



Seaward Day Nursery

Inspection report for early years provision

Unique Reference Number EY315405
Inspection date 14 June 2006
Inspector Maria Lumley

Setting Address 61 Seaward Avenue, Bournemouth, Dorset, BH6 3SJ

Telephone number 01202424655

E-mail

Registered person Itavero Ltd

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?

Seaward Day Nursery is privately owned and opened in 2005. It operates from a converted house in Southbourne an area of Bournemouth. A maximum of 22 children aged from two to five years may attend the nursery at any one time. There are currently 43 children on roll. Of these, 30 children receive funding for early education. The nursery is open each weekday from 08:30 to 17:30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery employs eight members of staff, five of whom have qualifications in early years. Two staff are working towards early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children's growth and development is extremely well nurtured due the provision of healthy snacks, meals and drinks. Fresh organic produce is offered to the children. The weekly menu includes a balanced diet of grains, vegetables, fruits and proteins. At lunch children enjoy wholemeal bread sandwiches filled with tuna mayonnaise and organic cheese, raw carrot sticks, cucumber, pineapple, strawberries and organic yoghurts. Children are familiar with healthy eating. For example, one child said, "Strawberries and apples are good for you", another child responded by saying, "Milk makes your teeth and bones strong". Children participate in healthy eating activities which raise their awareness and interest in the benefits of healthy eating. For example, children use a juicer to make themselves fresh fruit drinks. They also go on trips to the local greengrocers to look at and choose fruit to take back to the nursery to make fruit kebabs. Children have access to a water dispenser throughout the day and this ensures they are kept hydrated. Children recognise changes in their bodies. For example, on return from the beach one child said, "The sun has made me hot, I'm thirsty".

Children are extremely well cared for in hot weather. Staff switch on ceiling fans, open windows and close blinds to maintain a comfortable temperature for the children. Children are very well protected when outside in the sun. Staff ensure they wear hats, apply sun lotion, provide regular drinks and restrict the amount of sun exposure they receive. This minimises the risk of children becoming burnt or sick in hot weather. Children know why they need to be protected from the sun. As one child put his hat on he said, "I don't want my head to burn". Children are very well cared for following accidents. Staff are quick to take appropriate actions to ensure children remain calm and receive suitable treatment.

There are stringent and effectively monitored procedures throughout the nursery to maintain excellent standards of hygiene. Cleaning rotas and check lists are completed daily, these include washing and sterilising resources and the environment. Children are independent and take responsibility for their personal health. They follow excellent personal hygiene routines, such as brushing their teeth following lunch. As one child cleaned his teeth he said, "I clean my teeth because I don't want them to fall out". Children know why they must wash their hands after using the toilet and before snack. They help themselves to anti-bacterial soap from a soap dispenser and dry their hands on disposable paper towels. This minimises the risk of cross infection. As one child washed his hands he said, "I don't want germs on my food".

Children's muscle development and general fitness is very well promoted with daily physical activities. They develop good peddling, climbing and sliding skills through using a variety of equipment in the well resourced outdoor play area.

Children negotiate indoor space with confidence, and move around furniture and floor activities carefully. Children have regular opportunities to develop their physical development through planned activities. For example, children walk to the beach where they have to walk on a variety of surfaces, such as concrete, grass and sand. One child said, "It's hard to run on the sand because it's soft". They take part in running races, hopping games, balancing bean bags on their heads and sack races. The children quickly recognise the need to walk slowly and to stand up straight to keep the bean bag balanced on their heads. Children have regular opportunities to enjoy exercise and fresh air. The nursery keeps the doors open and allows children to play both indoors and outside. Children's small muscle control and development is effectively supported through a range of well planned activities. For example, children knead, roll and cut play dough. They use scissors and tools with dexterity and confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is assured in this secure and child friendly environment. The rooms have been re-designed and decorated to improve their use and create a colourful and safe environment. Staff are very well deployed throughout the nursery. They have a clear understanding of their individual roles and responsibilities that promote children's safety. For example, a member of staff is deployed at the entrance door at arrival and departure times, this ensures that all visitors are monitored effectively to promote a secure setting for children. Children are very well supervised by good ratios of staff. Staff are vigilant in ensuring children's safety both indoors and outdoors. For example, prior to leaving the nursery for an outing to the beach, a member of staff speaks to the children and reminds them of road safety and the need to walk together. Children demonstrate a respect for the roads and follow staff instructions which promotes their safety. Children have a clear understanding of evacuation procedures which ensure they can leave the building quickly and safely in an emergency. These are regularly practised and evaluated.

The well maintained, child height furniture is used effectively to create separate areas for particular activities and play opportunities. For example, the computer is positioned on a low level desk against a wall to ensure children can use it in a quiet and safe area. Children choose and safely access resources from low level shelves, boxes and drawers. Children are reminded of how to keep themselves safe through staff talking to them and reminding them of rules, this reduces the risk of accidents and injury. For example, one child stands on a chair and is reminded to sit down to prevent falling and hurting himself.

Staff have clear knowledge and understanding of child protection procedures. This contributes to the protection of children from harm and neglect.

Helping children achieve well and enjoy what they do

The provision is good.

Staff have a sound understanding of child development and have established a good rapport with the children. Children are enthusiastic when they arrive at the nursery. They are keen to part from their parents and quickly settle at activities. For example, one child arrived, did not look back to say "Good bye" to his mother and ran off to find his friends. He was soon absorbed in painting his hands and creating pieces of art. Children are confident and familiar with staff, their surroundings and peers. They help themselves to resources and initiate conversations with their peers and adults. One child said, "I like to play here, it's good". Children have access to a wide range of play activities that keep them busy and stimulated. For example, they enjoy moulding and cutting dough, using the computer, listening and participating in stories and dressing up. The nursery is working effectively with the Birth to three matters framework which is having positive outcomes for two and three year olds. Plans for Birth to three matters and Foundation Stage are linked and they have the same monthly themes. Children are currently learning about "Summer adventures and holidays", this has prompted lots of discussions about children's own experiences. One child said, "I'm going to Portugal tomorrow", another child said, " I went on holiday with my Grandma".

Nursery Education

The quality of teaching is good. Children benefit from staff's sound knowledge of the Foundation Stage, stepping stones and early learning goals. The nursery has implemented clear and effective assessment and planning sheets which support positive outcomes for children. Initial observations, discussions with parents and completion of child profiles give an accurate record of children's individual starting points. Ongoing observations and assessments identify gaps in children's learning. These are then included in future planning to ensure that children's next stage of learning is addressed. The long term and weekly curriculum plans are displayed for parents to view. These clearly identify the six areas of learning, learning intentions, how staff will enable the learning to take place, extension activities and resources. Staff use a range of effective teaching methods to help children's progress and development. They support children when required, but give them space and time to investigate for themselves. For example, at the painting activity the member of staff supported the children when they chose to experiment with the paint using their hands, she fully supported their play and praised the end products, "They look fantastic, well done". Children are positively encouraged and praised for their efforts, building self-esteem and confidence. Staff pace group story times well and use change in tone of voice and props to make the stories interesting and exciting for the children. This brings stories to life and holds children's attention. Staff take an active interest in what children have to say and do, for example, asking a child to bring in holiday photographs to show the group. Children are happy to share information and demonstrate a sense of trust with staff and peers. Staff use open ended questioning effectively to help children consider things, for example, "What is the difference between a house and a flat?" The high staff ratio allows a successful level of interaction and individual support. The resources and environment are well organised to support children's learning. All required resources are readily available at planned activities.

Children are very confident. They arrive happily at the setting and are enthusiastic to experience the range of activities provided; they are highly motivated. Children's

concentration is good and they persevere at a chosen activity for long periods. They have made close bonds with special friends at the group, and have caring relationships with staff. For example, one child rushes in to find his friend and invites him to his house when nursery finishes. They talk about what they will do together. Children talk freely about familiar events in their lives, such as parties and family events, taking an interest in what each other has to say. For example, one child said "I'm going to Portugal tomorrow". Opportunities for children to be independent are well fostered throughout the day. For example, children pour their own drinks and peel their own fruit. Children have developed team working skills. For example, during the beach trip they took part in relay races where they cheered each other on and clapped. Children are well behaved and staff have high expectations for children's behaviour. Children know the clear and consistent boundaries.

Children are resourceful and imaginative, and enjoy prolonged involvement in play activities they initiate. For example, children dress up in policeman and fire officers clothes. They act out emergency scenes, putting out fires with imaginary hoses and documenting events on paper. Children have opportunities to explore different media through craft activities. Children choose to paint using their hands and fingers. They mixed the colours together one saying, "The red has gone orange now". Once their paper is completely covered they decide to use their nails to scratch patterns in the paint. They are completely absorbed in the activity and enjoy the chance to experiment. Children make three dimensional shapes using the play dough. One child carefully moulded the dough and then said, "Look, I've made a mushroom". Children enjoy singing familiar rhymes and songs and acting out stories.

Children have regular access to the computer and are skilled in controlling the mouse. They know that the mouse controls the arrow and objects on the monitor. Opportunities for children to learn about construction is sometimes limited as staff do not always encourage this activity fully. Children are developing an understanding of their community and the wider world through well planned and resourced activities. For example, local police and fire officers visit the nursery; they participate in topics, such as recycling and Chinese New Year celebrations. Children show an interest in the world around them. When visiting the beach the children instigate conversations about the weather. One child said, "I hope it doesn't rain", another child replied, "It only rains when there are clouds in the sky, rain comes from clouds". Both children looked up to see if they could see any clouds. As the children walked down the sea path a child notice movement in some plants, the children investigated and saw a lizard. One child said, "Last time we came down we saw a caterpillar", the children all remember and talk about the creatures they had seen.

Children confidently count to 10 and above through everyday activities, such as counting the number of children present at registration time. They enjoy solving mathematical problems, calculating how many children will be present when the last two children arrive. Children use mathematical language, such as more, less, up, down, heavy and light as they add weight to the scales.

Children are confident speakers and listeners. At circle time they talk about what they had done during the weekend and about life experiences. They enjoy books individually and in group story times. One child selects "Night Molly, Day Molly" and says, "This is my favourite book". He carefully turns the pages, examining the

pictures and pointing out familiar letters. Children confidently link letters with sounds. For example, children use the large magnetic letter board and say "K" is for king and "H" is for Harry. Children participate enthusiastically during group stories, they take on roles of characters using props, such as puppets. Children recognise their names at snack time, selecting their name card and sounding out some of the letters. Children have opportunities to make marks throughout the nursery. They enjoy tracing pictures, writing their names on their work and mark making during role play. There are good opportunities for children to use tools, such as scissors, and their hand-eye co-ordination is well developed.

Helping children make a positive contribution

The provision is good.

Children are very much at home in the welcoming and child orientated environment. They are busy, stimulated and well supervised at the nursery, consequently, behaviour is good. Children are considerate and helpful to each other, for example, one child carried her friend's shoes along the beach. Children listen to and follow instructions well and help tidy away resources. Children participate in group activities which help them learn about sharing and playing co-operatively together. For example, children wait patiently for their turn when playing picture dominoes. Children receive high levels of praise in recognition of positive behaviour. Each child's achievements are recognised and celebrated. This raises their confidence and self-esteem. For example, when a child had completed his painting, a member of staff says, "Well done, that's lovely". Children are well mannered saying "please" and "thank you" without prompting. Children have access to a very good range of resources which show positive images of diversity, for example, figures, dressing up clothes and puzzles. The nursery plans activities that teach children about other cultures, such as Rosh Hashanah, Harvest festival and Diwali. These images and activities ensure that children have the opportunity to develop positive attitudes and acceptance of differences. Staff know the children very well, and meet their individual needs effectively.

Partnership with parents and carers is good. Parents are very happy with the care their children receive and find staff very approachable and always available for discussions. Children and parents know key workers well. Parents are kept fully informed about what is happening at the nursery through regular newsletters, plans and information sited on the notice board. Daily diaries for the two and three year olds provide a good link between the nursery and home and support consistency between both settings. Parents of children in receipt of nursery education funding are very well informed about the Foundation Stage, stepping stones and early learning goals. They share information and observations that help staff complete initial information in "all about me" sheets. This ensures that staff and parents have a clear understanding of the stage that the children are at when they start at the nursery. Parents meet with key workers twice a year to discuss their child's progress.

Children's spiritual, social, moral and cultural needs are fostered.

Organisation

The organisation is good.

Children receive very good quality of care as the majority of staff are well qualified and experienced. Staff work well together as a team and are very clear on their roles and responsibilities within the nursery. Children are cared for by suitable adults, due to the setting's effective recruitment and vetting procedures. There are good induction procedures in place for new staff to ensure they are confident in their roles. The effective contingency plans to cover staff sickness and holidays ensure that appropriate staffing ratios are maintained. Deployment of staff is good. Activities are well organised and supervised to support children's learning. However, the organisation of the two to three year olds prior to snack time is not effective and children became bored whilst waiting in the queue. All required documentation, which contributes to the children's health, safety and well-being is in place.

The leadership and management of the nursery is good. The owner and manager of the nursery meet regularly and communicate well with each other. The owner oversees all aspects of the nursery and takes an active role in supporting the staff. She has developed effective procedures to monitor the quality of nursery education.

The owner identifies the nursery's strengths and weaknesses and then actions these findings. For example, she has evaluated all areas of the provision that impact on children's learning, such as the environment, materials, equipment, routine, activities, and parent and carer involvement. She has detailed written evaluations and action plans that she works towards to improve the provision. These have included the purchase of a large range of resources and re-decorating and re-design of rooms.

The setting meets the needs of the range of children for whom it provides care and education.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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 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 the organisation of hand washing routines for two to three year olds prior to meals to maintain children's safety

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 improve children's use of construction materials to further develop their building and construction skills

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