



Nursery Time

Inspection report for early years provision

Unique Reference Number	314137
Inspection date	25 May 2006
Inspector	Jean Wilson
Setting Address	117 Commercial Street, Willington, Crook, County Durham, DL15 0AA
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Registered person	Mr J & Mrs S Brown
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Nursery Time is one of three provisions run by the Nursery Time group. It opened in 1999 and operates from two floors of a purpose-built building in Willington, County Durham. A maximum of 58 children may attend the nursery at any one time. Children come from a large catchment area. The nursery is open each week day from 07.30 until 18.00 for 50 weeks of the year.

There are currently 51 children aged from birth to eight years on roll, of these, 19

children receive funding for nursery education. The nursery operates an out of school club which provides care before and after school and during school holidays. There are currently 17 children on roll. All children share access to a secure enclosed outdoor play area.

The nursery and out of school club support children with special needs and that speak English as an additional language. The nursery employs a qualified manager and deputy, six qualified nursery nurses, three assistants, a cook and a cleaner.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children begin to learn about the importance of good personal hygiene through well-established daily routines, such as when they wash their hands before mealtimes and brush their teeth after eating. They are generally protected from the risk of cross-infection because staff are familiar with the nursery's health and hygiene policies, for instance they wipe tables before use and follow clear procedures for changing nappies. However, face clothes are stored in close proximity, which poses a risk of the spread of infection.

Children benefit from a varied diet that takes into account their individual needs. They enjoy the freshly prepared meals and are generally encouraged to eat healthily, for instance by eating some fruit every day. Older children confidently help themselves to drinks and younger babies and toddlers are offered food and drink according to their individual routines throughout the day.

All children are able to rest and be active according to their needs. All age groups have limited sessions to play outside each day but not enough use is made of the outside area to help children learn the importance of physical activity in maintaining a healthy lifestyle. The younger children play enthusiastically with the resources available. However, the range of equipment and programme of activities is not varied or challenging enough to make sure older children develop a wide range of physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming environment where they feel confident and secure. They know where their playroom is and are proud of their work displayed on the walls. Children have access to a variety of play materials and resources that are suitable for their age and stage of development, and that are checked regularly to ensure they are safe for their use.

Health and safety procedures are systematically and rigorously checked. This enables children to play in a safe environment. Regular fire drills help the children to become familiar with the routine in the event of an emergency. Staff supervise

children closely on play equipment and when moving to different parts of the building. Children learn simple safety rules because staff give clear and simple explanations and reminders.

Appropriate documentation, procedures and regular communication with parents contribute well to children's safety. This is supplemented by all safety equipment being in place, reducing the risk of accidents. Fire drills are carried out on a regular basis and staff ensure children are familiar with the evacuation procedures. Children are protected and their welfare is safeguarded as child protection procedures are well understood and followed consistently by all staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages are confident and settled in the nursery. They have good relationships with staff, who know them well and respond to them warmly. This fosters children's emotional wellbeing. Babies enjoy a great deal of individual attention and receive plenty of cuddles. The youngest children make good progress. Staff take time to communicate with them, encourage them to become involved and join in their play to increase self-confidence and esteem. Children make independent choices about what they want to play with. They show good concentration skills appropriate to their stage of development and confidently seek support from staff if they need it. Children take part in scheduled outdoor activities each day. Throughout the nursery, staff know the children well and instinctively provide appropriate activities to help them make further progress. Two and three-year-olds are successfully encouraged to be actively involved in an appropriate range of learning opportunities. Children enthusiastically join in action songs, showing pleasure with smiles and clapping their hands. Staff have started using the Birth to three matters framework to plan activities for children, but this is not yet fully extended to make sure children are offered a wide variety of interesting experiences, such as play with real objects and natural materials.

Children attending the out of school club have sufficient space, facilities and attentive adult support. The group is suitably organised and resourced to provide opportunities for children to be involved in quiet or active activities. However, a planned programme of age appropriate activities for this group is not in place to ensure continuity.

Nursery Education

The quality of teaching and learning is satisfactory. The nursery staff have a sound knowledge of the Foundation Stage. They use appropriate teaching methods to help children progress, such as open-ended questioning. Children take part in a focussed activity in the morning and afternoon that is linked to the stepping stones from the areas of learning. Satisfactory assessments and progress charts are completed to record achievements. However, insufficient planning and monitoring is in place to show what children do outside of these short, focussed activities. Therefore, staff cannot ensure children take part in activities that cover all aspects of each area of learning regularly.

Children settle quickly in the pre-school room and begin to develop the confidence to start conversations and talk about their ideas and experiences. There are many opportunities for the children to use pencils, crayons and scissors. They enjoy drawing and making marks at the writing table and for a purpose during their play. Children self register each session and many are able to recognise their name and familiar words. They learn to concentrate and take turns as they take part in listening games in which they identify familiar nursery rhymes and help each other to complete picture boards. Children develop an awareness of mathematics through play; some children count confidently and use language to talk about shapes and size. Staff introduce guessing games in which children are challenged to estimate quantity and weight. Children show an interest in numbers and counting and use positional language in their play. Staff use themes to encourage children to find out about the world around them, for example, when they learn about world festivals or more familiar topics such as the care of pets. However, activities to promote children's knowledge and understanding of the world are not planned in sufficient detail. As a result opportunities to investigate how people live, how things work or learn about the passage of time are limited.

Children are interested in books, handle them well and listen attentively to well presented stories. They have opportunities to dress up, play with puppets and take part in role play. They choose from a wide range of creative resources and are encouraged to create freely, without an expected pre-defined product.

Helping children make a positive contribution

The provision is good.

Children are welcomed into the nursery and are helped to take part in all activities because staff respond sensitively to their individual needs. They feel a sense of belonging when they find their own peg or are able to tell visitors about their usual routines. Older children grow in independence when they pour their own drinks, serve themselves at lunchtime and brush their teeth.

Children learn to consider how others feel when they are reminded why they need to sit quietly and listen to others, share or be kind. Resources and displays are non-stereotypical and children develop a positive view of the wider community when taking part in activities to celebrate festivals, tasting different foods and playing with toys and resources that reflect positive images of diversity. Children behave very well in an environment where they are constantly praised for their efforts. They are beginning to take responsibility for their actions in a calm and supportive atmosphere which encourages friendship and a caring attitude. Spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Families are warmly welcomed and encouraged to share what they know about their child. Staff obtain all relevant information to ensure that children are cared for according to their wishes and all individual needs are met. Parents are provided with detailed information about the nursery and its provision. They are kept up-to-date through daily conversations with staff, written notes and newsletters. The views of parents are actively sought through

discussion and questionnaires. This means that children's care and learning is enhanced through parent's understanding and interest.

Organisation

The organisation is satisfactory.

Children are cared for by a close-knit team of suitably qualified, motivated staff who respond positively to annual appraisal and attend training whenever possible. Effective recruitment procedures ensure staff are vetted appropriately. The established key-worker system benefits the children through ensuring an understanding of their needs and close liaison with parents and carers. The premises and resources are effectively organised to meet the children's needs and support their developing independence.

The leadership and management of the group is satisfactory. Most aspects of the provision with regard to care are managed and monitored informally and effectively. Children are grouped effectively to support their emotional stage of development. An action plan to implement change in the planning and organisation for pre-school children has successfully promoted children's independence and access to resources. However, the system for monitoring and evaluating the programme for education does not identify gaps in the curriculum. This means that some areas of learning, such as knowledge and understanding of the world and physical play, are not sufficiently covered in activity plans. Although staff clearly cover some aspects in focused activities the plans lack challenge and progression.

The required records, policies and procedures which contribute to children's health, safety and welfare are all in place. Policies and procedures generally work effectively in practice, as staff are kept well informed and up-to-date through regular meetings.

Overall, the provision meets the needs of the range of children who attend.

Improvements since the last inspection

The previous care inspection recommended that the procedure for completing the accident book was revised to ensure confidentiality. This has been changed to record one entry per page. All children's information is stored securely.

The last inspection of nursery education identified two areas for improvement. To improve the planning for children's self initiated activities and to provide regular activities through play that teach early literacy skills and give mathematics a greater emphasis in everyday routines. Good progress has been made in addressing these issues. Children are given regular opportunities to recognise their names, letters of the alphabet, and to practice simple number operations such as addition and subtraction. These are all well integrated into the learning programme, and clearly identified in planning. Opportunities to practice are well accommodated into the daily routine.

Complaints since the last inspection

There are no complaints to report. 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 that appropriate attention is given to routine hygiene procedures, such as storage of face clothes, so that the risk of cross infection is minimised
- extend and promote opportunities for children to play with natural materials
- ensure that the planning, structure and organisation of play activities for children attending the out of school club takes full account of their individual needs.

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):

- further improve staff knowledge of the Foundation Stage Curriculum with specific regard to the planning of knowledge and understanding of the world and physical development
- continue to develop planning to ensure that all areas of learning receive regular and appropriate attention.

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