



Nannas Day Nursery

Inspection report for early years provision

Unique Reference Number	EY314142
Inspection date	10 March 2006
Inspector	Nicola Mary Eileen Matthews / Susan Elizabeth Warren
Setting Address	Villa 1, Colchester General Hospital, Turner Village, Turner Road, Colchester, Essex, CO4 5JR
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Registered person	Nannas Day Nurseries
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 good.

WHAT SORT OF SETTING IS IT?

Nannas Day Nursery is one of 3 nurseries privately owned by the same people. It opened in 2005 and operates from 3 areas in a converted hospital building. It is situated near Colchester General Hospital and the railway station to the north of Colchester in Essex. A maximum of 60 Children may attend the nursery at any one time. The nursery is open each week day from 07:15 to 18:30 for 52 weeks of the year. All children share access to 2 secure enclosed outdoor play areas.

There are currently 82 children from birth to under 5 years on roll. Of these 6 children receive funding for nursery education. Children come from a wide catchment area, and some parents work at the nearby hospital. The nursery has systems in place to support children with special educational needs. They are currently supporting a number of children who speak English as an additional language.

The nursery employs 10 staff. There are 7 of the staff, including the manager who hold appropriate early years qualifications. The staff are working towards professionally developing their existing qualifications in childcare and education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a very hygienic environment as staff follow excellent hygiene practices to prevent cross infection when changing nappies and maintaining the cleanliness of the setting. The toddlers, still in nappies, are encouraged to wash their hands after a nappy change which is developing their awareness of a healthy life style.

Children are protected from infectious illness through a clear policy which states exclusion periods for many illnesses. They are cared for appropriately during emergency medical situations as staff have completed first aid training.

Children eat nutritious snacks which are mainly a selection of fruit such as banana, melon, kiwi and apple. Babies and toddlers are given small pieces to encourage their independence. All children experience a socially interactive time during snacks and meals where they enjoy communicating with each other and the staff. Children are able to access drinks throughout the day to quench their thirst. However, the toddlers can access each others which is unhygienic and compromises their health. Children's individual dietary needs are effectively catered for as staff are made well aware of any allergies or special requirements that each child has. Children's allergies, dislikes and parents wishes are documented on the outside of the individual's personal box in each area of the nursery and clearly displayed on the kitchen wall.

Children's individual sleeping and feeding routines are acknowledged well. For example, children do not have to eat their lunch with all the others if this is too early compared with their home routines and parent's wishes. They can sleep when they are tired and the majority of the under three's are encouraged to take a nap after lunchtime to refresh them for the afternoon session. Children's emotional well-being is supported effectively through the key worker system and staff's caring attitudes ensuring they settle quickly and develop their confidence.

Children enjoy physical activities to develop their balance and coordination. They use two outside areas which they access on a programmed basis throughout the day. Children run round the garden or quadrangle areas expertly manoeuvring around the static equipment and enjoy using balls and hoops. They are developing a healthy life style as they very regularly experience fresh air providing the weather is not

extremely inclement.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a secure, warm and attractively maintained environment which fosters their self-esteem. Their security is effectively maintained through a system which ensures all adults are monitored before gaining entry. Children's self-esteem is fostered by the attractively decorated and regularly risk assessed environment which ensures their safety is well-maintained.

Children use a wide range of safe equipment to support their care needs. For example, the toddlers sleep on low-level beds and the babies sit in small wooden arm chairs to protect them from falling off the seat. The under three's are kept very safe when travelling on outings to the local park as they are transported in the buggy, which seats six. They are protected from the sun by a canopy and are safely strapped into their seats so they cannot climb out. Children play with good quality, safe and clean toys and resources, to support their overall development.

Children's welfare is promoted and safeguarded through clear well written policies and procedures and the staff's sound knowledge of child protection issues. However, the recording of injuries not received at nursery, are not always appropriately documented which compromises children's welfare. The staff have knowledge of the local Safeguarding Children procedures to follow in the event concerns are raised about a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children are encouraged to feel settled and confident by the warm and welcoming environment, and friendly staff. They are able to choose freely from the wide range of nicely presented activities which support all the areas of development. Children are cared for in a stimulating environment which fosters their independence and self-esteem. For example, the resources are presented attractively and another dimension, such as sequins and glitter, are added to encourage children to want to explore and be creative in their play.

The very young children show good levels of interest as they explore paint and creatively develop their mark making skills as they use fingers to print on paper and create patterns in the spilt paint on the table top. They are developing good language and communication skills as they are supported by staff who encourage children to verbalise by repeating and extending their early attempts at naming objects. For example, as children ask through gesture for adults to communicate with them they get a pleasing response either the name of the object they hold up and the first line of a relevant rhyme such as, 'boat' and 'row, row, row the boat'. Young children explore their environment, the adults and resources whilst the staff extend the children's initiated play such as, playing peek-a-boo.

Nursery education

The quality of teaching and learning is good. Staff have a very secure knowledge of all aspects of the Foundation Stage and how children learn. Children experience a wide range of stimulating and exciting planned and delivered activities designed to help them make progress through the stepping stones towards the early learning goals. Observations of children's participation are used to inform their next stage of learning and evaluation forms are an important part of the planning cycle. The planning has been very well thought out and uses books as a starting point for a weekly or fortnightly plan. Boxes containing the book and all supporting materials have been prepared and are used in rotation between the three nurseries in the group. The activities are clearly detailed and adapted for use by children of different abilities and stages of development. Children's interest is sustained through the use of a variety of teaching methods making a well-paced day.

The use of time and resources is very good. As well as the planned activities, there is an understanding of how core provision is used to help children learn. Children benefit from staff that engage and interact with them effectively, extending their learning by using open ended questioning. Children direct the play, and the staff make the most of spontaneous learning opportunities. Children are encouraged to choose freely from the wide choice of activities and play materials set up daily. Additionally they may access further resources from the labelled boxes stored on low-level shelving. Children's programmed outdoor play is integral to the daily routine and a range of activities both planned and free choice is available.

Children are attentive and able to concentrate as they take part in freely chosen activities such as role play and as they listen to a story, asking questions and joining in with the repeated sections. Children are cooperative and have regard to routines; they help to tidy up and are beginning to be aware of the consequences of their actions. They form friendships with other children and staff, and have the benefit of mixing with children from other parts of the nursery at different times of the day. For example, early in the morning and after lunch when some children may be sleeping, this makes them aware of the needs and feelings of younger children.

Children have the benefit of a stimulating environment helping to promote awareness of print and uses of literacy. Children's own handwriting is displayed alongside computer generated words and letters and displays feature clear labelling. Dual language is used to good effect as many of the children have English as an additional language. They experience mark making opportunities which range from free painting and chalking to use of pens and paper, which allows children to choose what they need for their particular stage of development. Children are introduced to a rich vocabulary through the topics based on books. They are introduced to rhyme and story language through poetry and prose. Children can use books for pleasure and to find out information. The books are displayed appealingly with soft seating provided to encourage children's sustained concentration. Children's imaginative play and speech to express ideas thoughts and feelings is encouraged by the puppet theatre. They talk to one another and negotiate as they play and work, discussing what they are doing during real and imaginary events.

Children's displayed art work is used to promote awareness of number and

mathematical concepts to good effect. A counting display features painted objects and animals whilst collaged houses use two dimensional shapes in a practical context. Children are introduced to time by the clock on the puppet theatre. They can learn about weight and measurement as they prepare ingredients for pancakes, biscuits and other edible goodies during the weekly cooking activities. Sand and water play introduces concepts of capacity and volume. Children are learning about shape as they select and return tools to the correctly marked out spaces on the storage trolley nearby. Children's simple calculation skills are promoted in a practical way, with number songs and rhymes to learn about addition and subtraction.

Children explore and investigate the natural world as they play and discover whilst in the outdoor area. They can use a torch or magnifying glass as well as special child friendly microscopes for close observation of their finds. They care for the nursery pet, a rabbit, and observe the changing seasons and weather patterns. Children play excitedly with the water play as it is made attractive by the addition of creatures, pebbles and plants. They design and build models using construction kits and everyday materials, both in groups and as individual projects as part of their topic work. Children frequently use everyday technology items in the role play area such as a compact disc player and digital camera. They gain a sense of the outside world when speakers come into the nursery to talk to them for example, a dental hygienist. They also enjoy local walks to visit the ducks in the park. Children are beginning to have an understanding of different cultures as they celebrate traditional festivals and cultural events throughout the calendar year.

Children have opportunities for physical play in the well equipped outdoor areas where they can run and move freely as well as use a variety of wheeled toys to steer and manoeuvre. A parachute is available for group activities and low-level climbing and balancing equipment helps to develop movement skills. Children use small equipment for catching and throwing such as, balls and bean bags. Their small muscle skills are developed using manipulative toys, tools for sand and dough play and cooking implements. Children's hand to eye coordination is promoted by a wide variety of materials used for pouring and filling containers.

Children benefit from a balance of free and guided art and craft activities which allow them to experience colour, texture and form in creative ways. They can express their own ideas through collage, painting or printing, performing a puppet show and engaging in role play. Children's sensory development is encouraged through the use of lovely, appealing books with interesting textures. They create imaginary scenarios using small world vehicles, animals and figures. Children have the use of musical instruments both freely and in an adult led sessions, enabling them to learn about rhythm and pitch as they experience a range of sounds. They experience music and singing as part of the daily routines. Children enact parts of a favourite story such as, 'Going on a Bear Hunt' in the open air which uses drama to good effect.

Helping children make a positive contribution

The provision is outstanding.

Children experience a meaningful, wide range of equipment and activities to promote

their positive view of the wider world. They handle anatomically correct boy and girl dolls made of different shades of brown plastic. Children and their parents participate in themed topics as they enter a competition between the three Nannas nurseries in the area for example, how other countries celebrate Christmas. This encourages the children to understand about similarities and differences within the same religion. Children are developing a strong sense of belonging in the setting as they are comfortable in following regular routines throughout the day.

Systems are in place to effectively support children with special educational needs. Children benefit from a good working relationship between the nursery and the Early Years Development and Childcare Partnership (EYDCP) and other agencies to meet their individual needs. Children who have mobility problems can easily access the setting and all the play areas including the resources which fosters their self-esteem and development. There are a number of children at the nursery for whom English is not their first language. Staff work with parents and use key vocabulary in the children's home language to help them settle quickly and confidently participate in activities.

The children are encouraged to be independent in self-care, for example, getting their own coats and boots for outside play, and when using the toilet facilities. Older children are able to serve themselves at snack time as they choose what fruit they want and peeling or preparing it independently. Younger children are given independence in choosing activities and toys to play with and are then sensitively supported by the staff to enable them to extend their enjoyment using their senses to explore and experiment. Older children take responsibility for caring for their immediate environment by tidying up after themselves. They are effectively learning about the care needs of the younger children as they play quietly alongside those who are sleeping. Children are developing a very good awareness of acceptable behaviour as they follow the routines of the day and benefit from staff who follow a clear behaviour management policy. They share and take turns amicably. The provision fosters children's spiritual, moral, social, and cultural development.

The partnership with parents and carers is good. Children's parents are encouraged to look at their child's assessment records and contribute to these to take an active part in their child's early education. Children's planned activities are displayed on the playroom walls to enable parents to see what their child has done which enables them to communicate with the children effectively about their day.

The younger children have their daily routines and activities participated in recorded in a diary for parents to read. Parents are encouraged to join the Parents Forum where they can make informed decisions about the organisation of the nursery. For example, choosing the menus to be supplied by an outside caterer which ensures they are confident their child is receiving a healthy balanced diet whilst at nursery.

Organisation

The organisation is outstanding.

Children's health, safety, welfare and well-being are promoted by the implementation of clear and well written policies and procedures. They benefit from extremely robust

systems to ensure staff who work with the children are suitable and safe to do so. The employment procedures and induction processes for new staff are rigorous and include an assessment of their knowledge of the organisations policies and procedures to ensure children's safety and well-being at all times.

There is a well-defined staffing structure clearly setting out roles and responsibilities for all staff and management. This is explained to new staff on appointment and forms the basis for their professional development programme. Staff complete an ongoing appraisal and assessment of performance against set criteria. Their performance is monitored which forms the basis of frequent dialogue between staff and management so that each person is very clear about what they are aiming to achieve. Staff find this team building system supportive and helpful, building morale and self-esteem as they celebrate their development and have clear goals to aim for. The result is that children are cared for by staff who are highly motivated, feel supported and have open relationships with senior staff so that issues can be resolved before they become problematic.

The management is proactive in implementing further training for, already well qualified, staff to further develop their knowledge and understanding of childcare and education to enhance the provision for children. Some of the training is organised in-house and staff also attend courses organised by outside agencies. Children's overall quality of care and education benefits from the up to date knowledge gained as staff improve their skills and understanding. Children benefit from a highly motivated team of staff who enjoy their work and provide a stimulating environment for children, throughout the nursery.

Leadership and Management is outstanding. The management is very hands on in terms of monitoring the quality of care and education offered. The planning system has been devised in consultation with staff and outside professionals and is being trialled across the group of Nannas nurseries. This ensures that any fine tuning will be carried out and the system adapted to the individual setting's requirements to meet all children's needs.

There is a strong ethos and vision for the nursery, and a commitment to providing a high quality service tailored to the specific needs of the children attending. This includes attention to the provision of resources, adapting the environment both indoors and outdoors, and reflecting on practice so that meeting the children's needs remains the paramount consideration. Overall the range of the children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since 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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The quality and standards of the nursery education are good.

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 good hygiene practices are followed, this refers to toddlers drinking beakers
- ensure staff follow correct procedures for recording incidents including those occurring off the premises.

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):

- continue to develop the environment, including the provision of resources and activities, to encourage children's independent access to outdoor play throughout the day.

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