



Goldsmiths Day Nursery

Inspection report for early years provision

Unique Reference Number	EY320961
Inspection date	15 September 2006
Inspector	Alison Jane Williams / Gillian Noble
Setting Address	41 Goldsmith Avenue, SOUTHSEA, Hampshire, PO4 8DU
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Registered person	Karen Esther Miller
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 satisfactory.

WHAT SORT OF SETTING IS IT?

Goldsmith Day Nursery is a privately owned nursery, established in 1999 and registered to the current owner in early 2006. The nursery serves families living in Portsmouth and the surrounding areas. It is situated on the ground and first floors of a privately owned house on the outskirts of Southsea, close to the city centre of Portsmouth. Children have use of five play rooms and an enclosed rear garden for outside play.

The nursery is registered to provide care for 34 children aged under five years. There are currently 44 children on roll; of these nine children are in receipt of funding for nursery education. The nursery is open Monday to Friday 08:00 to 18:00, 51 weeks of the year, excluding bank holidays. Children attend on a full or part-time basis. The nursery offers appropriate support to children who have learning difficulties and/or disabilities and English as an additional language.

The owner employs a qualified manager to be responsible for the day to day running of the nursery. In addition, seven members of staff work directly with the children, all of whom are qualified. The nursery receives support from the local authority, and has achieved the Pre-School Learning Alliance accreditation status.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about the importance of personal hygiene through daily routines and discussions. They are encouraged to wash their hands at all appropriate times. They are beginning to understand the importance of good personal hygiene and develop appropriate self-care skills. They know you should wash your hands after going to the toilet, touching rubbish or before you have something to eat and they know about germs. Staff implement hygiene procedures effectively to ensure the nursery is a very clean and healthy environment for children. For example, they wear disposable gloves and aprons for nappy changing and clean the changing area with anti-bacterial spray after each child has been changed. Cots are changed after every child has slept and children have individual mattresses & bedding, helping to prevent the possible spread of infection.

Staff are fully aware of the systems to record all accidents and the administration of medication, helping to keep children healthy. Parents give written consent for medication to be administered and consistently sign to say they acknowledge an accident, or that medication has been given, ensuring they are kept well informed. Children are well protected and will receive immediate treatment in the event of an accident, as the majority of staff are qualified in first aid.

Children are beginning to understand the importance of healthy eating and meals are a social time. Staff talk about which foods are good for you and encourage children to use good manners. The nursery provides breakfast of either toast, fruit or cereal and a wide range of snacks, including breadsticks, crackers, pasta and fresh fruit. Although, healthy options are not consistently available to all. Older children can access fresh drinking water freely and independently to ensure they are never thirsty or dehydrated. They pour their own drinks from jugs, in the pre-school. Children's special dietary or religious requirements, allergies and parental wishes are fully discussed and recorded in detail, ensuring their individual needs are met and respected at all times.

Children benefit from varied opportunities for physical activity and outdoor play. They have daily access to an enclosed outside play area. They are taken for walks several times a week and have regular visits to the park across the road, to enjoy the benefits of fresh air and exercise. They move freely and confidently around the nursery from one play area to another. Children are developing spatial awareness. For example, they find their own space easily at registration and story time and recognise when things will fit inside each other. Children have some opportunities to develop their large muscle skills and co-ordination. They climb and balance on the climbing frame, use hoops and play mini golf. Babies and toddlers are given time and space to crawl and practice walking. They enjoy taking part in craft activities, using paints and

glue sticks with little or no assistance, developing their small muscle skills. They are able to use tools independently and are becoming competent learners.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move freely and safely throughout the nursery. Children are developing an understanding of how to keep themselves safe. For example, they know the gates have to be closed to stop them from falling down the stairs and they know the scissors have to be put away after use, so no one gets cut. The premises are warm and welcoming, with posters and examples of the children's work on display around the walls. Staff recognise potential hazards and address them appropriately. For example, radiators are guarded by fixed covers and safety gates are in place across top and bottom of each flight of stairs, ensuring the nursery is a safe environment for children. Detailed written risk assessments are in place covering all aspects of the nursery. All staff are fully aware of their individual roles and responsibilities towards the safety of children and the premises. The front door is kept locked at all times. Visitors have to sign in and out of the building, keeping the premises and children secure and ensuring that no unvetted visitors have access to children. Children are met in the lobby on arrival, by a member of staff. They feel safe and settle extremely well because of the supervision and support they receive from staff. Play provision and resources are well laid out, clearly labelled and stored at children's height allowing them to access them easily, freely and safely.

Children are well protected because staff have an extremely clear understanding of child protection and the procedures to follow if concerns are identified. Most staff have attended child protection training and detailed policies and procedures are in place, keeping children safe.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and young children enjoy a varied range of planned activities and free play opportunities daily. They are happy, confident and actively involved in their play. They experience close relationships with their key workers and receive plenty of praise and attention. When babies nappies are changed they contently look at mobiles and listen to staff singing songs. They experience messy play such as, being given sand, soil and shaving foam to play with. They enjoy opportunities to explore their senses and investigate a range of man made materials and natural objects, for example through the use of treasure baskets. Further tactile experiences offered to babies and young children as they investigate a range of different textures and fabrics, such fake fur, angora and carpet tiles. They enjoy being in the fresh air and playing outside in the garden. Staff engage babies and toddlers well, they know when to assist them and when to step back and let their play develop. Activities are well planned using the Birth to three matters framework. Clear records of individual children's achievements are illustrated well with observations and photographs. Children under three make good progress in all areas.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a suitable understanding of the Foundation Stage, enabling them to plan a programme which covers the six areas of learning. Activities are linked with the stepping stones to ensure the children's progress can be monitored. Staff's interactions with children are kind and sensitive. However, at times, staff fail to challenge them to think and to learn new skills and ideas, so children do not achieve as much as they are capable of or have the opportunities to explore what interests them as individuals. Some activities are poorly presented and are not inviting, such as the role play and sand tray. Consequently, few children access these resources and those that do lose interest and quickly become bored.

Daily activities are evaluated to assess their overall effectiveness. Staff observe children's progress and use this information to plan the curriculum, helping to ensure activities are purposeful. Observations of children's progress are ongoing and clearly record individual achievements. However, this information is not used effectively to inform the curriculum and ensure the needs of all children are being met. As a result, children are not successfully challenged in all areas of their learning.

Children benefit from a balance of opportunities to focus on individual tasks and to participate in group activities. Staff organise the daily routines so some part of the sessions offer planned, structured activities and others allow the children to express themselves, for example during free play. Staff in the pre-school have a suitable understanding of the development needs of the children. They offer guidance and support as necessary and praise and encourage the children, promoting their confidence and self esteem.

Children's social skills are developing. They concentrate well during most activities provided, they suggest ideas and interact with each other appropriately. They have an awareness of the boundaries set and behaviour expectations within the setting and are able to follow simple instructions. For example, they share and wait patiently to take turns, they negotiate roles during role play and they know when to sit still and listen.

Children's vocabulary is developing well. Staff extend the children's vocabulary during practical activities. For example, introducing new words such as antenna and blubber as they talk about different animals and where they live. Children are beginning to understand that text has meaning as they handle books independently and hold them correctly. Children freely access writing tools and materials, including pencils, pens, scissors, glue sticks, hole punches and sticky tape in the designated writing area provided. However, this is not extended across other parts of the provision, for example in role play situations, to enable children to experience writing for a purpose.

Children count up to ten throughout the day using one to one correspondence with everyday items. They recognise numerals and use mathematical language in their play. For example, they find numbers for the date to place on the calendar and use words such as big, little, lighter and heavy as they experiment with sinking and floating objects in water. Children learn about shapes in everyday objects. For example, they point out circles, squares and triangles in photographs of a drain cover, road signs, doors and windows. Although, children have few opportunities to recognise and recreate simple patterns.

Children share their experiences openly during free play. They talk about their families, what they did at the weekend, recalling holidays and experiences such as going crabbing, playing crazy golf and being scratched by a cat. Children are developing a good sense of time because staff use sand timers to help indicate how long a period of five minutes is, alerting them to the fact that they have this much time left to pack away toys. They are familiar with the daily routine and talk about today and tomorrow in discussions and group times. Children's visits to the local park, opportunities to collect leaves, observe the trees through the seasons and investigate the life cycle of butterflies, help children develop their understanding of how things change over time. Although children enjoy using the computer to enhance their learning, they have few opportunities to use a range of other information and communication technology.

Children manipulate a range of tools and resources with increasing control such as paints, pens, pencils, scissors, glue and sticky tape. They build towers with large building blocks and use their imaginations to create models with different construction sets. They have opportunities to build and create their own ideas during art and craft activities. For example, making different landscapes for animals that live in hot and cold climates. Children recognise and name parts of their bodies as they play 'Simon Says' and sing action rhymes such as 'Head, shoulders, knees and toes'.

Children's work is brightly displayed around the walls, making the children feel part of the group. They are able to choose the materials they want to use during art and craft activities, developing their independence and freedom of choice. Children have opportunities to explore a range of natural materials. For example, they investigate the properties of ice. As they handle the ice, they describe its texture as slippery, hard, cold and smooth. They learn that ice is made by freezing water and are encouraged to make predictions about the ice melting. Children sing songs and nursery rhymes from memory and they have opportunities to use a range of musical instruments.

Helping children make a positive contribution

The provision is satisfactory.

Children are valued as individuals and information is obtained through discussion and registration procedures to ensure staff are aware of their individual needs and requirements. Staff have a clear understanding of equal opportunities and implement the policies and procedures well. Children's spiritual, moral, social and cultural development is fostered. Children are helped to learn about equality and the diversity of our culture through planned activities and celebrations. For example, they taste prawn crackers at Chinese New Year and paint brightly coloured icing sugar pictures, to celebrate the Buddhist festival of Wesak. Children in the pre-school enjoy a suitable range of resources that reflect positive images of culture, ethnicity, gender and disability, helping them to learn about the wider world. Although, access to these resources is very limited for younger children.

Children who have particular needs are supported by trained staff, with a clear understanding of their roles and responsibilities. Staff build sound relationships with parents and work with them and other agencies, such as speech and language therapy, to develop individual educational plans to support their learning and development. Children with English as an additional language are also supported. Staff work with parents to produce an extensive range of multi language

labelling throughout the nursery and to learn a few key words or phrases in other languages. Children work and play well together and recognise the need to share and take turns. Children in the pre-school receive enthusiastic praise from staff when they say please and thank you and when they tidy up resources. However, behaviour is not managed consistently by all staff and consequently younger children are not always sure what is expected of them.

Children benefit from the positive relationships staff establish and maintain with their parents. Parents feel staff are friendly and approachable. They are able to discuss in confidence, any issues that may arise with them at any time. Home link diaries are used to keep parents of younger children informed about their day and information is exchanged verbally at the end of the pre-school sessions. Parents are given a leaflet with a brief introduction to the nursery and information on daily routines. The nursery entrance and lobby are used effectively to display policies, procedures and other relevant information and parents are kept informed about the provision via the notice board and regular newsletters.

The partnership with parents and carers of children who are in receipt of funding for nursery education is satisfactory. Parents are given information about children's learning and development with information on the Foundation Stage and the areas of learning. Parents are kept informed about their children's progress through daily discussions. However, they are not encouraged to share what they know about their children or to add comments to the progress records about their learning at home. This limits staff's ability to develop links between the children's learning at pre-school and home. Staff keep parents informed about topics and themes through a newsletter and weekly activity plans are displayed. Scrap books are used to record individual children development, these are well illustrated with observations, photographs and examples of their work.

Organisation

The organisation is good.

Children benefit from well organised routines. They are fully occupied and engaged with the many play and learning opportunities provided for them during their time at the setting. Staff are committed to continuous improvement and there is a high commitment to staff training and development. Staff are actively involved and supported in identifying their own training needs and attending relevant courses and workshops, helping them to develop their skills and provide enhanced opportunities for children. Children are safe and well cared for because the owner follows rigorous recruitment and vetting procedures. All legally required documentation which contributes to children's health, safety and well-being is in place and regularly reviewed. The owner plays an active role in the nursery, providing support for the staff team. Roles and responsibilities are defined, ensuring that most procedures are followed to protect the children and the staff. Although, the registration system does not ensure the consistent recording of the times of arrival and departure of children and staff. The provision meets the needs of the range of children for whom it provides.

The leadership and management of the setting is satisfactory. The pre-school leader organises the nursery education programme appropriately and most elements are covered sufficiently, helping to ensure children make steady progress towards the early learning goals during their time at the setting. However, weaknesses in the quality of teaching and learning have not been

identified and there are no systems in place to monitor and evaluate the curriculum to ensure children receive a balance of learning opportunities. Planning is not linked to children's individual needs, helping staff to build on what children already know. Consequently, although children are happy and engaged in their play, they do not receive sufficient challenge across all aspects of the session.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

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The quality and standards of the nursery education are satisfactory.

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):

- review the registration system for recording the time of arrival and departure of children and staff to ensure it is accurately updated at all times

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):

- ensure all staff are able to build on incidental learning opportunities, which allow children to develop at their own pace
- develop the procedure for making an initial assessment of children's starting points and include opportunities for parents to contribute to this sharing what they know about their child
- ensure planning reflects the individual needs of children as identified in their development records

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