



Granta Park Day Nursery

Inspection report for early years provision

Unique Reference Number	259680
Inspection date	06 July 2006
Inspector	Lynn Clements / Barbara Ann Bush
Setting Address	Granta Park, Great Abington, Cambridge, Cambridgeshire, CB1 6GP
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Registered person	Sunhill Daycare (Europe) Limited
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?

Granta Park Day Nursery is one of six nurseries run by Sunhill Daycare (Europe) Ltd. The group registered in 2001 and operates from a purpose built building on a science park near Great Abington.

A maximum of 75 children may attend the nursery at any one time. The facility is open each weekday from 07.30 until 18.30 for 51 weeks of the year (excluding Bank Holidays). All children share access to a secure enclosed outdoor play area. The

group has pets, a hamster and fish.

There are currently 22 children aged from birth to under five years on roll. Of these two children receive funding for nursery education. Children come from the local and wider community. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs seven members of staff, of whom five, including the manager, hold an appropriate early years qualification. There is one member of staff working towards a qualification.

The nursery is supported by the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is adequately promoted. They wash their hands regularly after toileting, messy or garden play as part of their everyday hygiene routine with simple explanatory pictures to show the correct way to use soap and water. Older children are encouraged to be independent and take responsibility for personal cleanliness and keeping their environment tidy. Children receive appropriate medical attention as staff members have a secure understanding of the group's policies and procedures when dealing with illness, accidents and administering medication. Children are protected further by the presence of a number of staff trained in first aid who are confident about dealing with any emergencies that may arise.

Children are well nourished and have some opportunities to learn about healthy eating, making choices about nutritious snacks and drinking regularly throughout the day. Children's dietary requirements are provided by the nursery. Parents have been consulted about the menus and changes made to meet the parents preferences and the nursery's healthy eating policy, for example, less sugary puddings and more fresh fruit. Children enjoy a sociable time together for their snack and mealtimes. Older children have planted vegetables; completed topics to build on their existing understanding such as 'food around the world' and they have daily access to posters and books which depict healthy lifestyles. Younger children however, do not have opportunities to explore and investigate new experiences of taste, touch and texture and increase their understanding of healthy eating.

Children's physical development is generally fostered by the provision of a range of games, equipment and activities designed to enhance movement and flexibility. The large garden area and nature walk are used at designated times during the day rather than free access which limits the benefit children derive from the facilities on offer. Older children move freely around the setting and they are able to rest or join in activities according to their individual needs and interests. Funded children have opportunities each day to engage in physical play both inside and outside. Children climb, run, jump and balance; they construct using a variety of building materials and are beginning to use single handed tools or large apparatus with competence.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are safe and secure in premises that are suitable for their purpose. They are based in well-decorated and bright rooms and make limited use of extensive outside play-spaces. Children are welcomed into a clean, well-maintained facility. They benefit from using a range of equipment that is accessible and kept in good condition. They use furniture suitable for their age and development. Children are provided with sufficient resources to promote fun and challenge in their play.

Children' safety is adequately promoted as steps are taken by the staff to minimise risks and prevent accidents. Their welfare is further protected by the policy and procedure in place for child protection issues. However, not all staff members feel secure about their knowledge, understanding and personal responsibility for safeguarding children.

Children are learning to keep themselves safe as staff members inform them about using equipment, road safety and dangers in the garden. Children understand the importance of practising fire drills and the procedure is carried out on a regular basis. Staff members are aware of safety issues and complete written risk assessments to minimise hazards for children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are busy and play happily together. They enjoy participating in games, table top activities and using floor toys. Children have fun in their groups, interacting with each other and the staff. Older children are aware of the daily programme drawn up by the staff and occasionally are able to influence change and add some spontaneity. Children feel valued as their artwork is appreciated and displayed on the walls and taken home by their parents.

Younger children are learning to communicate and readily ask the staff for assistance. Children can share, cooperate and negotiate with each other about taking turns. They have some opportunities to ask questions and express their own ideas, primarily when they are drawing or playing imaginary games. Chunky chinks are used to good effect on a large board, whether they are used to make a mark or hit the board to make a noise; this simple pastime produces laughter and excitement. Children are motivated when they receive praise and encouragement from staff members for their efforts and achievements. They are lively and eager to start playing with the activities laid out for them.

Staff need to acquire greater understanding and ability to implement the 'Birth to three matters' framework, by keeping development records that are detailed, up to date and pinpointing areas to extend children's play and learning experiences.

Nursery Education

The quality of teaching and learning is satisfactory. Children make adequate progress towards the early learning goals. Staff are developing their knowledge and understanding of the Foundation Stage and are beginning to plan activities based on key-worker observations of what children know and can do. However, evaluations of adult-led activities in planning require development to consistently reflect the learning achieved by individual children. Children's records of assessment are updated and are used sufficiently by staff to identify their next steps for learning. Staff plan a range of activities and experiences both inside and outside. Differentiation in planning is clear to support additional staff and students when working with the children helping them to know how an activity can be adapted to meet that child's individual needs and enables them to provide appropriate levels of challenge.

Children select and share books. They participate in group story times using the pictures as clues to guess what may happen next; or join in repeated refrains such as 'What big eyes you've got grandma' as they explore the world of 'Little Red Riding Hood'. They are beginning to recognise their own name in print and the use of labels, signs and pictures around the setting provides further opportunities and visual clues for children to observe and recognise letters and the printed word. Staff support the linking of sounds to letters using simple 'phonics'. However, opportunities for children to use writing for a purpose require development, to enable them to write lists, take messages and begin to write their own captions on their creations. Children use number language in their play and are beginning to link number names to the correct symbols as they discover what the date is at registration. However, opportunities for children to use calculation require development to enable them to say with confidence when they have one more or one less. They recognise shapes and explore capacity and quantity during sand and water play. Staff support children to notice change as they grow vegetables from seed or watch the changing seasons of the year. Children explore how things work as they peddle forwards then backwards when using wheeled toys or pressing the buttons on the tape recorder to make the 'music come out'. They show good coordination skills as they use the computer mouse with control. However, free access to the outside play-area is limited by the daily timetable. Children have opportunities to learn about different customs and cultures through topics, examining artefacts and circle time discussions. They join in simple songs and rhymes. They create their own collages and paintings using their imagination and memory as they talk about various insects and paint fluffy white clouds floating in the blue sky. Children use their imagination well as they turn skipping ropes into 'make believe reindeer' and take them for a trot around the playground.

Children are active learners, taking risks and trying new activities without fear of failure. Staff are working together to improve their standards. They praise and encourage children to develop their personal independence and confidence. Overall, children are making satisfactory progress towards the early learning goals.

Helping children make a positive contribution

The provision is good.

Older children are aware that we have similarities and differences and value each

other's abilities. There are good resources on site reflecting equal opportunities, particularly art materials, books, posters and jigsaws. Staff members have undertaken recent training and this increase in knowledge is beneficial to the children through the planning and responses given to children's questions. Discriminatory remarks are challenged through discussion.

There is a raised awareness of the needs of children with disabilities and learning difficulties through training, the work of the designated member of staff dealing with these issues and liaison with the local authority area worker.

Children behave well, respecting each other, their surroundings and the boundaries they set for themselves, for example, they agree the rules for using the nature walk. There is an emphasis on positive instructions ensuring acknowledgement of good manners and helpfulness. Staff members understand the behaviour management policy and this ensures that they deal with children of all ages consistently.

Parents are made welcome and information is freely available to them. Staff members spend time giving feedback to parents, listening to their views and making notes of any concerns they may have.

Partnership with parents and carers of nursery funded children is good. Records of assessment are available at the setting for parents and carers to view as they wish. Information regarding children's attainment and prior learning is sought from parents and carers before entering the Foundation Stage class helping staff to prepare and plan activities based on children's knowledge and interests. However, opportunities for parents and carers to continue to share information and observations about their children's achievements at home as they progress through the Foundation Stage class requires development. Clear written information about the curriculum and the six areas of learning is provided for parents. The new manager has worked with head-office to organise open days and evenings to promote awareness of learning through play and to provide opportunities for parents to get to know their child's key-worker.

Staff are directly involved in children's learning and all children are included and treated with equal concern. Children are learning to share and help each other. They encourage others to join in their games and make room for them at the snack table or activities. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Staff members work well as a team and respond well to the new approach and input of the manager. They continue to pursue training opportunities on a broad range of subjects to improve the care and education offered to the children. The company has a robust recruitment policy ensuring that children are safeguarded.

Children are grouped by age and activities are organised to meet their developmental needs. Ratios are maintained and children have their own key-worker who is familiar with the child's requirements.

Children and parents benefit from a range of policies and procedures implemented by the staff. Parents can access information about the nursery through the introduction booklet, the nursery web-site, notice boards and by talking with the staff. Staff members are given induction training to familiarise them with the expectations of good practice. Records are in order and kept confidential. Documentation is reviewed and updated in line with current guidelines and trends in the childcare field.

Leadership and management of nursery education are good. The recently appointed manager has supported improvements. The manager is responsive to the needs of children, parents and staff. Development plans have been drawn up to provide a clear pathway for the future of the nursery and to promote positive outcomes for children. Regular staff meetings take place to support practice and draw on staff interests and skills when defining roles and responsibilities. The manager has made progress in putting systems in place to monitor and evaluate classroom practice, analyse staff interaction with children and the curriculum offered to ensure they continue to challenge and work with children effectively. Strong links are fostered with the local authority to provide additional support and guidance as required. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the nursery was required to take positive steps to improve health outcomes for children including the availability of drinking water. Initiatives have been put into place regarding hand washing routines, menus devised with parental input and having drinks freely available for the children. It was also required that a review of safety issues take place. Written risk assessments are now used to check the garden for hazards such as stinging nettles. Medicines and baby food are clearly labelled and equipment is checked for design faults and maintenance. It was highlighted that the planning and range of resources available to the children needed improvement, including those reflecting diversity in the community. Training has taken place and children now access a wider range of toys and materials. There is still ongoing work regarding planning and development records.

At the last education inspection the provider agreed to increase staff knowledge and understanding regarding the Foundation Stage curriculum and provide good quality activities to help children make progress in all six areas of learning. They also agreed to develop records of assessment based on observations of what children know and can do and provide clear information about their next steps for learning. Staff have attended relevant training and ongoing monitoring and evaluation of their practice is now regularly conducted by the new manager. Activities observed during the inspection were of sound quality and covered all six areas of learning. Assessment records have been developed and these are used to identify children's next steps for learning and inform planning.

Complaints since the last inspection

Ofsted received a complaint which raised concerns about insufficient staff being present. Ofsted conducted an unannounced visit to the provision on 31/01/2006 to

consider these concerns in relation to National Standards 1: Suitable person and 2: Organisation. As a result of the visit the provider was issued with a compliance notice to meet following action: ensure that systems are in place to demonstrate that staff caring for children are suitable to do so. additionally an action was given: ensure that staff ratios are maintained, particularly during periods of staff absence, and that children are cared for in appropriate age groupings. The registered person continues to be qualified for registration.

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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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):

- expand the promotion of healthy growth and development to ensure that all children are learning about the benefits of a nutritious diet
- maximise the use of the outside play areas to promote children's good health, physical well-being and development; this also applies to nursery education
- ensure that all adults working and looking after children in the provision are able to put the child protection procedures into practice
- increase opportunities for children under three years to improve their emotional, physical, social and intellectual capabilities.

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):

- develop opportunities for children to use writing for a purpose; increase opportunities in mathematical development to extend children's calculating skills
- develop the current evaluation systems used in planning to ensure they reflect

children's achievements consistently

- continue to develop opportunities for parents and carers to share information about their children's learning at home enabling key-workers to build on what children know and can do and provide a developmental picture based on the whole child

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