



New Road Children's Day Care Nursery

Inspection report for early years provision

Unique Reference Number	EY331756
Inspection date	20 June 2006
Inspector	Kay Roberts
Setting Address	New Road Nursery, 37 New Road, CHIPPENHAM, Wiltshire, SN15 1HP
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Registered person	MC and SH Cawley 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 satisfactory. 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?

New Road Nursery first opened in 1992 and was re-registered by the current owners in March 2006. The nursery is a two-storey converted house and is located in the centre of Chippenham, Wiltshire. It operates from four rooms downstairs and three rooms upstairs. Children have access to a secure enclosed outdoor area. The nursery serves the local community and is open all year. It opens each weekday from 08.30 to 17.30. In addition to the nursery provision for children under five years, there

is also an after school club. Registration is for a maximum of 34 children under the age of eight-years. There are currently 75 children on roll. This includes 16 funded three-year-olds and 13 funded four-year-olds. The nursery provides care to children with special educational needs. There are currently no children with English as an additional language. There are 15 members of staff, 11 of whom hold a relevant child care qualification. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in a clean environment and their health is suitably promoted. Staff follow hygienic procedures so the risk of infection is minimised. The policy for excluding children who are sick is shared with parents. When children become ill at nursery staff sensitively meet their individual needs. From a very young age children learn the importance of hygiene through the daily routine. Babies over a year wash their hands in preparation for snack and are independent as they stand on a small step. When looking at a book they identify which baby is dirty and which is clean. Pre-school children know they must wash their hands before eating and after using the toilet. They have some understanding of their bodies. When thirsty, they pour themselves a drink of water from the jug. If tired, they lie down in the book corner. Children place their hands on their heart after running and comment that it bumps. Babies begin to learn about their bodies; they point to parts of the body as staff name each part and then count the number of toes together.

In the event of an accident children receive appropriate care as there are suitable procedures in place. The clear system for administering medication complies with regulatory requirements. However, there is inconsistency for children on long term medication as parents do not always sign to verify medication administered each day. Children do not get sun burnt. They have sun screen applied, wear hats and do not use the garden during the hottest part of the day. When listening to a parent explain about Russia, children relax as they sit under the shade of the gazebo. Children are interested in playing outside as on many occasions they have access to a broad range of interesting resources. They become involved in imaginary play; they move good quality construction materials in large toy diggers saying they are taking it to make a house. Other children develop large muscle skills as they use the bats and balls and balance on the beams. Younger children from one to two-years develop co-ordination as they learn to throw and kick balls. Babies develop large muscle skills as they are provided with appropriate equipment to support their weight when they are learning to stand. They are keen to walk as staff sit a short distance away and offer encouragement for them to move forward. On reaching the member of staff they are rewarded with a cuddle. Babies do not become over-tired as staff follow their home routine. They quickly relax after a cuddle from their key worker, who then gently strokes their backs until they fall asleep. Babies sleep undisturbed by their peers in a separate, slightly darkened room.

Meal and snack times are a social occasion. Older children talk about school and staff reinforce that too much juice is not good for their teeth. Children eat packed lunches at mid-day. Nursery staff, who have food hygiene certificates, prepare healthy mid-morning snacks and afternoon tea. The well presented nursery menus are displayed so that parents are aware of what children eat. Children enjoy the meal and say it is "yummy". Although some children are reluctant to try new tastes, staff offer encouragement. They do not go hungry as they are offered more. Independence is encouraged as they take turns in passing the food around. On other occasions children help to prepare the fruit. Babies are emotionally secure as they are cuddled by their key worker as they have their bottle of milk.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are relaxed as staff provide a welcoming, child focussed environment. Each room is bright and cheerful with well presented displays of children's work and educational posters, many of which are placed so that they can easily be seen by younger children. The nursery is organised to provide maximum opportunities for independence; there are low level, named coat hooks, child sized toilets and hand wash basins and resources on low level shelves. Children confidently help themselves to the age appropriate, safe toys. Children remain interested as toys are rotated with resources stored elsewhere in the premises and many items, particularly for the babies, are new. However, school age children express the view that they would now like to have more outdoor equipment suitable for their age. Children are given variety in their environment, for although divided into age groups, each group has access to at least two rooms. The large garden is a benefit to children. It is organised so that all children can be outside at the same time, but remain safe.

Children play in a safe, secure environment and are only released to authorised adults. Use of suitable equipment, such as safety gates and chairs with five-point harnesses, rigorous procedures and regular checks ensure that the premises are safe. Staff vigilance provides greater protection so that the risk of children having an accident is minimised. Children learn how to protect themselves; they know that they should tuck the chairs under the table so no one trips over. They walk between indoors and outdoors as a train in a line. Children know how to evacuate the premises in the event of a fire as they practise the drill on a regular basis. The importance of fire safety was reinforced by a recent visit to the fire station. As well as watching the fire officers make a water wall, they also had the opportunity to explore the fire engines and try on the hats and jackets. Staff have knowledge of local child protection procedures, but there is no formal system for recording pre-existing injuries. It is, therefore, highly probable that there will be inconsistencies so children may not always be protected from harm and neglect.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies new to the provision settle as they visit in advance with their parents and the

amount of time they spend in the nursery is gradually increased so that they become familiar with the environment. Their key worker spends a lot of time getting to know each baby and follows their home routine. There is effective communication between parents and key worker so that babies are happy because their needs are met on a daily basis. The strong bond between key worker and babies gives emotional security as they move through the day together. Babies enjoy sharing a book with their key worker and at the end babies look at themselves in a mirror and say "it's me". They are keen to experiment making new sounds as they are given acknowledgement by staff. Babies begin to develop social skills; they watch what staff and other children do and smile. They are interested in the world around them and looking out of the window point out a lorry. Co-ordination is developed as they try to put rings on the stacking block and if they cannot quite manage by themselves, staff help their co-ordination by gently holding their hand. They learn how to use tools as they follow the example set by staff and try to hit the xylophone with a stick. Babies' progress is inhibited for although staff make observations of children at play, they have not yet devised a system for monitoring their progress and do not plan activities.

The learning for children over two-years is extended as staff monitor progress and any gaps in their education are addressed on a one-to-one basis by their key worker. Staff extend learning; they introduce new words as they name Bob the Builder toys and point out that when shredded wheat are poured from one container into another it sounds like rain. Children have daily opportunities to participate in craft activities. As they create a collage they feel the texture of the ribbon, netting and bumpy material. Good concentration is developed as they explore the 'Going to the Seaside' activity box. They look at the bag, holiday brochure, hat, bucket and spade. They know what it is like to wear a sarong. Children explore the texture of the different shells and become aware of their senses as they listen to the sound.

Children attending the after school club are relaxed and happy. They take time to look at the baby held by a member of staff and gently stroke the baby's head. Children have some understanding of babies and comment that "they sleep all the time". They are social and become involved in an imaginary world as they dress up and pretend to be babies whilst someone else is mum and prepares the food. Fine muscle skills are extended as they create bugs from play dough and operate simple computer games and programmes. They are proud to show the pictures they have drawn and stories they have written as news reporters. Afterwards they use the microphone from the karaoke machine to ask questions for their next report. Other children share a 'Nintendo' one child has brought in from home. Children are consulted about plans to improve the provision, for example, the menus and new name, 'Dragonflies After School Club'.

Nursery Education

The quality of teaching and learning is good. Experienced staff are knowledgeable about the Foundation Stage and their enthusiasm is reflected in the way the education programme is provided. Staff make learning fun and provide many opportunities for hands on experiences so that children are motivated to learn. They make good progress as there is an effective planning cycle, although, progress is not always supported by regular observations or other evidence.

Children are social and have good communication skills; they use their imagination and play alongside others engaged in the same theme and before going shopping select scarves and handbags. They are independent as they put on the dressing up clothes. Children are aware of communication and information technology. They press the numbers on the telephone before talking and know how operate simple computer programmes. Fine muscle skills are extended as they use the mouse to complete an alphabet dot to dot. They link sounds to letters of the alphabet. Children recognise their name and that of their friends in print. More able children are able to write their name. They participate in singing their favourite rhymes, such as 'Wind the Bobbin Up' and the new song staff have written about the World Cup. Staff put in a lot of expression when reading stories so that children want to listen. They know the story 'Room on a Broom' and join in with some of the rhyming phrases. Each child is given the opportunity to progress at their own pace, so that more able children are extended and can read simple books. Mathematical development is promoted well so that children can count and recognise numerals beyond 10. They are able to complete simple addition by counting the total in two groups and recognise that when something is broken in two, each piece is a half. Children solve simple problems and construct with a purpose in mind.

Children are keen to talk about the current 'World Cup' topic. Proud of their art work they point out the painted football tops and medals they have made. Children are enthusiastic about playing football. They understand the rules of the game and explain that the referee is to "make sure they play fair". A yellow card means "I have seen you and if you do it again you won't play". A red card means "you can't play". Children have some knowledge about the positions and understand that a goal keeper stands in front of the goal and that a captain starts the game. Aware of numbers, children are able to say which team has won when they are given the scores of teams who have played the previous day. Children know that only the winners have medals. They begin to understand about working as a team as they are encouraged to look at who else is in their team and staff try to encourage team spirit by asking are we going to win and they all shout "yes". Older children show good co-ordination as they kick the ball some distance in the correct direction, although they have not yet learnt to pass the football to each other. Children are proud of their success as they score a goal, for which they are applauded. The theme has also provided children with an opportunity to learn about the wider world as they study some of the participating countries. They know how to say "good morning" in German and "thank you" in Russian. Children were fascinated to hear one parent from Russia explain a little about the country and the favourite toys. They listened with interest to the poems and rhymes in Russian.

Helping children make a positive contribution

The provision is good.

Children develop confidence knowing that each success is valued and know they are all included. The effective key worker system facilitates staff sensitively meeting children's needs on a daily basis. Staff are particularly sensitive of those who lack confidence or have special educational needs and offer a high level of support so that they can participate in group activities. Children know that when it is their

birthday everyone will sing to them and they have an opportunity to tell everyone about their favourite presents. They have a card from their friends at nursery and wear a birthday crown. Children have a sense of belonging as they each have their own named coat peg and tray. They are proud of the well presented photographs and art work displayed throughout the premises. More confident children put their own pictures on the nursery wall.

Children's spiritual, moral, social and cultural development is fostered as they follow the example set by staff. They are polite, well behaved and able to work together to achieve a common goal. They are considerate to each other and if one child can not fasten the zip on their coat, another child assists. When one child is unable to repair a good quality construction truck another gave advice. One child offers a kiss and cuddle to a child who is upset. Rather than becoming involved in an argument children express that they feel "sad" and move away. Children show respect for their environment as they help to tidy up after themselves when they have finished playing. This is reinforced in the nursery promise which children say daily "to be kind to our friends, to look after the nursery and have lots of fun". Children show a respect for nature as they plant and water the tomato and sunflower seeds. Two-year-old children are aware of the goldfish in their room. Children go on bug hunts and have visits from the RSPCA who talk about caring for slugs and snails. On another occasion children have access to soft toy pets and are shown how to groom them. Children are aware of the local community as they visit the library and fire station. They have volunteers and students from local schools to assist. The current 'World Cup' topic has provided many excellent opportunities to learn about the wider world and later in the month the children will visit Chippenham Town Football Club and a pizza restaurant. They are aware of other cultures, for example, they have acknowledged Buddha's birthday and play with readily accessible resources reflecting positive images of diversity.

The partnership with parents is good and parental involvement within the provision significantly enhances the quality of care and education for children. Children are reassured by the relaxed relationship between parents and staff. Parents are well informed about the provision as they receive a good quality prospectus when their child starts nursery which contains a brief resume of the policies and procedures. They are regularly updated via newsletters, which includes suggestions as to how they can extend children's learning based on the current theme. Children's progress records are readily accessible to parents but are also shared on a formal basis when parents are invited to meet with their child's key worker.

Organisation

The organisation is satisfactory.

The provision meets the needs of the range of the children who attend. There are rigorous recruitment procedures and ongoing suitability of staff to work with children is checked via appraisal. Clear induction and good communication systems ensure that staff are clear about their role and responsibilities. Keen to improve the quality of care and education for all children, staff review practices, consult with children and parents, and attend training, such as 'Me, Myself and I'. Children are provided with

consistency of care as there is an effective key worker system and stable staff team. Staffing ratios are above the minimum adult to child ratios so that children receive a high level of support. Staff are enthusiastic about their work and enjoy being with the children. Effective planning for older children ensures that each child makes good progress. However, babies' progress is not monitored and there is no formal planning for activities. Staff provide a welcoming, child focussed, safe environment for children which is well organised so that there is space for physical activity and rest. Documentation complies with the requirements of the National Standards, although, there is no formalised system for recording pre-existing injuries and parents do not always sign medication records for those children who are on long term medication. Paperwork is well organised and confidentially maintained.

Leadership and management are good and the new proprietors are very positive about the future. Since assuming management responsibility for the nursery they have clearly identified strengths and weaknesses within the setting, including the education provision. They have consulted with staff and have devised an extensive action plan with timescales to address any shortfalls. Some changes have already been implemented, for example, more thorough staff appraisal and extra resources to support children's understanding of information and communication technology.

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):

- improve documentation by devising a formal system for recording pre-existing injuries and ensuring parents sign to acknowledge each time medicine has been administered
- extend staff knowledge of child development and assessment so that there is an effective planning cycle for all children

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 records so that progress is further supported by evidence

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