



Highnam Day Nursery

Inspection report for early years provision

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| Unique Reference Number | EY276741 |
| Inspection date | 12 October 2006 |
| Inspector | Hilary Elizabeth Tierney |
| Setting Address | Lassington Lane, Highnam, Gloucester, Gloucestershire, GL2 8DH |
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| Registered person | Highnam Day Nursery 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?

Highnam Day Nursery opened in 2004 and operates from a purpose-built, two-storey building in the village of Highnam situated between Gloucester and Hereford. The nursery has five base rooms, a kitchen, toilets, a milk room and a sleep room. There is an enclosed outdoor area with an impact absorbent surface and garden area for children to grow plants.

The nursery is registered to care for 48 children under eight years at any one time. There are currently 85 children on roll, this includes a total of 15 early education funded children. The nursery is open from Monday to Friday between 07.30 and 18.30 all the year round. The nursery supports children who speak English as an additional language. Children attend from the village of Highnam and outlying areas.

The children are cared for by a team of 15 members of staff, most of whom hold recognised childcare qualifications. There is also a cook and administrator. The manager has a Bachelor of Arts Honours Degree in Early Childhood Studies and she is supported by two deputies both of whom have the Nursery Nursing Examination Board qualification. Most staff have completed first aid and child protection training. The nursery has close links with Highnam Primary School. The nursery implement the Birth to three years matters framework and receive support from the Foundation Stage consultant and the area Special Needs Co-ordinator.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted well. They are beginning to learn from well established daily routines about good hygiene, for example hand washing and teeth cleaning after meals. Staff clean tables before and after meals. They have clear routines for the use of different coloured tabards when dealing with food and changing nappies. This is good practice and helps to prevent the spread of infection. Staff have clear procedures for dealing with accidents and administering of medication. A number of staff hold current first aid certificates. All parents provide prior written permission for staff to administer medication to children. All emergency numbers are easily to hand, this ensures there no delays in the event of an emergency. Children sleep according to their individual needs which contributes to their well-being. Nappy changing is carried out appropriately and according to children's individual needs.

Children are offered healthy and nutritious home cooked meals and snacks according to their needs. All children have regular access to drinking water during the day for example labelled drinks bottles for older children are always easily accessible for them. Babies and the younger children have cups with pictures of themselves attached, these are placed on low level tables for easy access by them. Staff take into account the wishes of parents and children's individual dietary needs and the cook prepares all meals taking these into account. Babies feeding routines follows home routines which ensures consistency of care. Older children are encouraged to help set tables for snacks and lunch. All children enjoy meal and snack times and develop their social skills well as they eat together with the staff.

All children enjoy the fresh air and physical exercise through a variety of experiences both in the garden and on walks. They learn to balance and co-ordination during their play on the outdoor play equipment and wheeled toys. Children take part in a variety of other activities for example, during water play children 'paint' the wall with paint brushes testing how high they can paint. Staff take babies on daily walks in the mornings and use the garden in the afternoon. Older children use the garden frequently and take part in regular walks around the village. During the visit children were taken outside to the garden in the rain, all had appropriate clothing on. Staff used this as a positive experience for the children and were enthusiastic talking about the puddles, how wet the ground and toys were.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a bright, well maintained setting which has good safety and security precautions in place. This helps ensure children are safe and prevents any unauthorised access to the setting. There is a fully enclosed garden available for children to use safely. Children are offered a balanced, stimulating range of activities from the good quality resources. All resources are easily accessible for all children, with low level shelves used effectively. Children are well settled in their surroundings and understand they may access toys freely when they require them.

Children's safety is important to the staff. There are detailed risk assessments in place which are implemented well by the staff. All necessary precautions have been taken which ensures children are safe as they play. Younger children are regularly checked every ten minutes as they sleep, staff record the checks. There are clear procedures in place when children go on outings, staff ensure they have a spare first aid kit and mobile telephone with them. Children understand they need to hold hands and keep close to staff. Staff supervise children well at all times as they play.

All staff have a good knowledge and understanding about child protection issues. Most have completed child protection training. This ensures they follow the correct procedures in the event of having a concern about a child in their care. New staff have a successful induction programme which means they are also clear about the correct procedures to follow.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are cared for in a bright, welcoming environment. They settle well when parents leave and enjoy their time at nursery. Babies are cared for in an inviting room, with good resources including a range of natural materials. They are given opportunities to enjoy creative activities such as painting. Staff working with the babies are caring and sensitive to their needs. They anticipate the child's needs well and offer cuddles and reassurance as needed. Babies benefit from routines which are consistent with their home life. Babies are given the opportunity for fresh air daily with walks and time in the garden.

Older children have built good relationships with staff. They play happily and co-operate well with each other. They take part in a variety of interesting and stimulating activities for example walks to the village shop to buy fruit for their snack, and free painting that includes not just paint the paper, but themselves and each other. Staff interact well with the children. Their enthusiasm encourages children to be confident and happy and enjoy taking part in all activities offered. The younger children have limited access to role play and natural material for example dressing up, and recycled materials. This limits their ability to develop their imagination and spontaneity. All staff with the younger children now use the Birth to three matters framework effectively which helps them assess, plan and develop children activities and learning. The key worker system works well and enables staff to build an effective bond with children.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making satisfactory progress in their learning as staff now have an understanding of the Foundation Stage. Plans cover all areas of learning equally. These help the key workers plan for the next stages of children's learning within their small key groups. However planning and evaluation of activities with larger groups of children does not identify any extensions to learning. Staff are careful to plan activities around children's needs and they offer them choices throughout the day. There is a good balance between adult-led and child-led activities. However the limited access to role-play, dressing up in particular, and recycled materials, limits the pre-school children in their spontaneity and imagination. Children have good access to physical play and are able to freely access the garden as the pre-school room has doors that lead to the garden.

Children interact well, they co-operate and work well together to problem solve as they play. Staff interaction is good and they use many open-questions during the activities to help the children think, for example, children are asked 'where do eggs come from?' during a cooking activity. Children are friendly and show care towards each other. Staff are good role models, they are enthusiastic, energetic, calm and caring in their approach to the children. Children have good concentration and sit listening to stories well, taking part with excitement as the story progresses. They access books easily and understand they need to handle them carefully. Children have opportunities to make marks and some are able to write their name, which staff encourage. Key workers are aware of children's ability in their key worker group activities. However staff do not inform each other about children's achievements outside key worker groups.

Children are encouraged to take responsibility for their personal care. They are able to visit the toilet independently and have gently reminders from staff about hand washing. Children are encouraged to put on their coats alone when going outside. Children are chosen as 'helpers' daily and they help with setting tables for snacks and meal times. Children enjoy this and are made to feel important in this role. Children gain experiences that encourage them to understand about the world around them such as walks in the village, planting and growing vegetables and flowers.

Helping children make a positive contribution

The provision is good.

Children settle well into the nursery with effective support from the staff. Parents and child are able to visit many times before the child begins nursery, enabling the child to relate to their key worker. During these visits staff gather information about the child's routines at home and their individual needs. Children have positive relationships with staff and each other. Children's work is displayed around the nursery which helps build on the child's self esteem.

There is a good, balanced range of resources that reflect the diversity within the community, these include posters around the nursery that also reflect disabilities. These help to raise children's awareness of diversity. Although there are no children attending with learning difficulties and disabilities, staff have good awareness and have completed training in this area. Spiritual, moral, social and cultural development is fostered. Staff encourage children to be calm and caring towards each other, they encourage good behaviour and are good role models for the children to learn from. Children's behaviour is good and they respond well to staff.

Good behaviour management procedures are followed by all staff which ensures consistency within the nursery. The behaviour management procedure is shared with parents.

The partnership with parents and carers is good. Parents are given detailed information in a parents handbook which outlines the nursery's policies and procedures. Parents have recently attended parents evening when staff discussed the Foundation Stage and the Birth to three matters framework. Parents spoken to felt this was very informative and enjoyed the evening. They feel staff are approachable and are very happy with the care provided. Parents of babies receive information about their routine in a daily diary, whilst parents of older children receive regular detailed information verbally from the key worker. Parents are encouraged to share information about their child and to be actively involved in their learning.

Organisation

The organisation is satisfactory.

The leadership and management are satisfactory. The nursery has had a number of changes since the last inspection, for example a new leader in the pre-school room and a change of rooms for the pre-school children. The new play leader is experienced and has a good knowledge of the Foundation Stage which has enabled the staff to make satisfactory progress in their planning and development for the children. However the planning does not enable extensions for children to be identified easily. When activities are done in a large group these are not evaluated to help with future planning. However, staff know their key children well and therefore know where the child is in their learning. There are clear systems in place for evaluating and monitoring the provision and the curriculum to identify strength and areas for improvement. All staff are aware of this process and actively take part in the evaluation.

Since the last inspection the management have employed more staff and are careful to ensure that the adult: child ratios are met at all times. The nursery documentation is well organised and all legally required records are well maintained and organised. Confidentiality is highly regarded concerning the personal details of children and adults. Policies and procedures are clearly written and implemented well in practise. They are easily available for parents. The staff work well as a team giving children support and encouragement to play and learn. The key worker system works well within the nursery and ensures effective bonds are developed between children and staff.

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

Improvements since the last inspection

At the last inspection the nursery were asked to; ensure that adult:child ratios are maintained at all times; improve staff's knowledge of the Foundation Stage in order for them to offer stimulating activities based on the children's interests and levels of understanding; improve leadership and management to ensure that the setting and nursery education is regularly monitored and evaluated, and improve information given to parents on the Foundation Stage and how the nursery implement it and involve parents in their child's assessments.

The nursery has made good progress on these issues. The adult: child ratios are now maintained at all times and more staff have been employed to deal with this. This ensures children are safe. The re-organisation of rooms and employment of a new pre-school leader has greatly helped towards the nursery achieving the other recommendations. Staff now use planning satisfactorily. The nursery now has effective procedures in place to help them evaluate and monitor the provision. Parents are involved in their child's assessments for example parents' evening and 'all about me' books.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

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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):

- provide more activities and play opportunities to allow children to build on their natural curiosity as learners, for example by having easy access to natural material and role play resources. (also applies to Nursery Education)

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):

- make regular observations and assessments of what children can do, and use information gathered to inform planning so activities encourage individual children to make the next steps in their learning.

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