



Around 3 Day Nursery

Inspection report for early years provision

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| Unique Reference Number | EY248011 |
| Inspection date | 20 April 2006 |
| Inspector | Carol Cox |
| Setting Address | Monkton Avenue, Oldmixon, Weston super Mare, North Somerset, BS24 9DA |
| Telephone number | 01934 814364 |
| E-mail | |
| Registered person | Around 3 Day Nursery |
| 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?

Around 3 Day Nursery was established 25 years ago and was registered under the current owners in September 2002. It is situated on the Oldmixon Estate adjacent to Oldmixon Primary School in Weston-Super-Mare. The premises consist of single storey pre-fabricated interlinked buildings surrounded by an enclosed grassed and paved play area. The nursery offers a separate Baby Unit for children aged 3 months to 2 years and the Main Nursery for children aged 2 - 5 years.

The nursery is open for 51 weeks of the year and provides care from 08.30 to 17.30 Monday to Friday for a maximum of 39 children. Children attend from a wide geographical area.

At present there are 57 children on roll; currently there are 26 children in receipt of government nursery funding.

There are 14 members of staff, 10 of whom work directly with the children, 7 of them hold appropriate early years qualifications. All other staff members have relevant child care experience.

The nursery seeks and receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively promoted through clear and well understood policies and procedures. Children are encouraged to learn about good hygiene and use individual flannels each time for hand washing and drying. However, older children are not developing independent self-care skills as they do not use toilet and washrooms on their own. Children are protected from infection through robust policies and procedures which are shared with parents. For example, staff are meticulous in cleaning tables and surfaces after messy activities and are extremely careful to prevent the spread of infection when changing nappies. Children are kept safe when they require medication because staff are careful to record all medication administered and parents are asked to give information, advice and consent.

Children enjoy regular opportunities to play in the fresh air and develop good physical skills in the garden and on local trips. Staff promote children's large and small motor development through well-planned and enjoyable activities; for example, children thoroughly enjoyed moving in response to rhythms tapped out on a tambourine. Children's large and small physical skills are well developed with easy access to a wide range of tools and equipment and good support from staff. For example, 3-year-olds demonstrate good pencil control and emerging writing skills in role play.

Children benefit from freshly prepared food and snacks promoting a healthy diet which includes organic fruit and vegetables. Older children learn to choose snacks and drinks as they need and all enjoy a wide variety of different foods, including those from different cultures. Although parents provide their baby's formula milk and weaning foods, the cook is happy to provide freshly puréed food if requested by parents. Staff record all specific food needs and allergies which are detailed in each room and the kitchen.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The staff work hard to provide a spacious, comfortable and welcoming environment for children and their parents. The baby room is well furnished with soft seating, appropriate furniture and warm floors. The rooms are light and well ventilated and children's own work is used to decorate the walls. The entrance hall displays parents notice boards offering information about the setting and local services. The rooms are cleaned every night, are well maintained and a member of staff is employed to clean and check toys on a weekly basis; consequently, children can safely access and play with toys as they choose.

There are rigorous procedures in place to ensure children's safety; for example, sleeping children are regularly checked by staff who work closely with parents to provide consistent routines. Children are kept safe from unchecked people through a secure entrance procedure, all visitors are recorded and asked for identification. Staff are vigilant in ensuring that only people authorised by parents are allowed to collect children.

Children are protected well from harm as staff have a clear knowledge of what to do should they have concerns about a child. Staff attend regular child protection training and all procedures meet local guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and children make good progress in all areas. They thrive in an environment where they are offered an exciting array of activities to choose from. In the baby unit babies and toddlers move about freely, choose toys and try out their physical skills. Staff use their developing knowledge of the Birth to three matters framework to promote and support learning through child initiated play and adult led activities. Babies and young children are offered a range of activities and resources to stimulate their senses and responses; for example, photographs show babies playing in angel delight! In the baby unit staff carefully record the learning and development achievements of each child in beautifully detailed learning diaries. These clearly document each child's progress through well written observations and photographs, which are shared with parents regularly and used to plan for children's development.

Staff have good interactions with children and babies which significantly enhance children's language development and children are happy and confident and settle quickly. For example, a mother described how her son had been clingy and uncertain when he first started but his key worker quickly developed a close relationship with him and now he eagerly enters nursery and looks for his reassuring cuddle when his mother leaves. At times these good interactions are compromised when staff have not adequately prepared for activities and need to leave the room. In the Big Room children mix freely with each other and older children enjoy helping younger ones. For example, a 4-year-old boy makes room for a younger child at circle time.

Nursery Education

The quality of teaching and learning is good. Children make good progress in all areas of learning due to the staff's good knowledge of the Foundation Stage

Curriculum. Staff use opportunities to promote learning through both adult led and child initiated activities. Children have a great deal of freedom to choose their own activities and staff are knowledgeable and able to support them; for example, when children are playing shops a member of staff joins them to 'buy' groceries. Adults manage time sensitively and children are given time to finish or change activities. Staff monitor children through careful observations, which are recorded and evidenced with examples of children's work and photographs, in their learning diaries.

Staff promote learning through everyday activities and recognise the importance of children learning and achieving through the process of an activity and do not always focus on end products; consequently, children build confidence in their own efforts. However, older and more able children are not always challenged to extend their learning. For example, children who are confident in counting were not encouraged to use this skill to begin making simple subtractions or additions when counting the number of cups needed at lunch time.

Children are developing good self care skills and can explain the choices they have made. For example, a 4-year-old girl explained that she did not need her sweat shirt on because she was hot, the adult with her respected her decision and used the opportunity to talk about when and why bodies get hot. Children relish opportunities to explore their community through using local services and enjoy meeting new people who come to talk about their lives. Children are developing a good sense of time and an understanding of the sequences of life through regular discussions both at circle time and individually supported by staff. For example, a group of children talked excitedly about moving up to school in September, they were able to name their schools and explain that they will start after the holidays when they will be nearly 5.

There are many examples of children mark making and using books in everyday activities such as the role play corner. Staff help children sound letters in their names and in familiar words and older children are beginning to write their names independently. Staff recognise the importance of valuing children's own attempts at writing and give warm praise and encouragement for their efforts; however, there are few examples of their work used within the nursery. Children use their imaginations well and enjoy regular singing and music sessions with a good selection of instruments.

Helping children make a positive contribution

The provision is good.

Children are happy and well-behaved. Staff talk to them about the need to consider others and explain how their behaviour may affect others. For example, a 4-year-old girl helped a 2-year-old learn how to hold a pen correctly at the writing table. Children's good behaviour is rewarded through copious praise and encouragement and children are eager to contribute to the setting; for example, a 4-year-old boy helps sweep sand up to return to the sand tray. They show good self-esteem, are eager to learn and are confident to ask for help when needed. Members of staff

encourage children to learn about the lives and beliefs of others, through resources showing positive images of different people and organising well-planned activities which enable the children to share in the customs and celebrations of other cultures. Parents are fully involved in establishing routines for babies and enjoy daily written and verbal feedback about their child's day. Key workers find this exchange of information vital in helping children settle and become happy. The use of regular parents' evenings, newsletters and a notice board helps parents learn about the nursery and the activities their children enjoy.

Partnership with parents is good. Staff build close relationships with parents and share daily discussions with them about their children's progress. Parents are beginning to learn more about the Foundation Stage Curriculum through clear and informative written information and parents' evenings to share their child's learning diary with the key worker. Staff are planning workshops for parents to learn more about how their children learn and progress towards the early learning goals.

Children's spiritual, moral, social and cultural development is fostered. This is so because children learn to consider the needs of others through mixing with younger children. They have opportunities to celebrate festivals from other cultures and enjoy eating foods from other countries.

Organisation

The organisation is good.

Children and babies enjoy many opportunities to play and learn through good relationships with well qualified and experienced staff who are enthusiastic about their work and proud of children's achievements. The owners and manager have revised policies and procedures to reflect changes in the nursery and there are regular meetings to ensure all staff learn about them.

The leadership and management of the nursery is good. The owners and manager have developed clear systems to ensure all staff training needs are identified through a new staff appraisal system. Each member of staff has the opportunity to contribute to planning activities and to take responsibility for their own key group of children. There are clear procedures for the recruitment of new staff and the continual checking of suitability of all staff. Children are generally very well supported because there are high ratios of adults to children. Staff are deployed effectively to ensure that children are safe and well cared for because there are clear policies in place. All policies for the nursery are shared with parents.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the setting was asked to make the following improvements to the provision of nursery education: to provide more opportunities to children to practise writing and extend their vocabulary; to provide opportunities for children to extend their mathematical skills, particularly to use calculation, comparisons, and

concepts of shape and size and position; to develop planning to reflect learning outcomes of children and children's assessments to include regular observations, and to make evaluations of children's development in line with the early learning goals; to provide opportunities for parents to be involved with the ongoing assessment of their children's learning.

The setting has made improvements to meet the previous key issues. Children now practise their writing skills in meaningful and every day activities and staff work hard through good interactions to extend children's vocabulary. Staff promote the use of mathematical skills to make comparisons identify shapes and size and talk about position, however children still lack challenge to make calculations. Planning now includes learning outcomes to children and is based on the clear and current observations and assessments of children's learning. Parents are offered informal and formal opportunities to view their children's assessment records and discuss their development with key workers.

At the last inspection the setting was asked to make the following improvements in their care provision: to ensure the induction process of new and temperate staff includes policies and procedures; introduce a system of assessment identified a development progress of children aged under 3 years; to introduce planned activities to children aged under 3; to undertake risk assessments and ensure the all fireguards are secure. These recommendations have been carefully considered and met. Children's safety is secured through regular risk assessments and the securing of fireguards. A comprehensive induction programme ensures all staff have a goof knowledge of policies and procedures. Babies and young children under 3 years now benefit from the staff's use of the Birth to three matters framework to plan for the learning and development of individual children, based on clear records of their development.

Complaints since the last inspection

Since the last inspection in September 2003 Ofsted have received two concerns. In February 2004 and August 2004 concerns were raised under Standard 7: Health, about exclusion polices and nappy changing procedures and Standard 12: Working in Partnership with Parents and Carers, about sharing records with parents. We asked the provider to send us copies of the relevant policies, forms and notes. The documentation was all satisfactory, no further action was taken and the provider remained registered.

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):

- ensure that the organisation of staff and resources in the baby room effectively promotes good interactions with babies and young children
- provide more opportunities for children to develop good self-care and independence skills

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):

- ensure that more able children are challenged appropriately to extend their learning and skills, particularly in writing and calculation

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