



Abracadabra

Inspection report for early years provision

Unique Reference Number	EY298035
Inspection date	14 July 2006
Inspector	Bridget Richardson
Setting Address	5 Tennyson Road, Worthing, West Sussex, BN11 4BY
Telephone number	01903 201824
E-mail	mobile 07876722890
Registered person	David Nigel Browne
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 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?

Abracadabra nursery opened in 2004 and operates from a detached house in Worthing. A maximum of 40 children may attend at any one time. The nursery is open each weekday from 07:30 to 18:00 all year round except for bank holidays. All children share access to an outdoor play area.

There are currently 53 children aged from six weeks to under five years on roll. Of these 13 children receive funding for nursery education. Children come from the local

and surrounding area. The nursery supports children with special educational needs, and those who speak English as an additional language.

The nursery employs 13 staff. Eight of the staff, including the manager hold appropriate early years qualifications. One staff member is working towards a further qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The environment is clean and tidy and children receive good support to develop good personal hygiene. For example, children are encouraged to wash their hands before meals and after using the toilet. Staff have a good understanding of minimising the risk of cross infection with children. They ensure that cots and bed linen are individual to each child and maintain toys and equipment in a clean and hygienic way for children to use.

Children who are infectious do not attend which helps prevent the spread of contagious diseases. A suitable ratio of staff hold a current first aid certificate. This means they can give appropriate care if there is an accident. Accident and medication records are clearly maintained and signed by parents. This helps to ensure that parents are kept fully informed of any accidents or medication that is administered when their child is in the nursery's care. Parents give prior written consent to administer medication that ensures children receive the correct dosage according to their needs.

Children really enjoy the varied and nutritious meals and snacks offered to them. The cook has a good understanding of healthy eating for under fives and offers children a well balanced diet from basic ingredients each day. Staff gather all relevant information regarding diet. This ensures children's individual dietary needs are met. Fresh drinking water is available to children at all times and children confidently help themselves. This encourages children to think about their personal needs. Staff remind and encourage children to drink plenty especially in warm weather to prevent dehydration.

Children enjoy a good range of physical activities that help to promote good health. They move confidently and in a variety of ways. Children show good co-ordination when jumping, running and balancing. For example, children playing a game jumping from one named shape to another without treading on the outdoor surface are able to jump and balance to achieve. Children respond enthusiastically during music and movement sessions. They negotiate space well when riding cycles, sit and ride toys and scooter and can manoeuvre well around obstacles. Staff use the Birth to three matters guidance to provide a good range of physical play experiences for babies and children under three years.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery offers a warm and welcoming environment to children and parents. Staff welcome families into the setting and child height coat pegs and self-registration system gives children a sense of belonging. Very young children and babies can crawl and learn to walk in a child friendly environment.

Children benefit from the organised environment, which allows them to generally access an extensive range of toys and equipments. However, in the toddler rooms books are placed on high shelving, which limits children's opportunities to choose and access independently. There are sufficient sleep mats and cots to allow children to rest and sleep in comfort. The nursery has a clear system in place to monitor resting children. Staff check resting children every ten minutes, record the information clearly to ensure children are closely monitored at all times, and that their needs are met. Staff interaction helps develop children's awareness of safety within the setting. For example, reminding children to show concern for each other when playing with large outside play equipment.

Generally, the premises are secure and there are suitable procedures in place to prevent unwanted visitors gaining entry. However, at the beginning of the day when the nursery staff are busy dealing with arrival of children and parents, the front door is not always monitored appropriately to ensure that it is secure. Children and staff have a good understanding of the procedures to follow in the event of a fire because these are regularly practised. A regular risk assessment both indoors and out helps to ensure children can play, learn and explore by minimising hazards. However, two air conditioning units on the ground floor have not been made safe or inaccessible to children. Outside a low-level wooden barrier in the garden is in disrepair and accessible to children and all weather flooring used is beginning to rise in some areas and pose a tripping hazard to children.

Staff have a good understanding of the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care. This ensures staff quickly recognise when a child is in danger and can act in the child's best interest.

Helping children achieve well and enjoy what they do

The provision is good.

Children are involved in a broad range of activities that help to encourage learning and development and have access to good quality, stimulating toys that provide balance and challenge. Staff use the Birth to three framework to plan for under three's next stage of development to ensure that their individual needs are met.

Staff talk to young children explaining what they are doing which encourages children to link words and actions. For example, a staff member looking at a book with a group of two year olds talking with the children about what was in the pictures and naming items to extend their language. The staff member actively listened to the children and repeated words back to them to encourage word recognition.

Children under three explore and experiment through a range of well-planned

activities that are appropriate for their stage of development. For example, children playing with a mixture of cornflower and water, relishing the texture and enjoying the opportunity to splash around in the mixture. Staff encourage young children to express their thoughts and feelings. Good questioning and repeating children's responses encourages use of language.

Nursery education.

Children are actively involved in their learning. They are confident, work well independently, take initiative and show high levels of concentration. They are offered opportunities to be independent. They generally see to their personal needs such as dressing and undressing, visiting the toilet and washing hands. However, tissues are not accessible to encourage children's personal hygiene. Staff develop good relationships with children and know their individual needs. Children are confident and have good self-esteem. They behave well and respond to requests for good behaviour. They understand the rules within the setting and abide by them. This ensures good relationships and harmony. Children are beginning to understand differences in their lives to others around them. They talk happily about their home life and family. For example, a child talking to a staff member about a recent trip to the seaside that had been undertaken with grandparents and what had happened.

Children's language is developing well and opportunities are given for them to practice writing in a number of situations including imaginative and role-play settings. For example, children using the home corner area as a café, taking orders from a menu. They are beginning to recognise and write letters correctly. Good opportunities are given to children to practice. They are confident to speak with adults and peers and talk openly in group times. They express their ideas and experiences well using good vocabulary.

Children understand the concept of simple additions and subtractions. They can say what is one more or one less. Children's understanding of space, shape and measure is developing well. They recognise the properties of simple shapes. For example, children enjoying an activity that necessitated them to describe an object that they could not see were able to name the shape of the object. They are interested in numbers and counting and are beginning to represent numbers in various ways.

Children enjoy a range of activities that gives them opportunities to investigate and explore objects and sounds. For example, water play, using a karaoke machine and planned activities that create opportunities to explore the texture of jelly, water and ice and cooked spaghetti. Children have opportunities to use information and communication technology. They are beginning to demonstrate mouse control when playing games on the computer. Children's knowledge and understanding of the world is good and activities and resources encourage them to explore and investigate. They talk in detail about themselves and the world around them. Children enjoy singing sessions and have good repertoire of songs and action rhymes. Children have many opportunities to use a varied range of materials; both natural and manufactured that gives them opportunities to express themselves creatively.

The quality of teaching and learning is good. Staff knowledge and understanding on

the Curriculum Guidance for the Foundation Stage is good and they plan effectively in all six areas of learning. Staff show a good understanding of how children learn and adapt their approach to suit different ages and needs. They identify the next steps for each child and ensure that appropriate activities are included in the programme for the following week. This ensures children are moved on in their learning at a good pace with individual talents being maximised.

Staff encourage children to have respect for each other and for the resources and their environment. However, sometimes children become frustrated as resources are not complete and they are unable to achieve their objective. Children enjoy helping to clear up after activities and are encouraged by staff to work together.

Procedures are in place to help to meet the needs of children with special educational needs, or for whom English is an additional language.

Helping children make a positive contribution

The provision is good.

Children enjoy respectful relationships with adults and each other. They are beginning to develop confidence and self-esteem. They talk happily about their home life and things that are important to them. The staff introduce topics to teach children about other cultures. Themed activities together with sufficient resources, help children develop a positive attitude to others. There are systems in place to support children who have special needs. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met. Children's spiritual, moral, social and cultural development is fostered.

Staff manage children's behaviour calmly and patiently. This encourages children to respond effectively to any guidance and praise. They set consistent boundaries for older children which helps them learn to negotiate with others and take responsibility of their own behaviour. They learn important social skills such as sharing and listening to each other, according to their age and stage of development.

Partnership with parents is good. There are both formal and informal systems in place for staff and parents to share information about children's individual progress and development on both the Foundation Stage and Birth to three matters. Information given to parents on the topics the Foundation Stage children are undertaking enables them to contribute to children's learning at home. Staff complete a daybook for parents giving information about their child, their daily activities, food intake and sleep. This ensures continuity of care.

Organisation

The organisation is satisfactory.

Leadership and management is good. Clear aims reflect a commitment to improving the quality of care and education. Staff work well as a team and clear communication and guidance allows them to provide a stimulating well-balanced programme. There

is a good induction programme and regular appraisals that identify training needs. Staff are encouraged to enrol on relevant courses and sometimes cascade them. This supports staff in their role and ensures they have the latest and most relevant information available.

The premises layout is appropriately organised and children are able to play outside several times during the day. Staff deployment is effective and ensures children are well supervised at all times. Children receive good support from staff who know them well. A good ratio of the staff in the nursery hold a relevant childcare qualification. The nursery manager has a suitable qualification for the post. There are appropriate contingency plans in place to cover for absences to ensure children always have suitable supervision.

Documentation for the safe and effective management of the nursery is in place to ensure individual information and permissions are maintained on each child attending, to help ensure children's individual needs are met at all times. However, some weaknesses remain in staying safe and enjoying and achieving to ensure children are able to independently access all equipment and to make sure all hazards are minimised. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Two complaints have been received. The first related to Standards 1, 2 and 12 in that the manager had left and that a suitable person with a relevant qualification was not in charge; and that at the beginning and end of each day children from different age groups are mixed together. Ofsted investigated this complaint with an unannounced visit and one recommendation was made to ensure that the adult to child ratio is maintained at all times.

The second complaint related to Standard 6 regarding the supervision of children. Ofsted investigated this complaint with an unannounced visit and is satisfied that the provider is addressing the concerns raised and remains 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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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 air conditioning units do not pose a hazard to children
- ensure that the front door is suitably secured at all times
- ensure children under three years are able to access books freely and independently
- ensure hazards in the outside area are made safe or inaccessible.

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):

- continue to develop children's personal independence within the nursery
- ensure children are able to achieve by ensuring resources and equipment are in good working order.

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