



## Upp - Starts Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	260841
<b>Inspection date</b>	20 September 2006
<b>Inspector</b>	Ros Church
<b>Setting Address</b>	Uppingham Community College, London Road, Uppingham, Rutland, LE15 9TJ
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<b>Registered person</b>	The Governors of Uppingham Community College
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Upp-Starts Nursery opened in 1997. It operates from a building on the site of Uppingham Community College which is located on the outskirts of the town of Uppingham, Rutland. A maximum of 29 children may attend the nursery at any one time. The nursery is open Monday to Friday 08:00 to 18:00 throughout the year with the exception of bank holidays and Christmas week. Children are grouped together in two rooms, they also have access to the toilets, lobby and outside play area. They have access to parts of the college for organised activities.

There are currently 48 children aged from 10 months to 4 years on roll. Of these, 13 children receive funding for early education. Children come from Uppingham and the surrounding villages. The nursery currently supports children with special educational needs and is able to support children with English as an additional language.

There are nine members of staff who work with the children throughout the week, this includes part time and full time workers. Most staff hold relevant early years qualifications or are working towards one. The nursery receives support from the Rutland Local Authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is promoted as they are cared for in a clean and well-maintained environment. Staff follow good health and hygiene practices. For example, clear procedures are followed when changing nappies, staff use disposable gloves and aprons. There is a clear policy regarding caring for sick children which is shared with parents. Children begin to learn about good hygiene because staff understand the importance of keeping children healthy. For example, younger children are encouraged to wash their hands before meals and after toileting, whilst older children are being helped to understand about germs and taking responsibility for their own health. Children are well protected if they have an accident or become poorly as all staff are knowledgeable of current first aid practice.

Children are well nourished they benefit from a healthy balanced diet. Meals are freshly prepared on site and include a good variety of fresh fruit and vegetables. Menus are displayed, this gives parents information on the daily meal, and helps them to plan their child's diet. Children's individual dietary needs and routines are met because staff work well with the parents. Older children are able to help themselves to water as they require from a drinks dispenser, whilst younger children and babies are offered drinks regularly to ensure they do not become thirsty.

Babies and children enjoy daily opportunities for outdoor play to develop general physical skills, they also learn the need for fresh air for their health. Children have opportunities to use the enclosed outdoor areas within the nursery grounds which includes a garden, and an area for more physical activities. The school sports hall and playing field provide additional opportunities for the older children to use bikes, join in with group sport activities and games. Children have a positive attitude to exercise and enjoy using the variety of equipment, although this provides limited challenge for those who are more confident and agile.

Babies and young children's emotional well-being, growth and development are promoted through the close warm and supportive relationships they form with the staff that care for them. They feel safe to express their feelings in the supportive environment.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a bright, welcoming, safe and secure environment where they are able to feel settled and comfortable. Children are grouped within two rooms according to their age and ability. Both rooms are well organised providing areas for children to play, eat and rest safely depending on their needs. A good range of toys and equipment are provided. Resources are well organised within labelled containers at children's height. Children's work is displayed around the nursery, this makes the environment attractive and helps children to feel valued.

Children remain safe within all areas of the nursery because there are effective systems in place to identify and minimise any risks, and policies and procedures that guide practice. These are understood by all staff so that children are kept safe in line with health and safety requirements. Good systems are in place to ensure the premises are secure, staff monitor this well. Appropriate fire safety equipment is in place and practises are carried out on a regular basis to ensure staff and children are familiar with the evacuation plan. Children begin to learn about safety in their environment through practical life experiences. For example, through topics and during outings within the local environment older children learn about crossing roads safely.

Procedures are in place to safeguard children, staff have a sound understanding of the child protection procedures and have attended training within this area. However, existing injuries which children arrive with are not recorded to ensure that children are protected in the event of any concerns.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are interested and engaged in their play and enjoy their time at the nursery. They have their individual needs met and are developing a good range of knowledge and skills because the setting plans and provides activities and play opportunities that help children achieve in all areas of development. Children make choices within their play and enjoy the time they spend outdoors. The staff use the 'Birth to three matters' framework to provide a broad and balanced programme of activities for babies and young children. For example, a good range of activities including sensory play with materials such as paint, cornflour and playdough are provided. Regular observations are made and recorded clearly in children's development records. The information is used to plan the next steps in children's learning.

Children make positive relationships with staff and one another. For example, babies and young children have a clear bond with the staff who work with them, this increases their well-being and sense of trust. Older children enjoy playing with and alongside one another and making friendships, whilst younger children play cooperatively with their peers.

The quality of teaching and learning is good. Children are making good progress towards the early learning goals, because staff have a secure knowledge of the Foundation Stage and have a clear understanding of how children learn and progress. Staff plan together a wide range of interesting and exciting topics and activities which take account of children's age and ability and encourage their learning. Plans cover the six areas of learning and all their aspects. Staff use the assessment of children's progress well to identify and set targets for the next steps in their learning. They link them effectively to plans so activities are always based on children's interests and what they need to do next in their development. Staff use their time well by working directly with the children, supporting their learning and encouraging them to think and ask questions. Resources are effectively organised in containers on low shelving, with some children accessing these independently.

Children are motivated and show positive attitudes towards learning. They eagerly participate in activities and concentrate well to complete their chosen tasks. Children behave well and show care and concern for one another. They are given responsibilities such as helping with

the preparation of snacks. Children's independence skills are developing well as they find and put on protective shirts before messy play and painting activities. Children's language is developing well, many are confident to share their interests and experiences individually with staff and during group times. They enjoy listening to stories and sharing these with others. They know how to use books and take care of them. Children are keen mark makers and older children are beginning to form letters. They recognise their own names through good opportunities, such as during routine activities when they find their own names at snack and meal times.

Children are developing confidence with numbers. Many older children are able to count and recognise numbers to nine and above. They are familiar with common shapes and use language to describe an object. Activities are provided to develop and extend children's understanding of simple calculation. Children enjoy learning about the world around them as they participate in a good range of topics. They learn about living things such as insects, they learn about where these live and explore them closely by the use of magnifying glasses. They learn how to grow, plant and care for flowers within the nursery garden. Children have good opportunities to use information technology equipment, this includes learning how to use programmable toys and the computer.

Children enjoy using the role play area which staff set up in a good variety of situations such as the hairdressers and post office. Children act out their experiences using the different props to extend their play such as using pencils to write on the envelopes, or to write an appointment at the hairdressers. However, during these activities play money was not accessible to children to enable them to act out in full their experiences. Children develop their physical skills in many ways through a range activities and use of large equipment, such as slides, climbing equipment and obstacle courses. However, this does not provide the physical challenge for the more able children. Good activities are provided to develop hand-eye coordination, children are helped to learn appropriate skills, such as how to hold scissors, and given opportunities to practise as they cut materials for their own craft work. Children enjoy designing and making their own creations using a good range of textured materials such as wood off-cuts and shavings, various fabric, straws, card and paints.

### **Helping children make a positive contribution**

The provision is good.

All children are welcomed into the setting, they are valued and respected as individuals. Children have positive and enjoyable experiences within the nursery. Staff encourage children to respect and value one another. Children become aware of their own and other cultures, they learn about their own community and the wider society. For example, on outings children visit the shops and market within the local town, they have visitors to the setting such as fire fighters and safety officers. They participate in a good variety of activities which are linked to festivals such as Chinese New Year, Diwali and Christmas, including learning how this is celebrated around the world. There are a good range of resources which promote positive images, these include dressing up clothes, jigsaws, dolls and books. Additional resources such as musical instruments from other cultures are borrowed from local toy libraries. Children with special

needs are supported well by staff who liaise closely with the parents and gain additional support from other agencies.

Children's behaviour is good. Staff who are good role models take account of children's individual understanding and maturity. They support young children effectively as they learn to share, distracting them and redirecting them to other activities appropriately. The clear boundaries and expectations of the staff enable the older children to take responsibility for their own behaviour. Children readily take turns with equipment such as the computer and outdoor toys. Children's spiritual, moral, social and cultural development is fostered as they learn to recognise and respect differences in each other and become a valued member of the nursery.

Children benefit from the positive partnership staff develop with parents. Staff work closely with parents to ensure children's individual needs are met and that they are fully included in the provision. Staff talk daily with parents to ensure children's individual care needs and routines are being met. Parents of babies and younger children are provided with daily diaries to keep them informed of their child's care and the activities they have been involved in throughout the day, this helps to provide consistency in their care. Good information is available to parents in the entrance area, this includes staffing, activity planning, policies and procedures. The partnership with parents and carers of children who receive nursery education is good. When children start attending the nursery, parents are involved in discussions about what their child can do and understand, this helps staff to know children's starting points in learning. Parents are kept well informed about their child's learning and well-being through daily discussions, regular open evenings, and the opportunity to view and discuss their child's assessment records.

## **Organisation**

The organisation is good.

Children's safety and well-being are maintained as robust recruitment and vetting procedures ensure they are well-cared for and protected by staff. Most staff hold level three qualifications in child care and education, with some staff having achieved qualifications above this level. Children's experience at the nursery is enhanced by the clear direction provided for staff by the effective management team. The thorough induction system ensures that all staff are proficient in working towards the high standard of care in the nursery. Staff are committed to developing their knowledge and undertake various courses and training to enable them to provide good levels of care and education to benefit the children. Appraisals are in place for all staff, and one is planned for the manager. Records for the safe and efficient management of the setting are in place and kept confidential. However, the medication record does not always include parents' signature to acknowledge medication given, and a record of injuries which children arrive with, is not in place to ensure children's welfare. Overall the provision meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is good. The manager has effective systems in place to ensure children make good progress along the stepping stones in all areas of learning. All staff are involved in planning and assessing children's development. Effective training in the Foundation Stage ensures that staff are able to support children's learning well. There are clear systems in place for monitoring and evaluating the quality of the teaching and

learning. This enables them to plan for and implement improvements to their provision so that children continue to make good progress in their learning.

### **Improvements since the last inspection**

At the last care inspection the provider agreed to a number of recommendations which have all been addressed. Children within the two to five year old room now have a good range of resources and activities which are planned to meet their individual needs and development. Opportunities are provided for them to use their imagination freely when creating art work. Regular fire drills are carried out. Fresh drinking water is available to children at all times. Children's behaviour is now managed effectively when they are playing outside, and appropriate plans regarding Individual Education Plans are in place for children with special educational needs. As a result of the improvements made children's safety, enjoyment and welfare is enhanced.

At the last nursery education inspection several key issues were made to address gaps in the curriculum. Staff now plan challenging activities for the older children, they plan for individual needs and use a good range of teaching methods so children learn effectively. A wide variety of focussed activities are now offered in each session, this has been achieved through daily planning, more experiences offered and new toy rotas. Opportunities to develop children's co-ordination, control and awareness of space has improved through the introduction of themed boxes for outdoor play and more organised sessions in the sports hall with a variety of equipment.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider 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):

- ensure records are in place with regards to recording existing injuries which children arrive with, and that parents sign the medication record to acknowledge the entry.

### **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):

- develop further the opportunities of climbing and balancing activities for the more able children
- ensure additional resources and equipment are available and accessed by all children, with particular reference to lack of play money within the role play area.

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](http://www.ofsted.gov.uk)