



Suffield Park Infant and Nursery School

Inspection report for early years provision

Unique Reference Number	EY318118
Inspection date	06 October 2006
Inspector	Pauline Margaret Todd
Setting Address	Suffield Park Infant School, Mill Road, Cromer, Norfolk, NR27 0AD
Telephone number	01263 513296
E-mail	
Registered person	Suffield Park Infant and Nursery
Type of inspection	Childcare
Type of care	Full day care, Sessional 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

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.

WHAT SORT OF SETTING IS IT?

Suffield Park Infant and Nursery School Children's Centre opened in 2006 and operates from a purpose built building at the school. It is situated in the seaside town of Cromer, Norfolk.

A maximum of 54 children may attend the nursery at any one time. This includes the 26 children attending the Nursery School sessions. The day care is available each weekday between 8.00 and 18.00. All children share access to secure enclosed outdoor play areas.

There are currently 18 children aged under eight years on roll. Children come from the local catchment area.

The Centre employs 4 child care staff. All hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are adequately nourished and have some opportunities to learn about healthy eating. They have apples, grapes, tomatoes and carrots at snack times. Children may have a hot school dinner which promotes their healthy growth and development. Children who have packed lunches sometimes eat their food directly from the table, as plates are not available to them, which does not maintain high standards of hygiene. Sufficient guidance is not available to parents regarding the provision of food and treats for their children to ensure they eat healthily at all times. Children with allergies have their needs met appropriately because the parents have provided the setting with detailed information about any special dietary requirements and food allergies. Babies are provided with sufficient bottles of milk to meet their needs and staff record their intake. Feeding time is a pleasurable experience for them. Staff sit on a comfortable chair with them on their laps which help them to develop positive emotional attachments. Children have regular access to drinks throughout the session to keep them healthy.

Children learn the importance of physical exercise and have daily opportunities to play outside. There is a wide range of play equipment available on the playground and enclosed play area that enable the children to develop their confidence, for example, climbing apparatus and ride-on toys. There is appropriate play equipment in the baby room to encourage movement, for example, tunnel to crawl through and bridge to walk over. Babies are becoming increasingly independent, acquiring control over their bodies and learning new physical skills. They have adequate space to roll, stretch, crawl, pull themselves up and walk.

Older children are not always able to fulfil their own needs with regard to rest and relaxation, as there are limited facilities for them to use in the main nursery room. A sleep room is available for younger children and sleeping babies are frequently checked. However, not all children sleep in cots or other appropriate furniture. Some sleep upright in their buggies, which does not promote their physical and emotional development.

Children's good health is promoted appropriately because staff follow effective procedures which ensure children are protected against the spread of infection, for example, the premises and play equipment are very clean. Staff follow suitable routines for nappy changing to protect children from cross infection, for example, they wear disposable gloves and aprons. The older children are beginning to take responsibility of meeting their own personal hygiene needs. They access the toilet area independently. Younger children are gaining confidence with their toilet training and find their potties by themselves. Staff give assistance to ensure good hygiene practices are followed. Children wash their hands before meals and snack times. Their health details and medical requirements are clearly recorded, for example, allergic to soap. Procedures for sick children enable appropriate care to be given. Staff have current first aid knowledge to ensure children's welfare in the event of an accident.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children and staff are secure because there is a controlled entry system into the nursery. Staff are vigilant, particularly at arrival and collection times, to keep children safe. They use comprehensive risk assessments and daily checklists to reduce potential hazards and minimise risks. Some of the procedures for fire safety are simple and clear. However, other guidance is complicated and does not give sufficient information to staff regarding the evacuation of babies, particularly those in the sleep room, to ensure their safety and well being in the event of an emergency.

Children benefit greatly from being cared for in premises that are very friendly and welcoming. There are colourful displays of children's work, posters and photographs on the walls which help children feel secure and at ease. The space is well-organised and used creatively. All children are able to move about freely and safely.

Children use suitable and safe toys and play equipment. They help themselves to items from low storage units, table tops and containers which promote independence. Babies are provided with soft play materials that encourage hiding and peeping. They have access to interesting objects and resources such as textured materials and household objects to explore which develop use of their senses. Children are able to sit comfortably and safely to take part in activities. Wooden tables and chairs of varying sizes are available and harnesses are used for babies.

Children's welfare is appropriately safeguarded by staff having an awareness of child protection procedures. They have a satisfactory understanding of their responsibilities towards the children in their care. Relevant documentation and referral details are available for staff to follow if they suspect abuse or neglect.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and they play happily. Their welfare is promoted well because they are provided with activities and play opportunities that develop their emotional, physical, social and intellectual capabilities. They express themselves imaginatively, for example, by pretending to do the ironing, speaking on the telephone to their nanny, placing a doll in the pushchair to take for a walk. The older children are very confident to select their own play equipment and interact with the nursery school children which help them to develop positive relationships. Babies use interesting play materials such as rattles, activity boxes, rain sticks and treasure baskets which encourage them to use their senses. They draw with large wax crayons, use puzzles and 'small world' toys such as the train set. Ongoing craft activities are available which enable children to explore glue, crayons, collage materials and paint. Staff encourage children's language by reading them stories and singing rhymes. Toddlers are beginning to form recognisable words and starting to make sentences. Staff use the 'Birth to three matters' framework to positively promote children's development. They observe children and keep photographs and examples of their work in scrapbooks to share with parents.

Children's needs are met through sensitive and appropriate interactions that promote their self-esteem. Staff maintain eye contact and use good facial expressions, for example, when playing 'peek-a-boo' with babies, reading stories to the children. They position themselves at the child's level to support children with their play, for example, extending play with the dolls by encouraging children to feed them, assisting them to build towers with the blocks and helping them fill containers with yellow gravel. Staff are very friendly and approachable. They give reassurance and show affection by cuddling children and children spend time sitting on their laps.

Helping children make a positive contribution

The provision is good.

Staff help to raise children's self-esteem by listening and talking to them in a positive way and respecting them as individuals. They give appropriate praise, for example, they say clever girl when cutting out pictures, praise them for their beautiful colouring and for stacking the bricks. All children are included, for example, they take part in the craft activity and explore the gravel. Children are developing a suitable understanding of the wider society because many resources reflect diversity, for example, books, dolls, play people. Children are cared for according to parents' wishes and records show good information about children's needs and preferences. Children with additional needs would be warmly welcomed into the setting and given suitable support to promote their welfare and development.

Staff have a positive approach to behaviour management. They act as appropriate role models. Children learn right from wrong. They share the toys and play equipment. They are well behaved and they get on happily together.

Children's well being is promoted by the trusting relationships which have developed between staff and their parents. There is a useful exchange of information at the beginning and end of each day, for example, staff check who will be collecting the children, they discuss what the children have been doing and that they have enjoyed playing with the train. Staff make parents feel welcome and they stay with their child until they feel ready to leave. Daily records are completed and given to the parents at the end of each day so that they are aware of their child's nappy changes, sleep pattern and food eaten. Parents receive satisfactory information about the procedures for making complaints and the process for resolving them.

Organisation

The organisation is satisfactory.

The organisation of the setting ensures that children are cared for by staff who are qualified and suitable to meet their needs. The registered person has effective recruitment and vetting procedures in place to ensure children's safety.

Children receive sufficient support to enable them to feel secure and confident. However, the key worker system is not used effectively to aid communication with parents before babies start at the nursery so they can begin to form close attachments. Older children receiving care in the nursery room are not looked after by their own key person to ensure they are grouped

appropriately for activities and at story and snack times to promote their learning and emotional well being.

The registration system clearly shows children's attendance. They are recorded as soon as they arrive and leave the setting to ensure their safety. A visitor's book is used to record others present on the premises. Documents, records, policies and procedures which are required for the efficient and safe management of the provision are kept. They are available, accessible, and stored confidentially in the manager's office. The arrangements for sharing scrapbooks with parents keep them well informed about their child's progress.

Overall, children's needs are met.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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

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.

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):

- improve sleeping arrangements and rest facilities to promote children's physical and emotional development
- improve hygiene practices at meal times and encourage children to eat healthily
- develop evacuation procedures to give further guidance to staff about the evacuation of babies
- develop the key worker system to make sure children are grouped appropriately and to provide continuity of care.

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