



# Edenhurst Nursery In The Westlands

Inspection report for early years provision

**Unique Reference Number** EY312370  
**Inspection date** 20 March 2006  
**Inspector** Valerie Thomas

**Setting Address** Edenhurst Preparatory School, Westlands Avenue, Newcastle,  
Staffordshire, ST5 2PU  
**Telephone number** 01782 615980  
**E-mail** eden.hurst@btconnect.com  
**Registered person** Edenhurst Nursery Ltd (5349436)  
**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](http://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?

Edenhurst Nursery in the Westlands opened in 2005 and is part of Edenhurst Preparatory School. It operates from four rooms in a purpose-built building. There is an enclosed outdoor play area with a safety surface fitted. The nursery is situated in the residential area of the Westlands, in Newcastle-under-Lyme. A maximum of 64 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 all year round.

There are currently 45 children aged from 0 to under 8 years on roll and the setting also provides out of school care for children up to the age of 13 years. Of these, 11 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports children with special needs and also supports children who have English as an additional language.

The nursery employs 12 staff. Ten of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn the importance of good personal hygiene through well-planned routines. They know that they need to wash their hands as they have 'germs on them and washing them will stop the germs going on the food'. Children are also shown good hand washing practises from a visiting health agency. Good procedures such as, staff wearing protective clothing for nappy changing and for serving food sustain good levels of hygiene. This helps reduce the risk of cross contamination. Clear procedures for sick and infectious children help prevent the spread of infection. Children benefit as staff remind them to put their hand over their mouth when they cough. This helps to keep children healthy.

Children benefit from a healthy and nutritional diet. Drinks are offered regularly throughout the day. Children are given a varied range of fruits for their snacks and after lunch. Activities within the nursery also help the children to learn about foods that are good for them. Children have been to the shop to buy vegetables to make a vegetable soup and have made fruit 'smoothies'. Continual encouragement from staff at meal times helps children develop a positive attitude to healthy eating. Good working in partnership with parents ensures children's dietary needs are met well. All staff are aware if children have food allergies and strict attention to the details ensure needs are fully met. Staff are very attentive to the young babies' needs, implementing their individual routines. This helps the transition from home to nursery care.

Children enjoy good opportunities for physical exercise. Younger children enjoy crawling and pulling themselves up to stand by the low furniture and have a good time as they climb up and over the soft shapes. Older children have lots of fun using the climbing equipment and running around freely outside. In addition, the nursery has 'rhythm time' sessions for all age groups where children learn to move their body to the music. Older children have weekly physical education and music and movement sessions organised as part of the school curriculum. They thoroughly enjoy learning how to move backwards and sideways and rolling the tennis balls under their partner's legs. The well-planned activities help children to develop their physical skills and encourage a positive attitude towards a healthy lifestyle.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a welcoming and well-organised environment, where most risks to children are limited through appropriate safety and security procedures. The outdoor area has a safety surface fitted to ensure climbing equipment is safe to use. Risk assessments are completed regularly and daily safety checks are made. However, the hedge which is part of the boundary enclosing the play area has small gaps and sharp branches. This compromises children's safety. Clear procedures for outings help ensure children remain safe. Children know that they need to wait for the cars to stop and that the teacher helps them to cross the road. Fire evacuation procedures are fully understood by staff and are practised with the children. Children know that they need to line up and go out of the fire exit door and stand and wait in the yard. This helps children learn to take responsibility for keeping themselves safe.

Children use a varied range of safe, good quality, developmentally appropriate resources. These are organised well to ensure good accessibility for children and ensure they can make decisions about their play. Staff explain safe practices to children such as, not climbing up on to the low window ledge, showing them how to sit safely so that they can look outside. Children know that they need to be careful when playing outside so that they don't knock the young ones over and that they need to be careful when cutting vegetables with the sharp knife as they may cut themselves. This helps children remain safe.

Children are well protected by staff that have a clear understanding of child protection issues and understand the correct procedures to follow. This helps to ensure that children are protected from harm or neglect.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident in the setting's welcoming and caring environment. Staff make good use of the 'Birth to three matters' framework to guide their planning and recording of progress. Babies receive lots of cuddles and enjoy the positive interaction they receive from the staff. They benefit from routines which are consistent with their experiences at home and staff are very attentive to their needs. High importance is placed on providing varied sensory play for all children. They have regular opportunities to explore jelly, 'gloop' and dough and have many 'treasure baskets' to extend their tactile experiences. They enjoy holding the oranges in their hands and reach out for the toys on the baby gym. Babies show much enjoyment as they press the buttons to make the music begin and wriggle and move their bodies, clapping their hands to the sounds. They develop early communication skills as they try to join in with songs as they wait for their lunch. Young children enjoy putting the seeds in the pot and develop a sense of who they are as they are encouraged to point out where their mouth and teeth are. Samples of babies art work are displayed and show that they regularly paint and make marks using their hands and feet. The range of activities maintains children's interest well.

Older children have positive relationships with staff and receive comfort and attention when they need support. Children's language and communication skills are promoted

well by staff through constant conversation and encouraging them to make rhyming sounds as they sing on the microphone. They are encouraged to name colours as they play with the dolls and learn new words such as 'blonde' when describing hair colour. Consequently, children are learning to develop their speech and are able to express their needs confidently. They enjoy the physical activities outside, climbing on the slides and trying to throw the ball through the basketball ring. They enjoy looking at the books and show good concentration as they play with the jigsaws. As a result of the good support from staff children play well, show good interest and are keen to take part in activities. There is a varied range of resources throughout the nursery to promote all areas of play. The nursery is well-organised indoors and promotes a stimulating environment for all children.

#### Nursery education.

The quality of teaching and learning is good. Staff have a secure knowledge of the Foundation Stage and a good understanding of how young children learn and progress. Consequently, children are making good progress towards the early learning goals. Planning provides suitable guidance for staff to ensure a wide range of activities and experiences are provided for children to extend their learning in all areas. However, it is not differentiated for the differing abilities of children, particularly the younger age group. Staff use good methods to maintain children's interest during activities. Staff sit with children in small groups and on a one to one, asking questions to make them think and extending their play. Staff help to raise children's awareness of the community and the wider world well. There are a good range of resources to promote this and different festivals are celebrated. Children are challenged well through the varied range of activities planned. Assessment systems link to the stepping stones and are in the early stages of being implemented. Observations of individual children and group evaluations of activities take place to inform records. However, they lack detail to show the clear progress of younger children and how their learning can be extended in future planning. Behaviour is well-managed with a strong emphasis on showing kindness to others. Consequently, there is a calm and caring environment for children. The indoor environment is well-organised and offers a stimulating environment with a good range of accessible resources to promote children's learning. However, the outdoor area is not fully utilised to extend children's learning in all areas.

Children are interested and eager to take part in activities for most of the time. They show good concentration as they make models and flowers with the construction kit and paint the egg boxes for the flowers. Children are confident and have high levels of self-esteem as they receive constant praise from staff. They enjoy sharing their home experiences at circle time and are proud to display the model they have made with the 'lego'. Children behave well, responding positively to the boundaries set and use their manners well. Relationships with each other are positive and they enjoy playing babies in the home corner and show concern for their friend when their balloon had burst. Children's language skills are good. They speak clearly and confidently and are able to express their thoughts. Children tell the group about the christening they had been to and how their football team had won. Children's literacy skills are developing well. They enjoy looking at books and sit very well for stories. They link sounds to letters very well and know that 'm' is for mummy and music and 't' is for 'teddy'. Writing skills are developing well. Older children are able to form letters

correctly as they write their name on their picture and younger children are able to trace over letters in their writing books. In addition, children take part in weekly French lessons and greet their teacher with 'Bonjour' when they see her.

Children understand and use numbers well. Children count up to 10 confidently as they count the mice in the book. They recognise numbers well as they find the numbers for the clock jigsaw and know that the number says four o'clock. Older children are able to write numbers with some in the correct order. They develop problem solving skills as they use their fingers to make four. Older children know that two fingers on one hand and two fingers on the other hand make four. Workbooks demonstrate that children are learning to find out how many there are when one more is added. Children demonstrate that they understand shape and size well. They easily name and find the shapes to make the 'man' jigsaw. Children know which tub has a lot of sand and which one has a little and that 'M' is a big letter and 'm' is a small letter. Children develop an initial sense of time and place, and gain good knowledge of the environment. They are taken on trips to 'Ford Green Hall' to look at old buildings and have visits from the police and a nurse. They go for local walks to look for the first signs of spring and go to the local shop to buy vegetables for their soup. Children are involved in activity days for the whole nursery which helps them to understand how they have grown and developed from when they were a baby. They develop good exploration and investigation skills as they learn about change when planting bulbs and seeds and know that they need water to grow.

A wide range of well-planned activities help children to develop their physical skills well. They use one-handed tools competently as they draw and paint their pictures and are learning to use scissors to cut around the daffodils. Children climb up and slide down the frames with confidence and are competent at riding bikes. They move their bodies well as they take part in the physical education session and learn that they need to warm their muscles before they take part in any exercises. They develop their balancing skills well as they learn to hop on one leg and are competent at jumping up and down. They are able to express themselves freely through painting and enjoy exploring many different textures such as, 'gloop', sand and play dough. Most children name a wide range of colours confidently. Children have regular opportunities through the week to develop their musical skills. They have planned sessions with a music teacher from the school where they learn how to play instruments and have music and movement sessions. Consequently, children's creative skills are developing well.

### **Helping children make a positive contribution**

The provision is good.

Children enjoy positive relationships with the staff and with each other. All children are valued and respected as individuals and their confidence and self-esteem is developed well by staff with use of praise and encouragement during their play throughout the day. There is a good range of resources available that positively represent different cultures, gender and disability. Many festivals are celebrated such as 'Diwali' and the 'Chinese New Year' and parents come in to the setting to talk about their cultures. They have been for walks around the local area to look for the

first signs of spring finding a bird's nest high in the tree. This helps children to develop their knowledge of the wider world and raise their awareness of diversity. The setting's policies promote inclusion for all children and the premises are suitable for all to access. There is good support for children with special needs and staff are vigilant about ensuring the child's needs are met at all times. Specialised training on how to use an epi-pen has been attended by most staff in order that the needs of all children can be met.

Children behave well and respond positively to boundaries set by staff. Activities are planned to encourage children to take turns and share, which they do well. Children work together well as they play with the balls outside and build their models together. Strong emphasis is placed on children being kind to each other and children regularly show care and concern for their friends if they fall over or are upset. This promotes a harmonious environment for children. Good use of praise and encouragement by staff build children's self-esteem well. Children's spiritual, moral, social and cultural development is fostered.

All children benefit from the positive partnership staff have developed with parents. Children settle well because the staff work closely with parents to ensure their child's needs are met. Parents are made aware of how the setting operates through discussion and having detailed written information on policies to take home. They are given a welcome pack and a brochure which includes details of activities and all of the nursery's procedures. Children's individual needs and routines are discussed and recorded with parents as part of the initial visits. Younger children have home diaries completed to keep parents informed of their child's well-being and homework diaries are used for older ones. This helps children to settle quickly and enables staff to fully meet the child's needs.

The partnership with parents and carers of children who receive nursery education is good. Information on the educational programme is displayed at the entrance to the room and a broad overview of activities linked to the Foundation Stage is given as part of the welcome pack. Methods to keep parents informed of children's progress are good. Daily discussions take place and details are recorded in the child's homework diary. Open evenings are held at the end of each academic year and a written report will be sent home for each child. Children take home library books and older children take home reading books to share with their parents. Parents are also invited in to talk to children about their role in the community and bring items in linked to the current theme. This enables parents to be involved and enhance their own child's learning. This helps children progress and enables them to make a positive contribution.

## **Organisation**

The organisation is good.

There are effective recruitment procedures which ensure staff are appropriately vetted and there is a good level of qualified staff who work with the children. There is a good training programme implemented for staff and many training courses have been attended. For example, 'Birth to three matters', special educational needs,

'activities for physical education' and 'let's make a noise'. This helps to broaden children's experiences and contributes to the quality of care provided. Induction training and detailed policies and procedures work well in practice to keep children healthy and safeguard their welfare. Procedures for recording accidents and medication are clear and all children's attendance is recorded accurately.

The nursery is well-organised to meet the needs of the children. Good support is given to the children by the staff and the key worker system is used to monitor children's progress and liaise with parents. Staff are caring and attentive to children's needs offering comfort when needed and continually extending their learning. Consequently, children are settled, happy and enjoy their time in the setting.

The leadership and management of the setting for children receiving nursery education are good. Clear guidance is given by the senior management to ensure that the educational programme is delivered effectively and regular monitoring takes place through the appraisal system. In addition, staff visit other settings to identify how practices can be improved. The nursery is an integral part of the school. For example, children are taught by teachers working in the school for physical education and music. This helps with the transition from the nursery to the school. Overall, the provision meets the needs of the range of children for whom it provides.

#### **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.

### **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.
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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 the safety of the outside area by minimising the hazards identified

### **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):

- improve further the use of the outdoor area to enable children to access all of the six areas of learning when playing outdoors
- improve further the planning to ensure that it differentiates for the differing abilities of children and assessment systems are used to plan for the next steps in children's learning

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](http://www.ofsted.gov.uk)