



Cygnets Nursery

Inspection report for early years provision

Unique Reference Number	EY316428
Inspection date	15 June 2006
Inspector	Anne Jacqueline Nicholson
Setting Address	Littleton C of E Infant School, Rectory Close, Shepperton, Middlesex, TW17 0QE
Telephone number	01932 563271
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Registered person	Della Rachel Berry
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?

Cygnets Nursery is a private nursery. It opened in January 2006 and operates from a self contained classroom within Littleton School in Shepperton, Surrey. There is an enclosed, covered outdoor play area which together with the school playground and playing field will be used for outdoor play. A maximum of 20 children may attend the nursery at any one time. The nursery provides full day care and operate sessions from 08:45 - 11:45, 11:45 - 12:45 (optional lunchtime session), 12:45 - 15:00 Monday

to Friday during school term times only.

There are currently eight children aged from two to under five years on roll. Of these, four children receive funding for early education. The nursery welcomes children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs three members of staff. Of these, two hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children begin to develop an awareness of how to remain healthy. They have daily access to playing in the fresh air through use of a covered outside play space. When weather permits they use the playing field or play ground for more physical play. Children bring in hats and sunscreen to wear in hot weather and have access to water throughout the session. They develop good hygiene practices by cleaning their hands routinely after participating in creative activities, coming in from playing outside and before each snack session.

Children's welfare and health needs remain protected through the use of a range of health forms. Parents provide written information to ensure their children receive the correct dosage of medication and appropriate treatment. Children receive appropriate treatment when hurt as at each session there is a member of staff present who holds a valid First Aid Certificate. Details of any injuries are recorded in the accident record however currently these are not acknowledged with a parental signature.

Children's dietary needs get recorded on registration forms and staff remain vigilant of these. Children receive a varied range of nutritional snacks throughout the year and staff try to link these into the current theme. These include fruit, vegetables and whilst doing the theme of bees the children made their own honey sandwiches. Children sit with staff at the table during snacks and staff acknowledge this as a valuable sociable time for all. Children receive encouragement to drink, especially in warm weather to prevent dehydration. Children's lunchboxes remain stored within the fridge to keep them cool.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children play within one room and enjoy access to an acceptable variety of play opportunities and resources. They can freely choose resources and equipment from low level units and boxes. Children enjoy daily access to outdoor play areas and staff ensure these areas remain safe and secure. Staff demonstrate a good awareness to safety. Access to the nursery is gained through ringing a buzzer for staff to unbolt the

gate. There is also a basic risk assessment form that staff complete weekly and plan to develop further to include specific aspects of their nursery. Children remain escorted around the school premises at all times and this ensures personal safety is maintained.

Children remain protected from possible harm as two staff members have recently completed child protection training and disseminated this to their colleagues. All staff demonstrate a sound knowledge of child protection. Written child protection procedures remain accessible in the nursery's policy folder including the recording of pre-existing injuries. Parents see written information about the procedure followed and the nursery's responsibility to record and report any concerns they have that a child may be at risk.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children receive care in a brightly decorated environment where resources are set out prior to their arrival and remain readily accessible to them. The nursery is a term old and already children enjoy very warm and caring relationships with the staff. The setting's current low numbers allows staff to know and understand the individual needs of all of the children attending, therefore helping them to settle in quickly. Children play with resources both inside and outside throughout the session. In the attached outside area they enjoy accessing ride-on toys, a sand tray and planting their own flowers to observe how they grow. Children benefit from following a relaxed session routine that allows them to choose activities for themselves as well as participating in adult led activities like creating a collage caterpillar.

Younger children are sensitively settled into the nursery as staff demonstrate a good awareness of their needs. Staff accommodate younger children's shorter attention spans by allowing them to participate for as long as they choose and letting them rejoin the activity at any point. Children greatly benefit from this approach and it encourages them to grow in confidence. Younger children receive encouragement to attempt creative activities and join in action songs, however if they want to play with trains or the other resources this is also acceptable during the settling in period. During the year all children receive invitations to attend school assemblies and this encourages integration whilst also supporting older ones in their progression through to the reception class.

NURSERY EDUCATION: The quality of the Nursery Education is satisfactory. Staff are beginning to develop their skills and knowledge in how to plan and implement the foundation stage. They have recently undertaken training to develop the effectiveness of their planning and learn how to use observations. The quality of teaching is satisfactory. The nursery is newly established and staff are increasing their knowledge and understanding of how to teach the foundation stage to ensure children receive a balance of activities throughout the year. Staff show an awareness of the need to develop consistency in their teaching throughout both adult led and free play activities. Children play appropriately with the resources on offer and staff enable this to happen by providing low level resources for all to access and providing

good support to them during the session.

Children show a strong sense of belonging in the nursery and enthusiastically participate in activities like circle time and phonic sessions. They develop in confidence and freely share their own information with each other and staff. Staff acknowledge their contributions and achievements in a positive way that encourages them to continue sharing. For example during phonics a child was disappointed as staff missed out the phonic song for 'W' (as this had not been covered within the session) as he knew it staff encouraged him to share the actions with the others. Children receive some encouragement to develop their self help skills and personal independence; however this is not currently consistent throughout the session between adult led activities and free play. For instance children can choose the fruit that they want to eat but do not prepare or cut this, they do not put out place mats and plates but clear them away. They show increasing levels of concentration and engage in co-operative play for example playing football on the field and sharing the magnifying glass whilst bug hunting. Children develop very good relationships and interact positively with adults and each other. Older children confidently communicate with each other and to adults and their conversations are extended appropriately. Children observe labelling around the setting although currently upper and lower cases are inconsistently used which may cause confusion. Some children begin to recognise their written name and show interest in letter shapes however no child's written work is on display and there are few opportunities to attempt to write their own names.

Children explore different materials such as sand, paint and dough and talk about their observations. They begin to gain an understanding of the natural world around them and the community they live during the mini-beasts theme and whilst completing a wall collage of the shops and features of their local town. Children can access computers and technology within the setting although currently this is less effectively incorporated in the planning. Children can name and recognise a range of colours as seen whilst creating folded butterfly painting and proudly show off their spiders on display on the wall. They engage in some form of imaginative play and creative activity daily.

The programme for mathematical development and physical development is currently limited. Children's opportunities to count, problem solve and use mathematical language is mainly limited to adult led activities. Children do count themselves whilst lining up to go outside however this is not extended to count adults, visitors or compare numbers of boys and girls. They observe number labels in the outside area although none currently around their room. Children begin to move confidently both inside and outside with a developing awareness of space and each other. They begin to handle tools and materials however more resources and opportunities with an increasing control. They use a ball on the field to play football and magnifying glasses outside and played football.

Helping children make a positive contribution

The provision is satisfactory.

There is a written equal opportunities and learning difficulties and disabilities policy in place to ensure that the nursery is inclusive to all. Children begin to learn about the world around them. Staff demonstrate a commitment to increasing the range of resources and activities available throughout the year. Currently there are fewer resources showing positive images of diversity and disability.

Children demonstrate good manners and respond positively to staff and each other. They display caring attitudes and use please and thank you without prompting. Children readily accept rules and boundaries within the setting and receive consistent instructions. Staff set themselves up as positive role models; they are attentive, use positive language and provide constant praise to reinforce this. Children's spiritual, moral, social and cultural development is fostered.

Parents share information about their children on the registration forms. Policies and procedures are available within the setting for them to access. Regular newsletters ensure that parents remain informed about the topics the nursery is covering. A parents notice board outside the room shows details of the activities covered that morning and includes some copies of policies. The partnership with parents is satisfactory. Parents receive information on how to raise a concern and this is being updated to incorporate the latest October 2005 Addendum and guidance to this.

Organisation

The organisation is satisfactory.

Staff organise the premise to ensure that both the indoor and outside space is laid out to allow a range of play opportunities. Children benefit from staff who display caring attitudes, are enthusiastic and committed to providing a positive experience for them whilst at nursery. The staff work very well as a team and are committed to improving the standard of care and nursery education on offer. They prioritise their professional development through attending regular training sessions and eagerly put into practice anything they learn. An example of this is the total change to the way they now plan and record observation. Policies, procedures and documentation required under the National Standards are acceptable although currently incomplete. For instance, parents do not sign the accident book and policies such as lost or missing child are not in place. The settings meets the needs of the range of the children for whom they provide.

Leadership and management is good as the manager highlights areas requiring improvement and commits herself and staff to undertaking additional training to support this. She provides staff with clear direction whilst valuing and encouraging them to contribute ideas and suggestions. The nursery is very committed to improving the care and education available to children. The nursery is still in its infancy and staff demonstrate a good awareness of how they wish to continue making steady progress in their delivery of the foundation stage and provide care meeting the National Standards.

Improvements since the last inspection

Not Applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since 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 that all accident entries are completed with an acknowledgement signature of the parents.
- increase the range of resources and activities that reflect diversity and disabilities enabling children to develop an awareness of the wider world.
- ensure that all the required documentation is in place to meet the National Standards and October 2005 Addendum.

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 the delivery of the foundation stage curriculum through further developing the planning and use of observations. Ensuring this includes children's individual targets and that observations and assessments link accurately into the children's individual profiles.
- develop staff's knowledge and understanding of the foundation stage to further improve the quality of teaching throughout the session particularly encouraging children to develop their personal independence throughout the session whether during adult led activities or free play.

- develop the delivery of the curriculum for mathematics and physical development throughout the session.

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