



# Princess Christian Day Nursery - Basingstoke

Inspection report for early years provision

<b>Unique Reference Number</b>	EY289892
<b>Inspection date</b>	22 March 2006
<b>Inspector</b>	Mandy Gannon / Lynne Elizabeth Lewington
<b>Setting Address</b>	Hanmore Road, Chineham, Basingstoke, Hampshire, RG24 8PT
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<b>Registered person</b>	Leapfrog Day Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Princess Christian Nurseries is owned by Nord Anglia PLC trading as Leapfrog. It registered in 2004 and is situated in a purpose built nursery in Basingstoke, Hampshire. A maximum number of 104 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 52 weeks of the year. All children share access to a secure outdoor play area.

There are currently 89 children aged from 5 months to under 5 years on roll. Of

these, 27 children have funding for nursery education. Children come from a wide catchment area. The nursery currently supports 2 children with special educational needs and 2 children who speak English as an additional language.

The nursery employs 16 staff. Currently 9 of the staff, including the manager hold appropriate early years qualifications and 5 staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children benefit from a healthy nutritious balanced diet. Children are learning about how to keep themselves healthy and through discussion learn what food is good for them. Their understanding of this is further developed, for example in the pre school room they make choices from a café style snack time where they have a selection of healthy options. Children's individual dietary requirements needs are met well. Children are encouraged in their self-care skills; they take themselves to the toilet and wash their hands, although hand washing is not part of the daily routine before snack time in all rooms.

Children's health is maintained because staff have a good understanding of individual health and medical needs. Accidents and the administration of medication are recorded and confidentiality is maintained. However, the maintenance of cleanliness of the carpets is not satisfactory. Hygiene routines throughout the nursery are generally satisfactory; bathrooms and nappy changing areas are clean and checks are carried out regularly throughout the day. However, check lists are used and not always used effectively in the maintenance of hygiene.

Children develop co-ordination as they climb up climbing frames, negotiate and pedal ride on toys. Some children participate in activities such as stretch and grow where they move and develop their spatial awareness. However, limited use of the outside area for vigorous and challenging activities impacts on children's attitude to exercise as part of a healthy lifestyle.

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

The provision is good.

Children move freely and in safety around a learning environment where staff show high attention to ensuring risks and hazards are minimised and children's safety is promoted. Children show a good understanding of safety issues. For example, a child is aware that they must not run inside as it is dangerous and that a member of staff hurt themselves when they were running. Space is well organised into designated areas, for example a quiet area to sit comfortably and look at books and the floor area for large construction activities.

Children's safety is paramount, they have access to a broad range of activities, much of which is presented in low accessible storage for ease of selection. Toys and

resources are varied and suitable for the age and stage of the child. The learning environment is bright, stimulating and welcoming to both children and adults, enhancing children's learning, increasing their independence and self-esteem, for example when they recognise their own work displayed.

Children are protected and safeguarded from harm as practitioners have a knowledge and understanding of child protection and how to implement local procedures. Effective systems are in place for the safe arrival and collection of children and a visitors book is actively maintained.

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

The provision is good.

Children are happy, settled and enjoy their time at nursery. Children are involved and interested in activities which are suitable and appropriate for their needs. Practitioners know children well and talk to them and their family extending their learning at home. Younger children are extremely well supported by practitioners who are responsive to their needs and cuddle and nurture them increasing their self-assurance. Children become skilful communicators as they interact closely with staff who share books, talk and listen to them. They enjoy being imaginative, for example, as they make cups of tea and dinner in the kitchen. Children build strong relationships with each other and the staff; they seek and receive cuddles gaining reassurance and building their confidence and self-esteem.

Children under three benefit because practitioners make effective use of the Birth to three matters framework to help plan appropriate activities and experiences linked to children's individual needs and interests. Children's individual development is observed and monitored on a regular basis and this knowledge is used to plan the next steps in their learning.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Some staff's knowledge and understanding of the Foundation Stage and how children learn is inconsistent. Children's learning, consolidation and progression is not always enhanced as some practitioners lack understanding in how to use the stepping stones, which results in activities not being developed to their full potential. This impacts on the children's learning opportunities.

Children care for each other, support one another and form sound friendships. They settle and greet each other warmly, they take turns play well together and are kind to one another. Children are independent and confident, they serve themselves at snack and meal times and clear up after they have finished.

Children's speaking and listening skills are developing well. They are confident speakers and contribute to conversations, they listen to others and recall their own experiences. Practitioners introduce vocabulary and questioning to make children think, for example why a sibling does not participate in French lessons. However, concentration and interest is not fully maintained as on some occasions group sizes

are too large and some children especially younger of the group begin to lose interest.

Children enjoy sharing books and sit with their peers and share books for enjoyment. They enjoy story time and sit still listening with concentration and interest. Some children confidently recognise their name and can identify the sounds of letters to spell their name. Opportunities are provided in the literacy area for children to practise emergent writing and practitioners encourage children to mark make.

Children use mathematical language, such as full and empty when pouring their drinks. They are aware of the number of children allowed in the water play at any one time. However, number is not used in everyday language and children have limited opportunities to count.

Children experience a range of media, they access a full range of creative materials and tools. They learn about the wider world, cultures and begin to learn about other languages. Children's imagination is encouraged as they participate in a variety of role-play, they act out the role of a hairdresser inviting clients into their salon.

Children have access to physical activity and some children participate in stretch and grow. In the outside area children have planted and grown bulbs. They have opportunities for climbing and using wheeled toys. However, the outside environment is not used enough as an effective learning environment and access is often limited.

Practitioners make observations of children's progress and effective systems are in place. Children's starting point is assessed and with an effective key worker system and support from base room leader are able to identify the next steps in the children's learning. However, the impact on children's learning is due to some staff's inexperience and knowledge of how children learn and therefore learning opportunities are not maximised.

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

The provision is good.

Children are welcomed and valued as staff are aware of their individual needs. Children show strong levels of confidence and self-esteem which is developed by staff who offer praise and encouragement. Children build sound relationships with their peers and the staff. They play well together and staff act as positive role models by being kind and sensitive to each other. Practitioners help and support children in resolving conflicts in a sensitive manner being fair and consistent. Children are encouraged to be kind to one another and are developing their understanding to share and take turns and are reminded by practitioners. Children are effectively supported to understand right from wrong; a behaviour management policy is effectively used and incidents are recorded.

Children learn about various customs, cultures, languages and festivals this is incorporated in their learning environment. Although, children's opportunities to learn about their local community is limited. Children gain an awareness of themselves and the wider world through activities linked to topics. Children's spiritual, moral, social

and cultural development is fostered.

Partnership with parents is good. This contributes to the children's wellbeing and positive relationships which are formed. Secure links are in place between home and nursery. Parents are encouraged to share what they know about their child to enable staff to meet their individual needs. Children's individual progress and achievements are discussed daily and through regular parents evenings. Parents receive information about topics and ideas about how they can continue their learning at home. Parents receive information through regular newsletters, parents notice board and a wide range of information in the entrance of the nursery. Parents are positive about the staff and feel they can discuss any issues with the child's key worker. Parents and staff work well together to meet the child's needs and progress their learning.

## **Organisation**

The organisation is satisfactory.

Practitioners understand their roles and responsibilities and work well together to promote the outcomes for the children. They have a clear sense of purpose and appear happy and involved in their role. Staff feel supported and seek help and support if required. The nursery is well organised by the management who effectively deploy staff ensuring children are happy and engaged in worthwhile activities in a secure environment. Staffing has recently been a challenge and the nursery is using agency staff to support them. The setting meets the needs of the range of children for whom they provide.

Policies and procedures are effectively implemented and required documentation is in place promoting children's welfare, care and learning. Leadership and management are satisfactory. Strengths and some areas for further improvement are being identified. The day-to-day management work together as an effective partnership who endeavour to support their staff and are developing, identifying and being proactive in evaluating strengths and weaknesses. They are a management within a larger organisation.

Children benefit from practitioners who are suitably qualified and enhance their knowledge through training. Practitioners are supported by management through regular staff meetings and planning meetings. However, the role of evaluating teaching practices and identifying staff's strengths and weaknesses has not been fully developed as appraisals have only been recently introduced. As a result, some aspects of children's development is not fully promoted as staff's insecurity about the stepping stones and how children learn has not been identified. Staff are providing insufficient challenges to some children.

## **Improvements since the last inspection**

At the last Children Act inspection the group were asked to: improve staff facilities to ensure privacy and to sit comfortably; ensure the cleanliness and maintenance of carpets and furnishings was maintained at an appropriate standard; ensure that

children have access to a full compliment of toys furniture and equipment suitable for their age and stage of development and promoting our diverse society; ensure that staff are fully aware of fire procedures; ensure that staff complete risk assessments including toilet and nappy changing areas; and to ensure that children have their own individual toothbrushes clearly labelled.

Staff facilities are open plan and built on a company policy. Staff are able to leave the building and the management are seeking guidance on adapting and changing the area. The nursery is currently being refurbished it has been recently redecorated and fitted with new curtains and is now bright and colourful. However, the carpets are not clean or well maintained, although they are all being replaced in the near future and the management is looking into cleaning practices. Children have access to a good range of toys, equipment and resources that reflect our diverse society and are suitable for their age and stage of development. Toys are regularly being replaced and expanded. Staff are aware of fire evacuation procedures, notices are displayed and are aware of the assembly point. Regular risk assessments are carried out by all staff in their rooms, outside and including the toilet and nappy changing area. A health and safety officer is appointed to ensure risk assessments are completed. Children no longer brush their teeth after lunch and all toothbrushes have been removed.

### **Complaints since the last inspection**

Since April 2004 Ofsted have received information with concerns regarding adult-staff ratios which relates to National Standards 2:Organisation. Ofsted investigated by requesting the provider carry out an internal investigation into the issues raised. Ofsted are satisfied that the provider has taken the appropriate action to address the concerns raised, the case is closed and they remain qualified for registration.

The provider is required to keep a record of complaints made to parents , which they can see on request. the complaints record may contain complaints other then 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):

- ensure sufficient hygiene practices are routinely maintained and cleanliness is consistently implemented
- increase opportunities for children to use the outside learning environment to develop their senses and have opportunities for fresh air and vigorous, challenging physical activity

### **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):

- increase and develop practitioner's knowledge and understanding of the Foundation Stage using the stepping stones to extend children's learning and ensure robust systems are in place to monitor and evaluate the quality of teaching.
- improve opportunities for the exploration and inclusion of mathematics in everyday situations

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