards children's safety and ability to take an active part in the setting. The deployment of staff promotes positive relationships and ensures that children's needs and individual routines are met for the majority of the day with the exception of mealtimes for the children over two years of age. They do not have sufficient adult support and as a consequence this period is quite disruptive. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous care inspection the setting was required to ensure all records, policies and procedures which are required for the efficient and safe management of the provision are maintained and contain the appropriate detail; ensure that there is a trained member of staff who has responsibility for child protection issues and an appropriate knowledge and understanding of local Area Child Protection Committee; ensure appropriate procedures are in place with regards to nappy changing which meet current Environmental Health guidance; develop staff's knowledge and understanding of equal opportunities issues and ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice and develop staff's knowledge and understanding of the Code of Practice (2002) for the identification and assessment of Special Educational Needs and other aspects of special need.

Some improvement has been made to records and policies however insufficient improvement has been made in recording times of attendance of all children, visitors full details and accident and medication records. This has a negative impact on organisation of the setting and ensuring parents are fully informed. The registered person is responsible for child protection issues and practitioners have clear policy and awareness of procedure to follow to report concerns which improves welfare of children at the setting. Limited improvement has been noted in regards to nappy changing which does not fully promote children's good health and prevent the spread of infection. Practitioners have increased their understanding of equal opportunities and now provide resources, activities and general discussion that develop children's awareness of others and promote anti-discriminatory practice. The setting has two special educational needs coordinators who have regard of the Code of Practice (2002) for the identification and assessment of Special Educational Needs. They attend cluster meetings and have extended their understanding of special needs and of how to ensure inclusion within the setting for all children.

At the previous Nursery Education inspection the setting was required to review the current method of identifying the outcomes of meetings so that the education programme can be reviewed more effectively throughout the year; review aspects of teaching to ensure all teaching methods are age and stage appropriate and find better ways of sharing observations and assessment of children's progress and attainment with parents on a regular basis.

The setting now has more formal staff meeting where the educational programme

and teaching methods are reviewed. This helps to ensure the programme links clearly to outcomes required and the learning objectives for children are achievable. Termly reports are issued to parents and parents are welcome to view assessment records, work books and discuss progress whenever required. Therefore improving working in partnership with parents and promoting opportunity for continuity of learning at home.

Complaints since the last inspection

A complaint was received in regard to National Standards 2 (Organisation), 7 (Health) and 12 (Working in Partnership with Parents and Carers). We asked the provider to investigate and report back to Ofsted within 10 working days. The provider reported back with a fully detailed and comprehensive investigation and reviewed policies and work practice in response. Ofsted are satisfied that the registered person has taken appropriate steps to address the concerns raised. 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):

- improve hygiene practice in regard to nappy changing routines throughout the nursery and hand drying facilities for children
- replace toilet seats where required and ensure children do not have access to electric sockets in the blue room
- ensure all documentation is comprehensively maintained including visitors full details, arrival and departure times of all children and parental signature on accident and medication administration records
- improve organisation of mealtimes to ensure children have appropriate staff

support for their individual needs.

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):

- develop mark making and book areas to encourage children's independent use during free play activities to foster their enjoyment of reading for pleasure and creative writing
- use children's individual progress records to inform future planning of purposeful activities for next steps of learning, develop planning of the curriculum to show how activities are adapted to suit varying abilities and evaluate activities for success and improvement.

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