



Clifton-Upon-Teme Nursery Limited

Inspection report for early years provision

Unique Reference Number	205279
Inspection date	04 October 2006
Inspector	Rachel Wyatt
Setting Address	The Village, Clifton Upon Teme, Worcestershire, WR6 6DH
Telephone number	01886 812380
E-mail	cliftoneyc@onetel.com
Registered person	Clifton Upon Teme Nursery Limited
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?

Clifton-upon-Teme Nursery opened in 2002. It is managed by a board of trustees and operates from a self-contained building in the grounds of Clifton-upon-Teme Primary School. Children also use the school hall and a nearby guide hut. They have access to a fully enclosed outdoor play area and children in the Foundation Stage attend Forest School activities. The nursery is the designated child care provider for the Teme Valley Children's Centre based at the school.

A maximum of 40 children under eight may attend the nursery at any one time. Older children may attend before and after school and during the holidays, subject to places being available. The nursery is open each week day from 07:30 to 18:00 except for bank holidays and during the Christmas period. There are currently 57 children on roll and of these 18 receive funding for nursery education. The nursery serves the local and surrounding area. Support is available

for children with learning difficulties and disabilities, and for those who speak English as an additional language.

Thirteen staff work full or part-time with the children. The setting also employs staff responsible for cleaning and garden maintenance. The manager is a qualified teacher, ten staff hold relevant early years qualifications to National Vocational Qualification (NVQ) Level 3. One member of staff is working towards an NVQ Level 2. The manager and a member of staff are qualified NVQ assessors. The setting has the support of a Local Authority mentor teacher and is involved in the local providers' forum and early years partnership groups. The setting is a member of the National Day Nursery's Association (NDNA) and the Pre-school Learning Alliance. The nursery is currently working towards the NDNA's Quality Assurance award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children are looked after in very clean and well-maintained premises. Staff are very good role models with regard to their own personal hygiene and in ensuring health and hygiene procedures are effectively carried out throughout the day in order to minimise the risks of cross infection or cross contamination. Kitchen and baby room areas are especially maintained to a high standard, and surfaces and floors are wiped down regularly. Children's food is safely stored, and staff are scrupulous when preparing and serving food to ensure the well-being of all children, especially those with specific health or dietary needs.

Children clearly understand the importance of good hygiene. They quickly learn independence in going to the toilet and manage hand washing very well. The toilet area is very child-orientated and the use of photographs and low-level mirrors, plus staff's gentle reminders or discreet checking, help children to clean their hands and faces properly. During Forest School sessions, staff ensure older children's comfort and hygiene needs are very well met. Children and adults use wet wipes and antiseptic cleaning gel for keeping hands clean. Children are developing a sound awareness of protecting their environment, as any rubbish is bagged and disposed of back at the nursery. Babies' and younger children's comfort are assured through well-managed nappy changing routines and sensitive introductions to potty training. Other aspects of babies' and young children's care are regularly discussed with parents so that everyone has a clear understanding of each child's needs and routines. The use of the daily diary or 'blue book' helps all parents to be well informed about how their child's care needs have been met in the nursery.

Should children become unwell, require medication or have an accident, they have prompt, appropriate treatment in accordance with their parents' wishes and in line with the setting's health and hygiene procedures. Parents are made aware of these as part of the initial information they are given. Relevant accident and medication records are completed, signed by parents and a copy given to them. In the event of a medical emergency, parents have been asked to give their consent to the setting seeking advice and treatment for their child.

Babies and children are all physically active. They use the inviting outside play area and equipment regularly. Plans to increase under-cover areas will enable babies to have more outside play, for example when it is wet, whilst their older peers go outside whatever the weather. Children are growing in confidence and control in movement through attending a specialist programme of physical education, followed up by frequent nursery-based music and movement sessions. All children go on regular walks and Forest School activities provide three and four-year-olds with physically challenging and most enjoyable experiences.

Babies' and toddlers' sleep routines are well met. Parents are able to express their preferences regarding their children's routines, including sleep arrangements. Children soon settle to sleep peacefully, and staff regularly monitor them.

Children are very well nourished. Snacks for all ages focus on healthy eating, so babies and children have regular portions of fruit. Lunch times are sociable events and staff demonstrate their exemplary practice in preparing and presenting a wide variety of meals for children. The setting is very receptive to parents' wishes so that staff prepare hot snacks and meals sent in by them, serve up hot dinners sent over from a nearby high school and present a range of picnic items for other children. Babies' feeds and meals are appropriately stored and their meal times take account of their individual routines. Snacks and meals are invitingly presented. Children's awareness of healthy diets is also fostered during topics and activities, including regular cookery sessions.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are looked after in safe and secure premises. Maintaining play and care areas, furniture and equipment to a high standard is a priority, backed by effective health and safety procedures, including risk assessments. These are carried out at least termly and hazards are removed or resolved promptly. The setting has collated very helpful guidance relating to all aspects of safety and devised suitable policies. This information helps staff to promote children's safety and to manage any emergency situations, such as a fire evacuation, or a child being lost or not collected.

Children use age-appropriate and good quality toys, equipment and furniture. Regular checks ensure these remain in good condition and any hazardous items are removed. Fire equipment and electrical items are also well maintained and checked. Children learn to use tools safely, such as scissors or for older children attending Forest School, vegetable knives for whittling, bow saws for cutting branches or mallets for knocking in stakes.

Children are effectively supervised but without inhibiting their exploration and ability to cope with challenges. Through regular walks around the village, children are all introduced to road safety rules. Older children are beginning to understand about stopping, looking and listening for traffic as they walk along pavements and cross roads.

Children attending Forest School are expected to follow several rules pertaining to their safety and welfare. They manage this well as the nursery manager is proactive about discussing issues with children before they go out. Once they are walking to base camp and are engaged in Forest

School activities, staff's age-appropriate explanations and careful reminders help children to rise to the physical and safety challenges. As a result they are developing a sound awareness of staying safe in the countryside, whilst also appreciating the need to conserve their environment. However, at times some staff do not command children's full attention and careful listening, affecting their safety during some local walks and activities.

Children are also well prepared for emergency situations. Through practice evacuations and discussions, they understand about fire safety and remember the numbers to call in an emergency. The setting has exemplary fire and safety procedures to support their practice.

Children are protected from harm. Child protection training is a priority for all staff and the setting has clear procedures which are shared with parents from the outset. Collection arrangements are robust and ensure children only go with persons authorised by their parents. Through discussions, activities and visits, for example from the police, children are sensitively introduced to managing their own personal safety and welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children under three years are offered an enjoyable range of activities and experiences which are planned in terms of the Birth to three matters framework. Babies and younger children are comfortable and well supported in their inviting base room. Babies explore toys of different textures, clamber over soft play and pull themselves up on low-level furniture. They are introduced to messy and creative play so that during a topic about 'ourselves', songs, rhymes, painting and gluing activities help them to learn about different parts of their body. Like their older peers they find out about foods that are good for them, tasting different foods and making picture collages.

Toddlers are confident and comfortable in the setting. They enjoy imaginative and exploratory play, puzzles and painting. They enthusiastically join in songs, music, dance and physical play. They relish trying out all the physical play toys and equipment outside and taking part in 'Leaps and Bounds' physical activities. They relate well to their peers and older friends, enjoying shared lunch times and early afternoon play times together. They are developing self-reliance through opportunities for choice and being able to self-select some toys. Younger children are also becoming increasingly competent at feeding themselves at meal times and in getting ready for outdoor and physical play activities.

Staff have warm relationships with younger children, the atmosphere is light hearted and fun. Staff do their best to comfort those children who take time to settle, working closely with parents and carers. Staff develop a good understanding of younger children's progress through daily exchanges with parents and through realistic assessments. These are passed on to the next section of the nursery when children transfer.

Nursery education

The quality of teaching and learning is good. Children are eager to learn and to participate in activities, for example during Forest School and circle time discussions. They are quite

self-reliant, becoming increasingly independent in managing self-care routines, meal times and dressing. Children concentrate and persevere, readily rising to the physical challenges of Forest School, plus showing great interest in their surroundings. Staff foster children's interest, and independence well, knowing when to help or adapt an activity and when to draw back to let children take the lead. Children also relate well to each other and often help each other out.

Children are becoming adept at recognising their own names during self-registration and circle time activities. Good use is made of visual prompts to explain print, such as a photograph of a child washing his hands next to the written sign. Children are introduced to letter sounds and mark making in practical ways and parents are encouraged to follow up activities at home. Children's conversations and discussions are actively encouraged, so they develop a wide vocabulary and become confident speakers. Good support is available for those who are less adept or require extra help.

Children's numeracy and understanding of mathematical concepts are very well fostered in meaningful ways. They count the numbers of children present, the numbers of rare breed sheep in a field, or the numbers of spots on a large dice. During Forest School, children measure entrances to badger holes, compare the lengths of sticks or shapes of leaves, and search for small and large fire cones. They weigh ingredients during cooking and compare amounts of water in containers at the water tray. Children engage in simple number problems, by matching and sorting different items or toys, and singing number rhymes. They are learning to predict, such as how long it will take some ice to melt or how many steps it will take for a programmable toy to move in a particular direction.

Children delight in being outside. Plenty of outdoor play, local walks, plus the challenges of 'Leaps and Bounds' and Forest School sessions ensure that they are confident, physically active, and develop stamina and coordination. These activities also enable children to become part of their local community as they walk through the village, recognising and talking about local landmarks. At Forest School children listen and observe, investigate their natural surroundings and develop respect for their environment. They record their findings on camera and help to design and make different structures, such as devising a pulley system to return a bird to its nest, building a snail house or cutting hazel to construct a low fence. These activities help children to find out how things fit together and work, plus give them opportunities to correctly and safely use a range of tools and natural materials. As a result children are most interested in and knowledgeable about different aspects of the natural world.

Children's observation skills and competence in managing tools also impacts on their ability to represent their ideas through art and craft. They draw and paint expressively, so their pictures have recognisable features. During role play children adapt activities to reflect their own real and imagined experiences, for example turning the area into a garden centre, a doctor's or a dentist's surgery.

Children's play and learning takes place in an inviting environment where there are displays of photographs, of their work, and of different items and artefacts relevant to the current topic. Many of these are displayed at child-height and, together with low-level storage, mean children can easily access resources, books and some activities, such as the computer. Children experience

a varied programme of rewarding topics, which include special events and festivals. Short term plans are linked to the six areas of learning with generally clear learning outcomes.

Grouping children with a key worker and ongoing assessment, where staff and parents regularly share information, ensures adults have an understanding of each child's stage of development. However, these assessments, and termly progress reports given to parents, do not clearly identify the next steps for each child's learning. Although short term plans are currently being revised to show differentiation, it is also not yet consistently apparent how children's individual learning needs are incorporated into these plans.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well known. The nursery is proactive in encouraging parents to share information on a regular basis. Children's self-esteem is positively fostered, staff encourage them to make choices and express their views. Children and their families benefit from the very strong community links established by the nursery, for example through parental and community representation on the setting's board of trustees and through close contact with the school, Children's Centre and the village.

Children with learning difficulties, disabilities or who speak English as an additional language are all effectively supported. They take a full part in the life of the setting as the manager and staff are proactive about sensitively discussing concerns with parents and agreeing strategies to ensure children make good progress.

Children's spiritual, moral, social and cultural development is fostered. They become aware of diversity through a range of stimulating toys and resources which are used daily, and through activities and discussions which introduce them to aspects of others' lives, such as Diwali and Ramadan. Children's families contribute to these sessions.

Children generally behave well. From an early age they are encouraged to take turns, share and be polite. They like to help, for example with tidying up or assisting with simple tasks. They play well together and are sociable. Children are often caring towards each other. During physical play an older child shows a partner how to catch a ball; during a computer game and playing with puzzles children work together, offering advice and help. Children generally listen and follow instructions well. This is evident when they go on local walks, or older children take part in Forest School activities. However, there are times when three and four-year-olds do not listen sufficiently well or respect staff's requests, which impacts on their safety, for example when getting ready to leave the nearby guide hut and when walking back to the nursery.

Parents and carers are very well informed about the nursery. They are warmly welcomed and encouraged to spend time in the nursery, talking to staff and seeing what their children have been doing. New parents and carers visit with their child and become familiar with the setting. They are able to exchange information about their child's needs and comment on their routines, skills and interests. New parents receive a comprehensive welcome pack of a prospectus, policies and relevant forms. Additional information is given depending on which part of the nursery children are going to attend. The premises' entrance area contains a wealth of information

about staff and their qualifications, and activities within the setting and the Children's Centre. A regular interesting newsletter and opportunities to attend training sessions or special events, keep parents and carers up to date with life in the nursery and with other early years' issues. Parents can contribute in various ways to the nursery, by providing resources, sharing their views and expertise. Several parents are trustees and hold specific roles, for example helping with monitoring health and safety.

Should they have any concerns or wish to make a complaint, parents feel confident to discuss matters with the nursery manager or staff. The Ofsted parents' poster is prominently displayed and they receive a copy of the complaints procedures as part of their welcome pack. The complaints policy is very much in the spirit of the National Standards' requirements, and the setting has to hand all relevant information about changes to regulation regarding complaints. However, the policy does not fully reflect these changes, so staff and parents not familiar with all current requirements.

Partnership with parents and carers is outstanding. Parents are very well informed about the Foundation Stage from the outset through user-friendly written guidance. Within the setting inviting pictorial and written displays, plus the use of photographs in children's daily diaries, brings aspects of the Foundation Stage alive for parents. They are actively involved in their children's learning, whether as a trustee attending a Forest School session or by contributing items for the phonics table or sharing features of a special celebration, such as Diwali, with the children. Parents are encouraged to follow up activities at home, contribute their views on their children's interests, skills and development, and they receive regular verbal and written feedback on their children's progress.

Organisation

The organisation is good.

Children are looked after by a capable and caring staff team. Effective arrangements for recruitment and vetting, plus ongoing training and development, ensure that staff are suitable and clearly understand their roles. The strong commitment to staff training keeps everyone up to date with good practice and encourages new initiatives and ideas. Children's safety and welfare is promoted as most staff have attended child protection, first aid and food safety courses. Good use is made of meetings and in service training to develop staff's awareness, for example of the 'Birth to three matters' framework and of effective communication strategies with children, including 'Signalong'.

Children and families enter an inviting and welcoming atmosphere. Children are grouped appropriately with some opportunities for play and learning in mixed age groups. Sessions are well organised and unhurried, incorporating challenges and interesting experiences for children, such as walks, Forest School activities and 'Leaps and Bounds' physical play sessions. Very good use is made of a well-organised and maintained outside area so that babies and children get plenty of fresh air and exercise. The manager and staff effectively carry out their duties and, along with the trustees, work tirelessly to ensure the smooth running of the setting.

The leadership and management of funded children is outstanding. Everyone involved in the nursery shares a strong commitment to providing high quality nursery education for children.

The nursery manager's energy and enthusiasm enthral the children and encourages staff and trustees to take on new ideas and initiatives. The strong focus on outdoor activities and fostering independence has had a big impact on children's confidence, self-reliance and their ability to solve problems. The adults working with the children share their enthusiasm, so that children relish the challenges afforded by Forest School, the range of physical activities and varied opportunities to appreciate their community and environment.

Children's learning and progress is also supported by the setting's ability to recognise and address areas for development. This is reflected in new key worker groupings and in recent ongoing revisions to planning in order to more clearly identify and support children's differing levels of skill and understanding. Close links with the school and other early years' provision ensures that the manager and staff keep up to date with best practice. Overall children's needs are met.

Improvements since the last inspection

At the last day care inspection the nursery agreed to four recommendations regarding

deployment of staff during outside play, the safety of the rear garden, and improving medication and child protection procedures. These recommendations have been effectively addressed to ensure children's safety and well-being. Good staff deployment ensures children are supervised and supported during outside play. Children can safely use the rear garden which has been renovated and is fully secure. Should children require medication, appropriate procedures are in place to ensure consistency in seeking parents' prior consent and in maintaining relevant documentation. Child protection procedures include current guidance regarding the management of any allegations against staff or volunteers, and staff often attend training on safeguarding children.

At the last nursery education inspection the nursery agreed to one point for consideration to promote more child-initiated play activities by making additional resources more easily accessible. Low-level storage of resources and books enables children to help themselves and promotes their self-motivated play and learning, for example during role play.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

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 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 knowledge of current requirements for managing and recording any complaints so that parents can be made fully aware of their rights.

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 tracking of children's progress by clearly identifying their individual learning needs and demonstrating how these will be incorporated into short term plans
- ensure all staff are able to consistently encourage and support children's attentive listening and prompt responses to instructions.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk