



Cornerhouse Day Nursery

Inspection report for early years provision

Unique Reference Number	EY317869
Inspection date	26 April 2006
Inspector	Anne Mitchell
Setting Address	62 Portchester Road, Bournemouth, Dorset, BH8 8LA
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Registered person	Cygnets Day Nurseries (Bournemouth) Ltd
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Cornerhouse Day Nursery has been registered since November 2005 and operates from 6 rooms in a converted, detached house in Bournemouth, close to the town centre. A maximum of 40 children may attend the setting at any one time. The setting is open each weekday from 08.00 to 18.00 throughout the year. All children share access to a secure enclosed outdoor play area.

There are currently 59 children aged from birth to under 5 years on roll. Of these 22

children receive funding for nursery education. Children come from the local area. The setting welcomes children for whom English is an additional language.

The setting employs 13 staff. Of these, 11 staff hold appropriate early years qualifications and 1 staff member is currently on a training course.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is appropriately supported through secure procedures for cleaning throughout the nursery. Nappy changing routines are good. Staff use disposable gloves and clean the changing mat thoroughly after each change with antibacterial spray. Children learn the importance of following good hygiene routines. They use the toilet facilities independently from an early age and wash their hands using pump soap before snack and after using the toilet. Children talk about why it is important to wash their hands. Staff reinforce good practice through discussion. However, procedures for hand-drying are not effective.

Children's dietary health is supported through the provision of a freshly prepared two course hot lunch. Meals include a variety of fresh vegetables, and the menu is nourishing and well balanced. Children also benefit from healthy snacks, such as dried and fresh fruit and breadsticks. Drinking water is freely available and staff remind children to drink regularly to maintain their health. The organisation of portions and utensils at mealtimes, limits children's independence.

Children have daily opportunities for fresh air and outdoor play, and they enjoy a range of sit 'n' ride toys and large play equipment. Babies have regular opportunities for local outings in pushchairs when staffing is appropriate.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is promoted through well planned safety checks and risk assessments throughout the nursery. For example, regular checks are made on toys and equipment to ensure they are safe to play with. Resources are easily accessible to allow children to select freely and safely.

Risk assessments are completed prior to outings, to ensure children's safety. Children are excluded from areas of risk by means of stair gates. Appropriate fire safety procedures are in place. Fire drills are practised half termly to ensure children and staff are confident about leaving the premises quickly and safely. However, access to the premises is not always monitored effectively. Children are sometimes reminded by staff to keep themselves safe through play activities, such as being careful walking near the spilled water, but this reinforcement is not consistent.

Children are protected from harm and neglect through the staff's clear knowledge

and understanding of child protection issues. They know how to implement the nursery's clear and comprehensive policies and procedures. Many have completed child protection training and are confident in their responsibility to protect children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy a range of well planned activities throughout the nursery. Toddlers enjoy exploring flour and water mixture with their fingers and spoons. For example, 2-year-olds experience dough and creative play, such as printing with their feet and hands. However, staff do not always extend the activity or enable children to explore the activity further, and some activities are quite complex for younger children. Babies enjoy regular opportunities to experience messy and tactile play, such as 'gloop', water, wet pasta and jelly.

The quality of teaching and learning is satisfactory. Staff have sound and developing knowledge and understanding of foundation stage, and plans cover all areas of learning. Staff use a variety of teaching methods to help children learn, such as open ended questioning and lots of praise and encouragement. Written observations on the children inform planning for their next stage of development. However, this is not always effective and organisation of activities sometimes limits children's opportunities to access a greater range of play experiences. Resources are well maintained and accessible in low level and clearly labelled storage. The role play area and book corner are comfortable and inviting. Children with special needs are supported by trained and experienced staff. Children for whom English is an additional language are well supported through the sensitivity of staff, who use positive gestures, clear speech and bright picture books to develop the children's understanding.

Children's personal, social and emotional development is particularly well supported. Children are confident. They approach staff and visitors to ask questions and tell them their news. They come into the setting with enthusiasm and greet familiar staff members warmly. Children have good relationships with their peers and play cooperatively with one another. For example, two 4-year-olds take turns with the paint. The second child waits patiently for the other to finish, and pass it over. The first child thanks the second. Behaviour is good, and staff are good role models, speaking to the children and to each other with respect. Children have many opportunities to be independent in their personal care and getting ready for outdoor play. They have been taught how to lay their coats down, put their arms in and bring the garment over their heads, and enjoy showing adults how they manage this. They show clear pride in their achievements.

Children are confident speakers and communicate well with adults and with each other. A painting activity prompts lots of vocabulary. Children access books from a comfortable book area. They enjoy listening to stories together at set times throughout the session, and participate with enthusiasm in familiar stories such as 'The Very Hungry Caterpillar'. However, due to the organisation at this time, children never hear the story from beginning to end. Many children independently write their

own names on their own work and most make an effort to do so. This is actively encouraged by staff and children are praised. However, there are few opportunities for children to recognise their names on name cards, for example. Children have access to writing materials to write, make marks and draw independently, when the organisation of activities allows.

Children count confidently. However, staff do not always provide opportunities to help children count in meaningful and practical activities, such as counting cups for snack time. Older children use and understand mathematical language during discussions about babies, such as little, tiny, bigger, high and long. Children know and can name many shapes.

Children explore the natural world through planned gardening activities. They plant hanging baskets and learn how things grow, through planting beans and cress. Children have regular opportunities to use the computer and control the mouse with growing confidence during simple programmes. Planned activities, such as 'me as a baby' help children develop a sense of time. A child tells an adult 'When I was a baby, I had no teeth. Now my baby brother has no teeth, but he will soon'.

Children have daily opportunities to explore paint, glue and collage through planned daily creative activities. However, many are adult led with a specific end product in mind. Children explore different types of music on a regular basis. They use their imagination in the role play area, and make pretend food and drink for each other. Children also extend their role play in the garden, pretending to be mummies and babies.

Children have daily opportunities for exercise in the nursery garden. They have opportunities to climb and balance. They pedal bikes and demonstrate good ball control. Children have healthy snacks and meals and have a developing awareness of healthy eating through discussion with staff. They have regular opportunities to promote their small muscle development through the use of tools such as dough cutters, threading and small garden tools.

Helping children make a positive contribution

The provision is good.

Children arrive happily at the setting and are greeted warmly by staff. Children's home routines are followed as much as possible to ensure they settle well. Staff know children in their key group and meet their needs well. Children have good opportunities to learn about the wider world through planned activities. They explore festivals such as Chinese New Year, Diwali, Christmas and Easter. The setting has a broad range of resources that provide positive images of cultural diversity and disability, to effectively promote children's understanding of the wider world. Children and adults have developed close relationships with one another and children will seek out special staff for comfort and reassurance.

Behaviour is very good throughout the nursery. Staff are good role models, and are positive and consistent in their approach. Children have lots of praise and encouragement, and stickers are used to reward good and helpful behaviour.

Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Meetings are held to keep parents informed of any changes or events. Parents are very happy with the level of care provided. There are good systems in place to keep parents informed of children's care, development and daily routines, through daily record sheets and displayed notices. Parents are encouraged to extend children's learning at home through suggestions in the regular newsletter.

Organisation

The organisation is satisfactory.

Staff are familiar with the full range of policies and procedures in place. These are shared effectively with parents. Documentation is clear and up-to-date and supports children's health and welfare. There are clear procedures for staff recruitment and vetting to ensure staff are suitable. More than 50% of staff hold a relevant qualification, and demonstrate a commitment to improving their knowledge and understanding in childcare through on-going training.

The nursery routine is generally well organised with opportunities for free play and planned activities. However, the organisation of activities sometimes limits children's opportunities to a broader range of play and learning experiences.

Leadership and management is satisfactory. Staff meetings are held regularly to plan activities and discuss any arising issues. Annual staff appraisals are planned to identify staff's strengths and training needs. Management monitor level of care and education through regular visits and discussions with staff. Plans are in place to make changes and improvements. However, some minor weaknesses have not yet been addressed. Changes in nursery routines and practice are being managed gradually, to ensure staff's confidence is maintained and that children remain settled and happy. A comprehensive training programme is now in place and staff are supported and encouraged to attend training.

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

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration Ofsted has received one complaint relating to National Standard 6: Safety. Concerns were raised regarding falling standards within the setting following a specific incident. Ofsted asked the provider to investigate these concerns and report back to Ofsted. A report was received and Ofsted were satisfied that the provision was meeting the National Standards and that policies were in place to

support this. The provider remains 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 entry to the provision is effectively monitored to improve security
- improve organisation of mealtimes to promote children's independence

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 written observations on children effectively determine the next steps for their development
- develop the organisation of activities to ensure children have a greater choice 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