



## Burton College Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	218410
<b>Inspection date</b>	28 November 2006
<b>Inspector</b>	Sally Ann Smith
<b>Setting Address</b>	Burton College, Lichfield Street, Burton-on-Trent, Staffordshire, DE14 3RL
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<b>Registered person</b>	Burton College Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Burton upon Trent College Day Nursery opened in 1997. It operates from three rooms in a self-contained unit within the main college campus. A maximum of 44 children may attend the nursery at any one time. The nursery is open each weekday from 08:40 to 16:40 during college term times. All children share access to a secure enclosed outdoor play area.

There are currently 90 children on roll. Of these, 14 children receive funding for early education. The nursery currently supports children who have learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 11 members of staff. Of these, nine hold appropriate early years qualifications and two are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children demonstrate a very good awareness of appropriate hygiene routines, cleaning their hands before preparing food, eating meals, after messy play or using the toilet and require minimal assistance from staff. They automatically roll their sleeves up so that they do not get wet. Children learn about germs and know that they need to 'wash the germs away'. They use paper towels to minimise cross-infection and children understand that this prevents germs spreading. They help themselves to tissues to wipe their noses and discard used tissues in the bin provided. Staff implement effective and consistent hygiene procedures such as disinfecting nappy changing mats, table tops and food preparation areas. Staff are fully conversant with communicable and notifiable diseases and the necessary responses. However, whilst there is a clear procedure in place should a child become unwell or require hospitalisation, the necessary consent has not been obtained from parents or carers for staff to seek emergency medical advice or treatment. As a result, this compromises children's health and well-being.

Children are provided with a varied range of meals and snacks which are healthy and nutritious. They regularly eat fresh fruit and vegetables ensuring that they have their recommended five daily portions. Older children take an interest in what they eat and help to prepare the pudding for the whole nursery on a daily basis. Delights such as carrot cake, muffins, apple crumble and fresh fruit salad are enjoyed by all the children and eaten with relish. Children have a choice of water or milk to accompany their meal and can independently access water throughout the session. Meal-times are sociable occasions where children and staff sit together and discuss the merits of a healthy diet. Children are encouraged to try food which they are not familiar with and discuss the taste and texture. However, when eating their snacks, children are not provided with plates therefore compromising the otherwise very good hygiene practices. Babies are provided with a range of food which is prepared by the nursery. Staff liaise closely with parents to determine when to introduce solid foods and to vary the texture.

Children are engaged in a variety of healthy exercise both inside and outside. Older children benefit from a 'free flow' system where they can choose to play outside at any time regardless of the weather. Children don their wellies and all -in-one suits and splash in puddles, generally having fun. Indoor activities are replicated outside and children enjoy using their imagination as they play in the fire station, taking emergency calls and recording these on notepads. Children practise their balancing and agility skills as they confidently negotiate obstacle courses, moving over, under or around equipment. Regular music and movement sessions enable children to practise moving their bodies in different ways as they stretch up high and crouch down low.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for by staff who ensure that safety is a priority in all areas of children's care. Access to the nursery is closely monitored and all visitors are requested to produce identification and sign the visitors book prior to entering the building. A good range of equipment and resources is available to support children's care and play needs. However, whilst a chair is

available in order for staff and parents to feed babies, this is not easily accessible. Effective risk assessments ensure that toys, equipment and all areas used by the children are safe for their use. Swift action is taken to reduce any potential hazard so that children's safety is not compromised. Rooms are well organised to enable children to move freely and safely between activities and obstacles are kept to a minimum.

Children learn how to stay safe through a range of planned activities and games. Whilst preparing fruit salad, children learn how to handle knives safely, deftly peeling and chopping apples, bananas and melon. Children learn how to handle saws and under the close supervision of staff, clamp pieces of wood to the workbench and saw through them. Whilst playing inside, children learn to move around the room safely. They know that they must walk rather than run so that they do not hurt themselves. Effective policies and procedures are in place to ensure that children are safe and well cared for and staff demonstrate a good understanding of their implementation.

Staff demonstrate a sound understanding of child protection procedures. They recognise their role in ensuring any concerns are reported to the relevant agencies. This means children are well protected from harm. Staff are familiar with appropriate procedures and good practice to prevent allegations of abuse being made against themselves although this aspect of the written procedure lacks clarity and this has implications for confidentiality.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enter the nursery enthusiastically and know the routine well. They are able to access resources independently and select from a wide range available. They are provided with a range of activities that effectively promote all aspects of their development. Staff encourage the children to be interested in what they are doing and motivated to learn. Babies have great fun as they sit on a protective plastic sheet and play with paint, experimenting with the texture as they squeeze it between their fingers and toes. Early mark making skills are encouraged as they daub the paint over their bodies, the plastic sheet and on paper. Staff praise their achievements 'Look what you have done, aren't you clever' and display the pictures on the wall. 'Magic moment' observations in the 'tweenie' room acknowledge children's accomplishments however small and these are recorded for all to see. Children in this room enjoy playing imaginatively and concentrate as they roll cars down through cardboard tubes onto the play mat below. Children benefit from sessions in small adult focused groups where activities are planned according to children's age, stage and ability. They respond well to the help and guidance from staff to support, develop and consolidate their learning. Staff plan a good range of activities for younger children to incorporate the 'Birth to three matters' framework.

### **Nursery education**

The quality of teaching and learning is good. Staff demonstrate a sound understanding of the Foundation Stage and implement this effectively by providing a range of activities to cover the six areas of learning. They deploy themselves very effectively and ensure that children are purposefully engaged, whilst still encouraging children's freedom of choice. Staff listen to children intently asking open-ended questions about what the children are doing and why to

ensure that children's learning is extended. New words are introduced at every opportunity to extend children's vocabulary. For example, when cooking children use language such as mixture, ingredients and consistency. Staff provide opportunities for children to become independent learners but also initiate more focused activities to observe children in their play and extend their knowledge and understanding. However children can 'dip' in and out of these activities as they choose and follow up at a later time if they prefer. Observations are used to complete profiles for each child to assess what they can do and identify areas for development. Staff know the children well and all activities are aimed to meet individual children's needs although the written plans do not identify how activities are adapted.

Children confidently choose from the activities available and initiate their own play. They enjoy being able to make choices particularly whether they wish to play inside or outside. Children utilise all the available resources to explore at their own pace. For example, children playing outside decide to use cones to create a traffic diversion. Children join in the theme and develop their imagination using the workbench to saw cardboard tubes and pretend to lay pipes in the road. Children work collaboratively to link the pipes together and several children select protective hats to wear. Although children join and leave the play, many sustain their attention for a long period of time.

Children enjoy making marks in a variety of ways and regularly use paint. They regularly attempt to write their names whenever they complete a piece of art or creative work and access the writing area independently. Role play such as the doctor's surgery, vets, hairdressers and shop encourage children to write shopping lists or make appointments. Numbers and labels help to develop children's awareness of letters and numerals in their surroundings. Staff help children to recognise initial letters and sounds in words such as the first letter in their name or the day of the week. Children make good use of the book area accessing books independently. They hold the books correctly and turn the pages as they 'read' to themselves. They also enjoy sharing their book with a member of staff and are confident to ask staff to read to them.

At registration, children count how many children are present and look at the date. Staff use the number line to help children develop the concept of numbers and sequencing. Some children are extremely adept in counting and are able to recognise for example that number 28 follows 27. Children put the numbers on the number line correcting each other if the numbers are in the wrong order. Children enjoy singing songs such as 'Ten tubby snowmen' which introduce them to the concept of counting back as they calculate how many are left. They count back in twos. Regular activities are used to develop children's awareness of simple number operations in addition and subtraction, for example grouping cars into size and colour. Children discuss which cars are bigger or smaller. Children become 'Shape Detectives' and find as many different shapes in their environment as possible.

Children are introduced to a range of topics that help to develop their awareness of their environment and the world in which they live. Children learn about the significance of different festivals and customs and taste foods from various countries. They grow their own fruit such as strawberries and tomatoes and these are incorporated into the daily menu so that children can taste their produce. Children talk about the care of pets and learn that they need food, water and exercise. They learn about the cycle of life and death sensitively. For example, the nursery gerbil has recently died. The children learn that although the vet tried to make him

better with medicine, the gerbil was too poorly but they remember the good and happy times. Children enjoy using personal headsets and tape recorders and are able to switch them on and off and fast forward or rewind the tapes. They are well versed with computer programmes and associated terminology such as mouse mat and keyboard and use the computer independently and with a member of staff. Children take home 'Ted' the bear and record his adventures in a diary which are then shared with the other children at circle time. Children laugh at some of the comical entries such as the time he gets locked in the car boot overnight.

Children use a variety of different materials, painting and printing techniques to develop their creativity and imagination. They use sequins, foil, fabric and other textured materials to make collages. All of these can be accessed independently in the creative area. Children enjoy the freedom of choice in all areas of their play.

### **Helping children make a positive contribution**

The provision is good.

Children and parents are made very welcome to the nursery and time is taken by staff to greet everyone individually. Staff liaise closely with parents to ensure that the individual needs of each child are met. Parents are encouraged to give feedback regarding the quality of care provided by the nursery and staff respond to their comments positively and implement change to make improvements. For example, menus are changed to take account of parents' wishes whilst still ensuring that healthy eating is promoted. Staff organise and provide resources that maintain all children's interest and provide many opportunities for children to initiate their own play. Children participate in activities of their choosing and are given time to complete tasks sometimes over the course of several days. For example, a table displays work that children have made or partially made and a sign reads 'please don't put this away just yet as I need to finish it' therefore enabling children to make choices and responding to their needs. Most of the art work displayed is the children's own rather than being 'manufactured' by staff and children are proud to point out their creations. These factors help to encourage a sense of belonging for the children.

Children are very well behaved and know the routine well. Children take turns when playing with toys and listen to each other when speaking in a large group. Staff create a calm atmosphere where raised voices are discouraged. Staff model good behaviour saying please and thank you which many of the children do spontaneously. Children celebrate different cultural festivals such as Holi, Chinese New Year and Hannukah. As part of their learning, the children enjoy tasting different foods particularly when visiting a local Chinese restaurant. Their awareness and interest is developed as they listen to stories and songs in Urdu or Russian along with English. Staff enlist the help and support of parents to translate stories into different languages. However, whilst most children see signs and labels in their spoken language, this is not consistently implemented for all children therefore compromising equality of opportunity. Children learn to respect and value people who are different from themselves and children with disabilities are treated with equal concern and respect. The curriculum is carefully planned to ensure that all children have access to the full range of activities available. Children's spiritual, moral, social and cultural development is fostered.

The partnerships with parents and carers are good. Parents are well informed of their child's progress and have regular opportunities to discuss the educational programme with staff. An information booklet informs them of policies and procedures and an overview of the six areas of learning for the Foundation Stage. Planning for both 'Birth to three matters' and the Foundation Stage are displayed for parents' perusal. Home link diaries keep parents informed of their child's routine whilst at nursery and parents are provided with suggestions to do at home with their child to enhance their knowledge and skills. Staff value parents' contributions and respond to their suggestions positively therefore creating harmonious relationships.

### **Organisation**

The organisation is good.

Children play and learn in a warm, welcoming and well-organised environment, cared for by staff who demonstrate a good understanding of the needs of all children to promote their well-being. The children spend their time purposefully and all activities are planned to maximise play and learning opportunities. Staff are very clear of their roles and responsibilities and consequently deploy themselves effectively to ensure that children are interested in their play and all aspects of the daily routine run smoothly. Staff have a good understanding of the setting's policies and procedures and implement these effectively. Children benefit from a staff team who work cohesively and are enthusiastic about all aspects of their work.

Leadership and management is good. The manager ensures that staff feel valued and included in all aspects of decision making regarding the running of the nursery. Weekly meetings enable staff to plan for children's play and learning, to share good practice and identify areas for improvement. The manager is fully conversant with the 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage' to ensure staff plan for these effectively and she can monitor and observe their practice. Staff discuss and contribute ideas for children's learning so that the activities are stimulating, fun and provide sufficient challenge. They determine which activities have been successful or unsuccessful and share observations of children's care and learning. Staff are committed to developing and improving all areas of their practice and regularly attend any relevant training to update their knowledge. The provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last inspection the setting were required to; improve the procedures for obtaining written parental consent to seek emergency medical treatment and to improve the opportunities for children to become more independent at meal-times. Whilst there is a comprehensive policy outlining what will happen in the event of an emergency resulting in the child being taken to hospital, written consent has not been obtained from parents to seek emergency advice or treatment. A recommendation has been made as a result of this inspection. Children's independence at meal-times is appropriately fostered. Children are able to pour their own drinks, select foods in a canteen style system at lunch-time and older children help to prepare puddings on a daily basis. Children have their own water bottles which they can access at any time throughout the day. Children enjoy making their own sandwiches or spreading toast and crackers with butter and toppings at snack-time.

With regard to the nursery education the setting was required to improve opportunities for staff to access appropriate ongoing training following regular staff appraisals. Staff identify their own areas for development and improvement as well as discussing these through appraisals with the person in charge. Regular opportunities are available for all staff to attend training courses.

### **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 copy 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**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **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 further the procedures to the seeking of any necessary emergency medical advice or treatment in the future
- improve further the child protection procedures to be followed in the event of an allegation being made against a member of staff or volunteer.

#### **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):

- improve opportunities for children to see a variety of books, notices and labels in their home language
- develop planning to show how activities are adapted to meet the needs of individual children.



Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)