



Chard NNI/Schools Out

Inspection report for early years provision

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Inspector	Mary Daniel / Elaine Douglas
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Registered person	Chard NNI
Type of inspection	Integrated
Type of care	Full day care, Out of School 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

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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?

Chard Neighbourhood Nursery has been registered at the current premises since 2003. It is a combined childcare provision, previously known as Chard Pre-school, which opened in 1969, and which includes a 'School's Out' club for school age children. The nursery operates from purpose built premises situated in the town of Chard. The ground floor provides four separate activity rooms within the nursery, as well as kitchen, toilet facilities and office areas. The first floor is designed to provide

care for school age children, with its own toilet and kitchen areas. Children attending the nursery live in the local community and surrounding villages.

Chard Neighbourhood Nursery is open from 07.30 to 18.00, Monday to Friday for 51 weeks of the year. It is registered to provide 101 places for children under eight years and also provides out of school care for children up to 14 years. There are currently 153 children on roll, and of these 78 receive Government funding for nursery education. The setting currently supports children with special needs and those who speak English as an additional language.

The nursery employ 26 staff and are supported by a full time manager, two administration staff and an early years teacher. The majority of staff have trained in early years and child care or are currently working towards a relevant qualification. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children begin to develop an awareness of some suitable hygiene routines. For example, they wash their hands after going to the toilet, using liquid soap and individual towels. Outdoor shoes are not worn in the babies room and individual bedding is provided for babies cots. This helps to prevent cross contamination. However, not all children consistently wash their hands before eating their snacks. Babies hands are not wiped before they have lunch and some toys, which younger children have sucked, are not sufficiently cleaned after each use. Consequently, there are times when children are not fully protected from the spread of infection. Accidents are recorded clearly and any particular allergies that children have are managed appropriately in liaison with parents. This helps in satisfactorily monitoring children's well being, but written permission from parents for administering any necessary medication is not always managed effectively.

Children begin to develop some awareness of healthy foods. For example, they have a snack of juicy apple and pear. This helps them learn about some nutritious foods, but snack times do not effectively support children's enjoyment of food. Children attending from the early morning are given breakfast and have their cereal in a bowl. However, they sit to eat this at a table with play activities on and are given raisins without a plate to use. This does not promote clear social and hygiene practice. Children's dietary needs are discussed with parents and suitably managed. Babies feeding bottles are labelled and stored in a fridge and their meals heated appropriately. Children are offered milk or water at snack time, although not all children are able to readily access additional drinks independently.

Younger children crawl and climb within their play room activities. For example, a baby laughs as he tries to clamber through a small tunnel. Children often visit a nearby play park. This gives them some opportunities for fresh air activities. However, there is little provided for regular indoor physical play when the weather is

poor. Consequently, there are times when younger children do not have sufficient opportunities to satisfactorily use up their energy all year round. Babies have a separate sleep room, with individual cots. This supports them in having an undisturbed rest and they settle well. A cot and a comfortable cushioned area are provided for toddlers in their room. However, most toddlers sleep in pushchairs within the play room, and are parked by the activity tables. This does not enable them to stretch out comfortably and have an undisturbed sleep.

Staff use the Foundation Stage curriculum to plan suitable activities for the older children's physical development. Children balance and climb with increasing coordination. They use a range of equipment such as hoops, trowels and rakes. They manipulate play dough using their hands, rollers and cutters. Children cycle using the pedals and steer to avoid obstacles. This helps them in building up their small and large muscles. However, they are not gaining sufficient awareness of overall healthy practices.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play in bright and attractive rooms. Space is organised effectively to provide different areas of play, but a comfortable soft area, where children can rest and relax, is not provided in every play room. Children have space to move around safely, and most do so confidently. They can easily access outdoor play areas, which are mainly grassed and are enclosed. This helps in keeping children safe when outdoors. Overall, suitable safety procedures are followed. For example, a clear health and safety policy is in place and risk assessments are completed. A safety gate is fitted at the babies kitchen door. Regular fire drills are completed and logged, which contributes to children's safety. However, there is limited storage for children's pushchairs and buggies and they are often left in the hallway near the play rooms. Some equipment is stored near to a fire exit. This means aspects of children's safety are compromised in an emergency.

Children play with a range of age appropriate toys, which are overall organised effectively to encourage their independent accessibility. Toys and resources show as inviting and support children's needs. For example, babies sit in sturdy wooden chairs with arm surrounds to help them feel secure. Older children attending out of school hours can relax on large sofa's and chairs. Children play with a variety of toys and games that overall show as in reasonable condition, although some used by younger children are not always maintained as clean. Staff attend child protection training, and there are clear procedures in place to manage any concerns arising. This helps to support children's welfare and keep them from harm.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children respond happily to staff who are friendly and caring. Babies smile as they see a familiar face and reach out to be picked up. Toddlers enjoy being tickled and

go easily for cuddles. Pre-school and older children chat comfortably with staff and readily ask questions. As a result, children's emotional well-being is adequately supported and they feel at ease within the nursery.

Staff plan a range of suitable activities for younger children based on the Birth to three matters framework. For example, toddlers enjoy the sensory experiences of feeling cooked jelly or pasta. They squeeze and prod the glittery play dough and enjoy feeling the sand between their fingers. Babies explore their 'treasure baskets' with curiosity. They examine with interest the natural objects, such as fir cones and corks. This helps them in becoming competent learners. Toddlers have fun starting to use their imagination in their creative activities, such as with chalking or painting. They start to build and make models using chunky sized bricks that are easy for them to handle. This helps them become more confident in their play. Babies smile as they look at themselves in mirrors and laugh at the brightly coloured pop up activity toys. Younger children's development is recorded, which helps staff in planning a range of interesting play activities. However, the choice of activities available for the babies is sometimes limited. They enjoy exploring the dolls and play food in the home corner and play with age appropriate toys, but there are times when planned activities are not successfully implemented with all the babies. Consequently, babies spend their time exploring the same toys and little variety is offered. Younger children like to paint and use shapes to make pictures of their homes. They learn about where different animals live and play with a 'Noah's Ark' toy. This helps to encourage their interest in play and supports some areas of their development. However, children's social skills are not promoted well at all times. For example, overall, at snack and meal times staff stay nearby, but give limited positive interaction. Babies are not always seated appropriately for their lunch, to encourage their early responses in starting to form relationships with their peers. Children are not supported in starting to pour their own drinks or share out a plate of fruit with others at their table. As a result, children are not beginning to effectively develop their social and independence skills at meal times.

Pre-school children become involved in their imaginary games. For example, as they push their trains around the track and up to the station. They use the play dough to make cakes and cut this into pieces to share with their friends. Children chat easily together and begin to make relationships. Children attending before and after school enjoy playing a range of table top games, such as chess or card games. They use a variety of craft materials to make their models and pictures. They have fun as they sing 'karaoke' songs with staff and enjoy their trips to a local park or reservoir. Consequently, older children are provided with a satisfactory range of play activities, which support most areas of their development.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff effectively plan to provide activities which support children in making sufficient progress towards most of the early learning goals. Staff have a very sound knowledge of the learning intentions of the activities provided. They are well deployed to support children in benefiting from the 'learning areas'. For example, staff in the role play area extend children's mathematical development by sorting the play food into groups. Children are given good opportunities to be involved in the preparation of activities, such as going to the

shops to purchase the produce needed to make their own sandwiches. Children with special needs are well supported by staff and given ample time to complete activities to their own satisfaction. Staff make generally good observations of children's development which are supported by photographic evidence. However, the amount of evidence is inconsistent amongst key workers and does not indicate children's clear progression on the stepping stones, or targets for each child's individual development. Staff handle children's behaviour appropriately and have some good systems to manage children during activities. However, noise levels are sometimes very high and impacts on children's ability to concentrate.

Children choose friends to join their games and engage in group play. They confidently approach staff and interact with them during activities. However, staff do not always approach children on arrival which results in some children wandering around unsure what to do for a while. Children develop some independence as they choose from the activities available, wash their hands and take care of their personal hygiene. However, snack is prepared and served for them, which does not extend the older and more able children's independence.

Children select books independently and use them carefully. They understand that books can be used for information. For example, one child explains how a tadpole changes into a frog and uses a book to aid him. Children sit together and pretend to read to each other, pointing out letters they recognise. Children engage in good conversations and staff encourage them to recall past events. Older and more able children write recognisable letters and their names. They recognise numerals up to five and are well supported in extending this through stories and songs. Children take part in many activities to experiment and explore their own environment. For example, they use coloured water to change the colour of celery and they find items which will float or sink. However, there are limited plans for the older and more able children to develop an awareness of other peoples' cultures and beliefs; or to use Information and Communication Technology (ICT) to support their learning.

Children enjoy joining in with familiar songs and using instruments. They freely access paints and coloured pencils, consequently children draw recognisable pictures displaying good imagination. Children experiment with mixing colours and using different media and materials. For example, one child crushes chalk and uses the pieces to smudge onto paper; she then uses the end to make dots and squashes another piece of paper on top, before looking to see the results. Children work together well to make large three dimensional objects, such as a caravan made from cardboard boxes.

Helping children make a positive contribution

The provision is satisfactory.

Children behave well. They respond positively to staff praising them for helping or sitting still at the table. They know the general routines and overall are co-operative and helpful. They listen quietly at circle time and respond to their names. This supports them in building their self-esteem and helps them develop a sense of belonging within the group. Older children learn to take responsibility as they form

their own guidelines for working together. This helps children in sharing and playing well together. Children's particular needs are recognised and respected. Staff work together with other professionals to provide care required for children's specific needs. For example, some staff have completed a simple sign language course. This is used with all children, which promotes their integration.

Children's awareness of the differences in their world is promoted through some themed activities. For example, they learn about the types of houses people live in. They make models of different buildings and play in cardboard lighthouses or with a toy wigwam. This helps them develop some understanding of how others live, but there are few positive images of diversity reflected within their general play. Children benefit from the regular liaison staff maintain with parents. For example, babies daily routines are recorded and shared. Parents complete a detailed registration form, which allows them to record their child's specific needs. This contributes to consistency in children's care. As a result, they feel settled and overall, are cared for satisfactorily.

Partnership with parents is satisfactory. Parents receive sufficient, appropriate information on the setting and the Foundation Stage curriculum, through a notice board, prospectus and regular newsletters. However, they have limited information on the activities provided to enable them to be involved in their child's learning. Parents' comments are sought and responded to. For example, more information has been provided on the Foundation Stage as parents felt they didn't have sufficient information. Parents are reminded that they can see their child's development records at any time and can attend a parents' evening. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The setting meets the needs of the range of children for whom it provides. Children are aware of the established daily routines. For example, younger children watch for their name card to be held up in circle time and then know to go and sit down for their snack. This helps them feel secure within the setting. Overall, the organisation of toys and resources supports children in selecting some for themselves. However, some routine activities, such as meal times, are not effectively organised to promote children's social and independence skills. Children's welfare is adequately supported through the relevant policies and procedures in place, such as the clear staff recruitment system in place. An induction process helps new staff to learn the general daily routines, but the system for recording the administration of any necessary medication is not managed appropriately at times. For example, blanket permission is obtained for administering some non-prescribed medication. This is not always clearly shared with parents, which compromises children's continuity in care. Arrival and departure times of staff and children are overall recorded accurately. However, the system for doing so does not clearly indicate the actual numbers present at any one time, which means children's safety may be compromised in an emergency.

The leadership and management of the nursery education is satisfactory. Appropriate systems, such as appraisals and observations monitor the quality of teaching, and are used to identify staff development. New staff are well supported which ensures they are clear about their roles and responsibilities. Regular staff meetings, team meetings and Special Educational Needs (SEN) room meetings ensure good communication. However, the system for monitoring the curriculum is not effectively used to ensure children have opportunities to develop equally well in all areas.

Improvements since the last inspection

At the last care inspection, recommendations were made relating to safety, health and hygiene and the organisation and care for babies. Cleaning substances are now stored in a lockable cupboard and appropriate ratios are maintained on outings, which helps to promote children's safety. Staff serving lunch for babies now use a food thermometer to test any meals that are heated. This ensures food is hygienically served at the correct temperature, although the organisation of mealtimes for babies is still not sufficiently supporting their social and independence skills. Drinking water is provided in some play rooms but not all, and use is not actively encouraged with all children. This means some children are not able to freely access additional drinks if they become thirsty. Staff working with the younger children are planning a range of activities, including sensory experiences to encourage their development. However, these are not always actively implemented. Although, there are age appropriate toys and resources in the babies room, these are not regularly alternated to give a better variety in choice. As a result, there are times when babies development is not sufficiently promoted through their play.

Following a recent complaint made, actions were set relating to safety and hygiene procedures. Staff now record the actual time of children's arrival and departure. This has helped to monitor the overall times when children attend. However, this system still does not clearly show how required adult:child ratios are consistently maintained throughout the day. Staff have cleared away some resources and equipment that were stored by fire exits, but not all and there are still some items stored near to an exit doorway. As a result, aspects of children's safety are compromised. Children are encouraged in suitable hand washing procedures, which helps to prevent the spread of infection, although this is not consistently implemented with all children throughout their general daily routines. Staff regularly check nappy changing facilities to ensure they are kept clean and nappies are disposed of appropriately.

At the last nursery education inspection the group were asked to provide more opportunities for children to calculate, and to develop the planning to include all aspects of the areas of learning and identify the learning intentions of activities.

Since that inspection the group has developed their planning several times and currently have a system, which identifies the learning intentions for activities, and staff are clear about the learning intentions of the activities they support. Plans cover all aspects of the areas of learning, although some are not planned for as frequently as others. This ensures that children are making satisfactory progress towards the early learning goals. Children have good opportunities to calculate; they use tills and money in their role play, and sing number rhymes and songs. Planned activities such

as using counting bears are also used to support their development. Consequently children are able to say the number, which is one less or one more than the given number.

Complaints since the last inspection

There have been three complaints made to Ofsted since the last inspection. The provider is required to keep a record of any complaints made by parents, which they can see on request. The complaints record may contain some complaints other than those made to Ofsted.

On 14 April 2005 concerns were raised regarding National Standards 1 (Suitable Person), 2 (Organisation), 3 (Care, Learning and Play) and 6 (Safety). The concerns were that the staffing levels were not at all times sufficient to meet the required ratios of adults:children, and this impacted on the care and safety of the children.

We made an unannounced visit to the provision in order to investigate these concerns and their compliance with the National Standards. At the visit we made observations, reviewed various paperwork and talked to staff. We found no evidence at the visit that the National Standards were not being maintained, and we took no further action against the registration.

On 23 June 2005 concerns were raised regarding the use of inappropriate, (loud and angry), conversations that were allowed to take place in front of children and parents and that on arrival of the setting the staff are not warm and welcoming. These concerns relate to National Standard 1 (Suitable Person). We wrote to the provider and asked them to investigate the concerns and report back within seven working days. The provider responded and has carried out a full investigation and from the information received there was no evidence to suggest that the National Standards were not being met.

As a result of our investigation we found that the provider continues to comply with the national standards and remains qualified for registration.

On 09 February 2006 concerns were raised regarding National Standard 1 (Suitable Person) and National Standard 2 (Organisation). Allegations were made that the manager uses inappropriate language in the nursery, and that required adult:child ratio's were not being met.

Ofsted inspectors visited the nursery on 28 February 2006. Following this actions were set in line with our escalating tariff. The provider remains qualified for registration.

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 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 all children are consistently encouraged in suitable hygiene routines, and that toys are maintained as adequately clean
- review the risk assessment system to ensure all areas of the premises are made safe, with particular regard to the storage of children's pushchairs and buggies, and clear access of fire exits
- review the care and play provision offered to ensure children under three years are sufficiently supported in a greater variety of play experiences, both in and outdoors, and also give consideration to the sleeping arrangements for toddlers, and the organisation of mealtimes to encourage children's social and independence skills
- ensure written parental consent is obtained for each necessary administration of medication, and that this is clearly detailed and shared with parents
- further develop and monitor the effectiveness of the system for recording accurate attendance of children and staff, to clearly show how required adult:child ratios are consistently maintained

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):

- plan to provide more activities and opportunities for the older and more able children to gain an awareness of other people's cultures, to use ICT to support their learning, gain an awareness of healthy practices and develop independence at snack time
- develop staffs awareness of settling children at activities and maintaining a suitable learning environment
- increase the information for parents on activities provided and how they can be involved in their child's learning.

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